EVALUATION

Final Performance Evaluation USAID/Philippines' Alliance for Mindanao Off-Grid Renewable Energy (AMORE) 3 Program

FINAL REPORT

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This publication was produced at the request of the United States Agency for International Development. It was prepared independently by SUSTAINABLE DEVELOPMENT SOLUTIONS.

The Final Performance Evaluation team comprises the Project Management Team (PMT), Key Experts, Field Survey Teams, and a Data Entry Team. The Team Leader (Dr. Bruce Robins), Project Director (Mr. Renato Relampagos), Study Manager, (Ms. Niñosa Nuque), and Study Coordinator (Ms. Aleandre Kwan) compose the PMT. The Key Experts are the Statistician (Ms. Lita Sealza), Governance Specialist (Mr. Luis Eleazar), and Monitoring and Evaluation Specialist (Ms. Felicidad Suñer).

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ACRONYMS

AMORE 3	Alliance for Mindanao and Multi-Regional Renewable / Rural Energy Development III Program
ARMM	Autonomous Region in Muslim Mindanao
BAWASA	Barangay Waterworks and Sanitation Association
BCS	Battery Charging Station
BRECDA	Barangay Renewable Energy and Community Development Association
DILG	Department of the Interior and Local Government
DOE	Department of Energy
DepEd	Department of Education
FGD	Focus Group Discussion
HHS	Household Survey
KII	Key Informant Interview
KPI	Key Performance Indicator
kWh	Kilowatt hour
MHP	Micro hydropower
NEA	National Electrification Administration
NGO	Non-Government Organization
NPC - SPUG	National Power Corporation - Small Power Utilities Group
OH&S	Occupational Health and Safety
O&M	Operations and Maintenance
PTA	Parents and Teachers Association

PV	Photovoltaic
RE	Renewable Energy
RPP	Rural Power Project
SDG	Secondary Data Gathering
SDS	Sustainable Development Solutions
SEEd	School Electrification and Distance Education
SHLS	Solar Home Lighting System
SL	Solar Lantern
SSMP	Sustainable Solar Market Package
USAID / P	U.S. Agency for International Development / Philippines
WASH	Water, Sanitation, and Hygiene
WI	Winrock International

EXECUTIVE SUMMARY

THE AMORE PROGRAM

The Alliance for Mindanao Off-grid Renewable Energy (AMORE) Program commenced in February 2002 and finished in September 2013. The program went through three phases: AMORE 1 (February 2002 to July 2004), AMORE 2 (October 2004 to September 2009), and AMORE 3 (October 2009 to September 2013).

WINROCK International (WI) was awarded the contract to implement the AMORE programs. Over the 11.5 years the AMORE Budget was US$27.3million, 80% or US$22million was funded by USAID Philippines (USAID) and US$5.3million was from local counterpart funds (a combination of money, equipment, and in-kind). The estimated average expenditure for the approximate 15,000 to 21,000[1] households under AMORE 1, 2, and 3 is about US$1,300 to US$1,800 per household, respectively.

AMORE 3 EVALUATION

AMORE 3 was a four-year, US$7.3million (including US$6million from USAID) program originally conceived as a fully commercial implementation program. Its goal changed from that in AMORE 1 of "*improving the quality of life in un-electrified rural communities*" to "*[continuing] its contribution to rural development and peace initiatives in Mindanao. AMORE's work extended to other regions in the Philippines to replicate proven, scalable approaches to RE-based rural electrification with focus on intensification and to implement school electrification and safe water projects*"[2] In fact the AMORE 3 acronym was even changed to become "Alliance for Mindanao and Multi-regional Renewable/Rural Energy Development."

The principal goal of AMORE 3 was to strengthen modern rural energy services via public-private partnerships, including household electrification, school electrification for improved basic education, and renewable energy workforce development. As a consequence, AMORE 3 became a much more complex and ambitious program than its predecessors.[3]

In November 2013, USAID Philippines issued a firm-fixed price purchase order in the amount of US$145,965.21 to Sustainable Development Solutions (SDS)[4], a Philippine development consulting company, for the final performance evaluation of the AMORE 3 program. The evaluation covers the assessment of the four major outcomes of the program: 1) Effectiveness, 2) Efficiency, 3) Sustainability, and 4) Gender.

The answers to these groups of questions were derived from a triangulation method which incorporated 846 one-on-one household interviews, 17 Focus Group Discussions (FGDs), and 32 Key Informant Interviews (KIIs). This standard methodology combines both quantitative and qualitative analysis and applies the rigorous statistical method of random selection to ensure that results are representative of the target populations. All in all, more than 70 SDS consultants/personnel were engaged in the field in Mindanao from 26 January 2014 to 14 February 2014. Over 1,000 questionnaires and other documents were analysed. This statistical methodology provides a 95% confidence level such that the results so obtained are correct and representative.

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[1] See calculation in ANNEX H

[2] AMORE 3 Program Completion Report, 2013 (Secondary Data)

[3] A detailed schematic showing the number and interrelated interventions in AMORE 3 is shown in ANNEX H.

[4] The Final Performance Evaluation team comprises the Project Management Team (PMT), Key Experts, Field Survey Teams, and a Data Entry Team. The Team Leader (Dr. Bruce Robins), Project Director (Mr. Renato Relampagos), Study Manager, (Ms. Niñosa Nuque), and Study Coordinator (Ms. Aleandre Kwan) compose the PMT. The Key Experts are the Statistician (Ms. Lita Sealza), Governance Specialist (Mr. Luis Eleazar), and Monitoring and Evaluation Specialist (Ms. Felicidad Suñer).

SUMMARY OF MAJOR FINDINGS

The major findings are grouped as follows: 1) What worked under AMORE 3? 2) Which of the four AMORE 3 goals and revised intervention targets were achieved? and 3) What did not work?

What worked under AMORE 3?

(1) AMORE 3 was very successful in improving the quality of life of the beneficiaries through:

a. **Improved security** – of the 441 households interviewed with a Solar Home Lighting System (SHLS) or portable solar lantern, 99% indicated that "having light increased one's feeling of security, peace, and harmony" and 95% indicated that they "observed (positive) changes on peace and order after AMORE 3."

b. **Improved productivity** – Twenty eight percent (15% men and 13% women) found additional employment after AMORE 3 with beneficiaries in Regions 9 and 11 having two to three times more employment than the average. Men typically increased their daily productivity by 2 hours and 21 minutes (from 2 hours 24 minutes to 4 hours 45 minutes) after AMORE 3, and women increased their daily activities by 2 hours 43 minutes (from 2 hours 22 minutes to 5 hours 5 minutes) after AMORE 3.

c. **Reduced cost of lighting** – The respondents averaged a 66% reduction in the monthly cost of lighting, amounting to PHP197 in savings. Ninety eight percent reported that "having light (was) worth what one paid" and that 83% reported that their system was still operational.

d. **Increased access to Level II potable water** – From the FGD, 100% of recipients (18 persons) acknowledged that AMORE 3 had provided "increased access to clean water." It was also was acknowledged (44%) that there had been a significant reduction in the time for collecting water from up to 2 hours before AMORE 3 to just a few minutes per household with the Water, Sanitation, and Hygiene (WASH) system. Ninety one percent of respondents indicated that the WASH system was still operating except in AMORE 3 sites in Region 4A.

(2) **Improved teaching and learning processes** – About 90% of the FGD respondents (27 persons) indicated improved teaching and learning processes with reduced teacher time in preparing visual aids. Fifty seven percent agreed that increased student class attendance was due to installation of multimedia equipment and a water tap in each classroom.

(3) **Technical and commercial training** – Six hundred technicians, including 96 women, were trained to service the solar systems in the Barangay Renewable Energy and Community Development Associations (BRECDAs) and schools. This was the first of its kind done in the Philippines. The program also offered business and technical trainings to 10 local solar companies and 20 micro-entrepreneurs.

(4) **Co-funding** – WI raised US$1.3million (cash, in-kind, equipment, and services) from 18 partner organizations.

(5) **Social preparation and community development** – Ninety one percent of respondents indicated that they had been invited to meetings and consultations before the Solar Lighting program was implemented, while 82% had been invited before the WASH program was implemented.

(6) **Gender** – Membership in the BRECDAs, Barangay Waterworks and Sanitation Associations (BAWASAs), and School Electrification and Distance Education (SEEd) was open to everyone irrespective of gender. The WASH component relieved women and children of the burden of collecting water from long distances away from their houses. SEEd made an effort to achieve a gender balance with at least one male teacher invited to join the technical training. Seventy seven percent indicated that women had been consulted during the planning of the Solar Lighting project and only 49% indicated that women had been consulted during the planning phase for the WASH.

Which of the four AMORE 3 goals were achieved?

(1) **PARTLY ACHIEVED: Assist the government of the Philippines in extending renewable energy-based rural electricity services to un-served and underserved households in rural communities in Mindanao -** With the exception of the two micro-hydro mini grid networks, AMORE 3 operated as a solar lighting intervention rather than an off-grid electrification project. The distinction is significant. As indicated in the objectives of AMORE 1 and as achieved in AMORE 3, solar lighting interventions are about improving the quality of life of the beneficiaries. They are not about poverty alleviation and the economic benefits that come from rural electrification.

(2) **SUBSTANTIALLY ACHIEVED: Expand the use of clean energy technologies to support social and economic development through vital services to rural communities -** About 15% men and 13% women found additional employment after AMORE 3. Men typically increased their daily productivity by 2 hours and 21 minutes and women increased their daily activities by 2 hours 43 minutes. This was achieved by providing solar and micro hydro powered lighting systems to about 9,240[5] households in Mindanao. The respondents' average monthly savings for the cost of lighting was PHP197.

(3) **FULLY ACHIEVED: Strengthen clean energy technology and workforce development through renewable energy education and training -** Six hundred people were trained to be solar lighting technicians including 96 women (16%). Twenty Entrepreneurs, 10 local companies, and 20 BRECDAs were also strengthened in solar technology and business management.

(4) **SUBSTANTIALLY ACHIEVED: Support peace and development initiatives in Mindanao through the provision of electrification and related services to disadvantaged communities in conflict-affected and post-conflict areas -** The perception of peace and security is all that was possible to measure and this measurement clearly demonstrates that the provision of solar lighting is an extremely positive intervention. However this was achieved by solar lighting not by off-grid electrification.

Which of the revised intervention targets were achieved?[6]

Of the revised intervention targets, AMORE 3 achieved the following:

- 174 rural schools with renewable energy systems and access to distance learning, 600 individuals who received training on renewable energy and business development from 10 local companies/BRECDAs, 20 entrepreneurs, and 20 BRECDAs

- **The strengthening of 240 existing organizational structures (30 BRECDAs, 36 BAWASAs, and 174 PTAs)**

However it would appear that so few are able to survive without on-going projects. The sustainability of the existing BRECDAs in particular must be called into question when there is no longer an overarching support organization as AMORE.

Recommendations:

a) To enable community organizations to survive (e.g. BRECDAs) post intervention requires well-trained and strong community organization leadership with succession planning. Here the involvement of women can play a crucial role.

b) Future interventions should only be implemented through those national agencies/departments which have the organizational structure, a national budget, and a mandate for directly implementing Government Policy (e.g. the DOE is a policy making body not an implementing agency; NPC - SPUG is an implementing agency, RECs are implementing agencies under the NEA, and the Department of the Interior and Local Government (DILG) is an implementing agency with paid officers all the way down to the barangay level). There are some things governments are better at than the private sector such as funding O&M years after the intervention project has finished. It has been the experience of the Team Leader that the commercial model, without significant subsidies, is not sustainable in off-grid electrification programs in developing countries. Even in developed countries where uniform tariffs apply, remote on-grid customers receive a substantial cross subsidy from the urban and industrial customers.

c) USAID should facilitate the handover of management to concerned government agencies such as the DILG, DepEd, NPC – SPUG, and the local REC. Specifically, the current WASH systems and the BAWASAs should be managed by their respective LGUs which should report back to the DILG. SEEd should become the management responsibility of the DepEd and NPC – SPUG and the local REC should manage the BRECDAs, the existing SHLS (not solar lanterns), and the micro grid networks.

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[5] WI data as of April 2014
[6] Ibid.

d) The DepEd should supply solar powered multimedia technology, lighting in all classrooms, and potable water supply for all off-grid schools.

Two of the revised targets were not met: electrification of households with renewable energy (solar and micro hydro) occurred only for 9,240 out of 9,502 households, and only 33 of the 36 WASH systems installed are still operational.[7]

What did not work?

(1) Co-financing required under the AMORE contracts has not worked to the benefit of USAID's original worthy objectives. Eighteen organizations other than USAID provided a total of US$1.3million in co-financing to the AMORE 3 program (11 corporations or their trusts, 4 government departments and Local Government Units (LGUs), 1 multilateral organization, and 2 international non-government organizations (NGOs)). This may have distracted and dissipated the focus of WI having to meet the various objectives and agenda of each of these organizations and undermined USAID's US$6million contribution towards renewable energy being the enabling technology to help bring about peace and stability in off grid communities in Muslim Mindanao.

Recommendation: USAID should keep control of its aid investment and not let its objectives be diluted by co-financing. If co-financing is a requirement, as in a number of programs, then funds should be pooled and managed by the major donor and their implementing subcontractors and not implemented as separate sub-programs.

(2) The sustainability of the supplied solar lighting systems must be called into question when 50% of households interviewed reported problems with their systems, 65% of which are battery-related. There is potential occupational health and safety (OH&S) as well as detrimental environmental issues as a consequence of the wrong selection of replacement lead-acid batteries[8] used under this program.

Recommendation: Only internationally-recognised lead acid batteries designed specifically for remote solar storage applications should be used in any SHLS or renewable energy-powered micro grid. Any renewable energy systems supplied must be accompanied by a performance and sustainability guarantee, and not just component guarantees, of at least five to 10 years by the systems integrator/supplier, as in the commercial wind industry**.** The system integrator must be able to demonstrate financial stability, capability, and capacity to back its performance warranty. The provision of such performance guarantees is the proper definition of commercialization.

(3) The full commercialization model (without the Department of Energy's (DOE) US$5million support) for the provision of portable solar lanterns (90% of solar lighting products supplied under AMORE 3) cannot be justified on equity, practicality, and sustainability grounds as an option for off-grid electrification.

a. Equity: Portable Lanterns cost PHP80 to PHP590 per kilowatt hour (kWh) compared to average Mindanao Rural Electric Cooperative's (REC) charge of PhP8.21/kWh. That is 10 to 40 times the amount which is imposed on some of the poorest and most vulnerable communities in the country[9].
b. Practicality: The cost of accessing and servicing most remote off-grid barangays is too high for most commercial operations. To cover such costs would require a significant increase in price, reducing the already low volumes of sales.[10]

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[7] The non-operational WASH systems are the following: 1) The Bantol (Malakiba) community water system's hydraulic ram pump is broken. There are no spare parts and no technicians to make the repairs. 2) The water sourced from the Gubaan community water system is not potable. 3) There is no community-based water system in Del Monte, Buug. The school-based system constructed under AMORE remains unfinished. Please see ANNEX D-1 for the complete list of 33 WASH systems.

[8] The original battery seen in the photo in ANNEX G (p.17), which failed within one year is a VRLA AGM standby battery from Motolite. The replacement battery is a flooded lead acid battery from Thailand. The charging and discharging characteristics of these two types of batteries are completely different and hence the regulator presumably designed for the VRLA Motolite battery would have completely wrong settings for boost, disconnect, and float voltages.

[9] See ANNEX I for the detailed computation.

[10] According to WI, private companies that have already bought into the commercial supply of PV products in remote barangays all over the Philippines and the number of firms engaged in this business are increasing.

c. Given that only 7,982 portable solar lanterns were sold by commercial organizations over a four-year period (166 units per month for Mindanao), the volume is clearly not there to sustain such a commercial model.[11]

Recommendations:

a) Future electrification programs designed to intervene in remote off-grid communities must investigate the option of renewable energy powered micro-grid networks providing significant amounts of per capita energy (the UN Human Development Index would indicate that around 1kWh/person /day would be required to lift communities out of the poverty energy trap[12]). Based on field observations in Mindanao such micro-grids could meet the needs of the poblacion of remote off-grid barangays with the remote sitios being provided with properly designed SHLS (not solar lanterns). Poverty alleviation in off-grid remote environments involves the provision of sufficient per capita energy to provide the opportunity for the establishment of significant economic activity in the community. In this regard, the seven micro hydro mini-grid networks established under AMORE 2 and 3 provide a working model to roll out in the Philippines.

b) All future USAID interventions for off grid remote electrification must involve women in the planning, implementation, and operations and maintenance (O&M) phases of the program or project. A target of 33% women's involvement should be set in the early stages of program development. This would bring to such projects the significant organizational and communicational strengths of women.

c) All off-grid households should have access to the same level of subsidy and cross subsidy that customers of their local REC already enjoy through their power supplier, National Power Corporation - Small Power Utilities Group (NPC - SPUG).

d) USAID should not be involved in the inequitable supply of unsubsidised energy to off-grid remote communities.

e) The National Electrification Administration (NEA) should expand the role of the REC to include off-grid SHLS and micro-grid networks using renewable energy.

(4) WI's performance was based around quantities achieved or exceeded and not sustainable outcomes because of the way USAID set up the key performance indicators (KPI). WI had to reduce its time frame from four years to 18 months for the delivery of the core of the AMORE 3 program because of the absence of the US$5million from the DOE. The USAID requirement of "intensification of electrification through commercialization based on Philippine DOE strategy"[13] and its focus on numbers installed also caused major problems for WI and may have caused shortcuts to be taken.

Recommendation: Quality and sustainability, not just numbers achieved, must be the focus of future USAID programs and interventions. Eighteen months is not enough time to implement complex social preparation and community development programs, which is what occurred under AMORE 3. The original time frame of four years should have been adequate.

(5) Unfortunately the complex approach of AMORE 3 meant that many of the interventions were implemented in a fragmented manner, leading to some confusion amongst the beneficiaries and dissipated resources and focus from "improving the quality of life" as in AMORE 1. For instance the introduction of the WASH program into AMORE 3 was not related to using renewable energy as the enabling technology[14]. Of the 36 WASH sites specified in the WI data, only 33were found operational in the field.

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[11] The implementer, WI, believes that 2,898 units sold at commercial price over two years are substantial and should not be undermined. An increase in sales may be expected as the market becomes mature and more financing sources become available.

[12] Dr. Bruce W. Robins, "The Energy Poverty Trap", Homer Micro-grid Conference, Cancun 2013.

[13] WINROCK interview 14 March 2014

[14] During the design stage of AMORE 3, USAID decided to include earmarked water money into the program to facilitate work on improving access to potable water. This was done in consideration of the project being prepositioned in underserved areas and communities having expressed the need for water supply.

Recommendations:

a) The efficient implementation of any off-grid remote area electrification program requires strong financial and administrative support from the National Government (i.e., DOE, RECs) and the use of renewable technology as the power source.

b) Peace and stability can be driven by improved quality of life and increased economic activity as legitimate community grievances are directed to obtaining access to those fundamental requirements for survival etc. as described by Maslow's hierarchy of needs. As needs become more sophisticated, so too does their energy requirement. Implementation of off-grid mini grid networks powered by RE for poblacions and SHLS for more remote sitios should be a major priority of the Philippine Government.

(6) Battery Charging Stations cannot work on technical grounds and are a burden on women and children.

Recommendation:

USAID should not support the use of battery charging stations as a solution for off-grid electrification. It is not the least cost solution and creates potential environmental and OH&S issues.

(7) The data supplied by WI via USAID and directly to SDS was internally inconsistent, at best confusing, and in many instances wrong when logical assumptions were used to calculate beneficiaries and not consistent with field observations (see ANNEX D-5).

Recommendation: To manage major projects such as AMORE, a detailed, comprehensive, accurate, easily accessible, and up-to-date database must be maintained.

I. INTRODUCTION

1.1 BACKGROUND

The Alliance for Mindanao Off-grid Renewable Energy (AMORE) Program commenced in February 2002 and finished in September 2013. The program went through three phases:

- AMORE 1 (February 2002 to July 2004) – US$9.7 million (USAID US$8 million)
- AMORE 2 (October 2004 to September 2009) - US$10.3 million (USAID US$8 million)
- AMORE 3 (October 2009 to September 2013) - US$7.3 million (USAID US$6 million)

AMORE 1 was a focused intervention in the provinces of the ARMM. The AMORE mission was "*to contribute to the peace and development initiatives in Muslim Mindanao by improving the quality of life in un-electrified rural communities in the region through sustainable renewable energy (RE) projects and effective community organization.*"[15] This mission was achieved by providing solar lighting for 31 community centres, 319 streetlights in 132 barangays, 141 solar powered battery charging stations (BCS),[16] and 2 micro hydro power systems supplying for 6,040 household lighting systems, 14% of total households in the targeted communities.

The systems and installation were provided for free under AMORE 1 but to ensure sustainability 200 barangay Renewable Energy and Community Development Associations (BRECDAs) were formed, registered, and trained to collect monthly Operation and Maintenance (O&M) fees from its household members.

AMORE 2 was a five-year intervention building on the successes and lessons learned from AMORE 1. "*AMORE 2 carries a strong community-organizing component to ensure the success and sustainability of the program. The program undertakes an intensive social preparation taking into account cultural sensitivity, acceptance of the technology, the capacity—and willingness—of the community to pay for renewable energy, and its readiness to take on the responsibilities that come with a renewable off-grid system. As in the first phase of the program, AMORE 2 facilitates the development of a Barangay Renewable Energy and Community Development Association (BRECDA), considered a key mechanism to manage and maintain the installed systems and serve as the platform through which community-based sustainable livelihood ventures can be initiated and operated.*"[17]

There were some major changes in focus under AMORE 2:

- The shift from BCS[18] to stand-alone solar home lighting systems (SHLS)
- The installation of community systems in 21 pilot barangays as an alternative to individual SHLS
- The move away from a 100% grant model to a partial commercial model using targeted subsidies under the DOE sustainable solar market packages (SSMP)[19]
    - Introduction of BRECDA – vendor partnership as prescribed by the DOE SSMP for system management, removing the BRECDA – exclusive managed systems
    - Outsourcing to local service providers to implement the program as opposed to the exclusive BRECDA-led implementation.

Under AMORE 2 a total of 182 SHLS, two BCS, 101 street lights, and three micro hydro power systems supplied 2,280 households or 12% of the targeted communities. A total of 280 BRECDAs were created.[20]

[15] Guerrero Study Report, 2005 (Secondary Data)
[16] Battery charging stations were promoted by DOE which was looking for a cheaper alternative to individual solar home lighting systems.
[17] Diokno Study Report, 2010 (Secondary Data)
[18] Battery charging stations are not a workable solution as they do not take into account lead acid battery charging and discharging features in respect of battery usable capacity and lifetime.
[19] SSMP was driven by the World Bank and the GEF program under which the DOE received funds to reduce the cost of SHLS by way of a subsidy.
[20] WI data from March 2014

AMORE 3 was a four-year program originally conceived as a fully commercial implementation program. However its objective changed from that in AMORE 1 of "*improving the quality of life in un-electrified rural communities*" to "*[continuing] its contribution to rural development and peace initiatives in Mindanao.*"[21] In fact the AMORE 3 acronym was even changed to become "Alliance for Mindanao and Multi-regional Renewable/Rural Energy Development."[22]

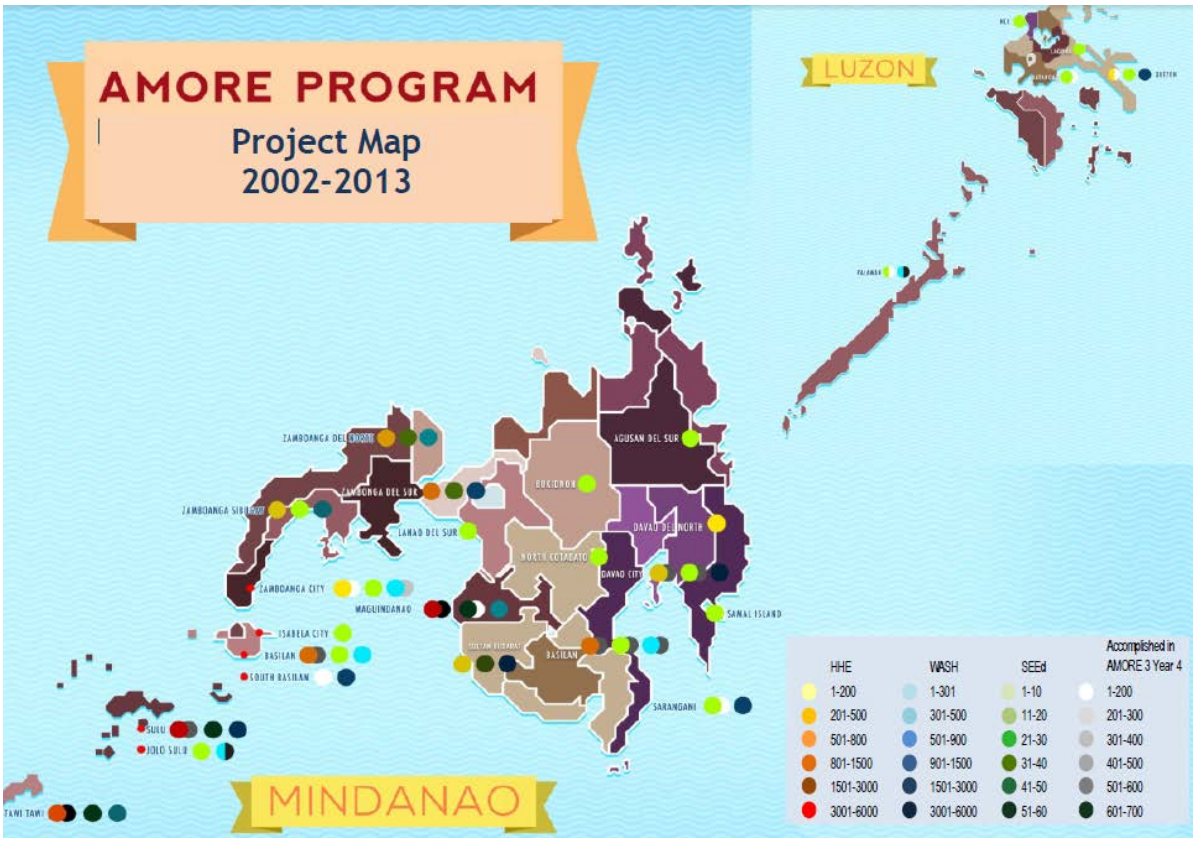
Building on the gains of AMORE 1 and 2, WI implemented AMORE 3 as a public-private partnership in the Philippines that aimed to expand the access of households and organizations to modern electricity and other energy services by strengthening local entrepreneurship and market-based approaches. AMORE 3 was designed to contribute to energy independence for the Philippines with the reduction of greenhouse gas emissions.

The third phase implemented the following activities on RE-based rural and school electrification and safe water projects in order to "*continue its contribution to rural development and peace initiatives in Mindanao":*

- Evaluation of approximately 30% of existing BRECDAs and "energized" barangays,
- Establishment of strategic partnerships with 18 government and private sector organizations which led to the raising of US$1.3million worth of support for AMORE 3,
- Market testing of the proposed commercial model using portable solar lanterns which was ramped up to the full commercial model based on the results,
- Reduction of targeted household numbers under the commercial model due to the reluctance of household members and the absence of the US$5million from the DOE,
- Revision of targets agreed and replacement of household numbers with the WASH increased SEEd and strengthened BRECDAs,
- Expansion of AMORE from Mindanao to barangays in Luzon and Palawan,
- Inclusion of the development of two micro-hydro powered mini grid networks in South Cotabato, and
- Implementation of the AMORE exit plan by revisiting community organizations established and strengthened under AMORE 1, 2, and 3 to ensure their sustainability.

[21] AMORE 3 Program Completion Report, 2013 (Secondary Data)
[22] Ibid.

Figure 1. PROJECT MAP OF THE AMORE PROGRAM (2002 – 2013)[23]



1.2 EVALUATION PURPOSE

In November 2013, USAID Philippines issued a firm-fixed price purchase order in the amount of US$145,965.21 to Sustainable Development Solutions (SDS)[24], a Philippine development consulting company, for the final performance evaluation of the AMORE 3 program. The evaluation was conducted from 2 December 2013 to 30 April 2014 and determined the extent and process by which the AMORE 3 program achieved its targets and how it contributed to peace and development initiatives in Mindanao, through the provision of "electrification" and related social services to disadvantaged communities in conflict-affected and post-conflict areas. In this context, this evaluation documented and analysed the experience of AMORE 3 to serve as a reference for future rural electrification projects to be pursued by USAID in other countries, by the Government of the Philippines (specifically DOE), or by partner private sector organizations.

The specific purpose of this evaluation was to assess how successful the AMORE 3 program was in achieving the following objectives under the WI and USAID Agreement: 1) Assist the Government of the Philippines in extending renewable energy-based rural electricity services to un-served and underserved households in rural communities in Mindanao; 2) Expand the use of clean energy technologies to support social and economic development through vital services to rural communities; 3) Strengthen clean energy technology and workforce

[23] Ibid.

[24] The Final Performance Evaluation team comprises the Project Management Team (PMT), Key Experts, Field Survey Teams, and a Data Entry Team. The Team Leader (Dr. Bruce Robins), Project Director (Mr. Renato Relampagos), Study Manager, (Ms. Niñosa Nuque), and Study Coordinator (Ms. Aleandre Kwan) compose the PMT. The Key Experts are the Statistician (Ms. Lita Sealza), Governance Specialist (Mr. Luis Eleazar), and Monitoring and Evaluation Specialist (Ms. Felicidad Suñer).

development through renewable energy education and training; and 4) Support peace and development initiatives in Mindanao through the provision of electrification and related services to disadvantaged communities in conflict-affected and post-conflict areas.

The evaluation also reviewed and referenced AMORE 1 and 2 to describe lessons learned and how processes, practices, policies, and partnerships evolved through more than a decade of rural electrification work in remote conflict areas. The review of AMORE 1 and 2 only focused on priority themes or issues that cut across the timeframes of the three different phases and was only a benchmark for the performance review of the third and final phase. The evaluation concentrated on AMORE 3's implementation period from 27 October 2009 to 30 September 2013.

1.3 EVALUATION QUESTIONS

To elicit specific responses from the interviewees, the questions were broken down against the following key components: effectiveness, efficiency, sustainability, and gender.

Effectiveness

- What were the results achieved by the AMORE 3 program?
- What were the benefits (in terms of improved peace and order, livelihood, women participation, school children performance, etc.) derived by target beneficiaries?
- What were the contributing and constraining factors to the achievements of results?
- What are the perceptions of the target community beneficiaries and partners (households, school officials/teachers, school children, women, BRECDAs and BAWASAs, RE companies, and private sector partners, and micro-financing institutions) of the AMORE 3 program? Of LGU officials on the benefits of the Program? Of DOE and NEA agency representatives on the AMORE 3 program?

Efficiency

- Were the Program components/activities completed on time and at cost? What were the reasons for deviation, if any?

Sustainability

- What were the mechanisms (policy, institutional arrangements, financing, technology, etc.) put in place to support the sustainability of the Program benefits (RE systems, water supply, distance education, and alliances developed by AMORE 3)?
- Are the renewable energy (RE) systems (SP, MHP) installed at households and schools, and the water supply systems installed still functioning / operating at present? If so, how do they sustain their operations? If not, when did the systems stop functioning or operating? What was the main reason for them not functioning/operating?
- Are the distance education programs for school children, and the strengthening of service delivery capacities of local companies, entrepreneurs, and BRECDAs still in operation? If so, how do they sustain these activities? If not, when did these activities stop operating? What was the main reason for them not operating
- What were the key strategies and interventions that worked (good practices) or did not work (lessons learned) in the Program?
- How could the good practices and lessons learned be effectively applied to similar initiatives in the future to achieve desired results and guarantee sustainability?

Gender

- Does the gender of community leaders and partners have an effect on the project's success and sustainability?
- Were women members of the household or in the community invited to meetings or consultations before the program was implemented in your community?
- What livelihood activities are available to the women household members now that you have electricity in your home?
- Women who attended training activities provided by the AMORE 3 program?
- Participation of women in meeting and planning
- What are the advantages of having electricity to women household members?

The AMORE 3 evaluation focused on the following indicators and targets as indicated in the WI AMORE 3 program Completion Report dated 30 September 2013:

- Households electrified with RE systems (PV, micro-hydro, other renewable energy) - 8,867 additional households with 48,000 additional beneficiaries to receive lower-cost lighting systems not currently defined by DOE as officially constituting electrification
- Rural schools with renewable energy systems and access to distance and/or other improved education services - 174 schools
- Students with access to distance education and/or other improved education services - 59,000 students
- Improved access to safe water through solar-powered community water supply projects and/or water disinfection and desalination systems and instruction - 12,000 households
- Individuals receiving renewable energy training including professional, technical, and business (RE workforce members, jobseekers, entrepreneurs) - 200 individuals receiving professional, technical, or enterprise-related renewable energy training
- Local companies, entrepreneurs, and BRECDAs with strengthened ability in rural renewable energy service delivery and project development and implementation - 10 companies, 20 micro-entrepreneurs, 10 BRECDAs

To document good practices and lessons learned, the AMORE 3 Evaluation assessed:

1. If these targets were actually achieved,
2. Processes that were done in order to achieve the targets and to establish sustainability mechanisms (community organizing and social preparation, trainings and capacity building, partnership building and strengthening, private sector participation, and supply chain development), and
3. Program efforts to implement a commercialization approach to rural electrification and its adherence to government mandates and policy directions.

ANNEX A Evaluation Statement of Work details the evaluation questions per component.

2. METHODS and LIMITATIONS

2.1 DATA COLLECTION METHODS

The SDS Final Performance Evaluation Study team carried out four data collection methods, namely: 1) Household survey (HHS); 2) Focus group discussion (FGD); 3) Key informant interview (KII); and 4) Secondary data gathering (SDG).

The review of initial documents provided during the inception phase was the first step taken by the team in verifying the most efficient and suitable method of gathering information considering the limited time frame allotted for the AMORE 3 program performance evaluation study.

Household Survey (HHS)

The HHS was the primary data collection method that was used to describe beneficiaries' conditions before and after the AMORE 3 program. A total of 846 respondents were interviewed from a sample of 900, still providing a 95% confidence level. The computation of the sample size as well as the design can be found in ANNEX B.

The respondents for the household survey were randomly selected beneficiaries of the HE and the community-based WASH programs. A list of project beneficiaries was obtained from the organized BRECDAs and BAWASAs in each sampled project area. By asking the Barangay Captain and at least two other community leaders, this list was validated to make sure that the names on the list are residents of the area and/or are still residing in the project area. A random sample of 30 households was drawn from the validated list in each sampled project intervention area.

All field staff and data collectors were oriented and trained on the evaluation objectives and data gathering methodologies from 26 to 28 January 2014 in Davao City**.** Data were gathered using a structured interview schedule prepared in English and translated into the national language (Tagalog) and a regional language (Cebuano). Two sets of interview schedules were also prepared, one for HE and another for WASH. The translated versions were pilot-tested in Davao City on 29 January 2014 prior to the conduct of the survey to ensure adaptability (translation is understood, questions are appropriate and easy to follow, etc.). The tools were eventually revised and/or corrected based on the results of this pre-test.

Focus Group Discussions (FGDs)

As a qualitative data gathering method, the FGD is defined as the "planned discussions designed to elicit specific information, thoughts, or opinions *on specific topic/s of interest* from a targeted group of people".

The FGDs were designed and conducted to describe the effectiveness, efficiency, sustainability, and gender considerations of the AMORE 3 program interventions, namely; HE, SEEd, and WASH from the standpoints of the target beneficiaries and community-based organizations (CBOs) such as the following:

1. Households (HHs) that benefitted from the HE and/or WASH interventions;
2. Schools that benefitted from the SEEd and/or WASH interventions;
3. BRECDAs which were organized by AMORE to manage the HE interventions, and strengthened by AMORE through training on RE technology and business development; and,
4. BAWASAs, which were strengthened by AMORE 3 through training and participation in the implementation and management of the WASH interventions.

The participants of the focus groups outlined above were selected according to the following major criteria: (i) the proper representation of the program interventions (HE, SEEd, WASH) and partner-beneficiaries (HHs, Schools, BRECDAs, BAWASAs); and (ii) gender considerations (men, women, male students, female students).

A total of 19 FGD sessions were planned and completed, but this report included only the outputs from 17 FGD sessions because of the presence of biased information derived from the two excluded sessions (i.e., participants

in these FGD sessions were dominated by non-partner-beneficiaries). The composition and size of the completed 17 FGD sessions as well as the geographical distribution of the focus groups are presented in ANNEX B.

Key Informant Interviews (KIIs)

The KII is an in-depth interview with people who have first-hand knowledge about AMORE 3. The KII assessed the effectiveness, efficiency, and relevance of the processes and strategies utilized in AMORE 3 and their contribution to program sustainability. It documented good practices and lessons learned which will serve as reference for future RE projects.

The processes and strategies include but are not limited to social preparation, training and other capacity building activities, public-private partnerships, tapping entrepreneurs to supply the PV systems, micro-financing for solar home systems, and the utilization of BRECDAs as PV suppliers in communities.

KIIs were conducted primarily among the AMORE 3 stakeholders who had first-hand knowledge about the program. These consisted of the partners (companies or foundations), PV systems suppliers, LGUs, WI, former AMORE 3 staff, USAID, DOE, and women technicians. The respondents were selected from the list of stakeholders provided by USAID. The basis for the stakeholders' selection was the significance of their role or participation in the project as gathered from the review of secondary data.

National government agencies NEA, DILG, and DAR were originally included in the list of KII respondents, but the evaluation team subsequently surmised that their counterparts at the local level would be more knowledgeable about the project. Therefore, in lieu of NEA, DILG and DAR, the evaluation team opted to interview RECs, LGUs, and DAR provincial offices instead. Unfortunately, even RECs and DAR provincial offices had no idea about the AMORE 3 program. On the other hand, the women technicians were originally targeted as participants to the FGDs but the locations of their barangays were so dispersed that the team deemed it more convenient to interview them individually.

The evaluation team conducted a total of 32 KIIs with 39 informants. The denominator used in this study is the number of interviews conducted regardless of the number of informants in an interview session. Hence, interviews with more than one informant in each agency were counted as one and their responses were treated collectively. On the other hand, interviews conducted individually among members of the same agency were counted separately since they could have different and distinct opinions about the program. Details on the conduct of the KIIs for this evaluation are found in ANNEX B.

2.2 DATA ANALYSIS METHODS

Quantitative Analysis of the Survey

The main objective of the quantitative analysis is to show the results of AMORE 3 comparing the "before and after" situations or conditions. To show these results the following analytical tools were employed: 1) Descriptive Statistics such as frequency distribution, percent change, ratio, and averages, and 2) Parametric Statistical Tests such as t-test for difference of means and proportions and Analysis of Variance to test if there was a significant difference in the means or proportion of any impact variable "before and after" project condition.

Processing of Qualitative Data.

Qualitative Data were processed by translating and consolidating all field notes (transcription, if necessary) into English to form one unified whole that allows for data analysis and interpretation. The consolidation is in the form of tables that show answers (direct verbatim quotations and translations) to specific questions. The evaluation team, and all those who participated in FGDs as moderators, recorders, or note takers conducted a series of meetings to interpret the data and to better understand the context of answers (especially those in response to crucial issues). On the other hand, the qualitative data generated from the KII were compiled into themes and analysed with the use of a software.

Data Summation by Data Gathering Method

Information from each method was treated on its own terms prior to cross verification with results from other methods. Data analysis from FGDs and KIIs covered how and to what extent AMORE 3 achieved its goal to strengthen modern rural energy services via public-private partnerships, including household electrification, school electrification for improved basic education, and renewable energy workforce development. The analysis focused on the project's key results in terms of relevance, effectiveness, efficiency, sustainability, and gender.

Triangulation

Triangulation is the use of more than one type of perspective in order to validate the results of the study or to cross check data from different methods. The answers to the evaluation questions were derived from a triangulation method which incorporated and compared the results of 846 one-on-one household interviews, documentation from the 17 FGD sessions conducted, and 32 interviews amongst key informants. Triangulation was undertaken such that data from each method of research (e.g., HHS) were used to confirm or supplement data from other methods (i.e., KIIs, FGDs). If there was a major conflict between the three then the HH data took precedence. In fact the major correlation of specific answers was between the HH and FGD. The KII mainly backed up general and overall impressions of the AMORE 3 program.

This standard methodology combines both quantitative and qualitative analysis and applies the rigorous statistical method of random selection to ensure that results are representative of the target populations. All in all, more than 70 SDS consultants/personnel were engaged in the field in Mindanao from 26 January 2014 to 14 February 2014. Over 1,000 questionnaires and other documents were analysed. This statistical methodology provides a 95% confidence level such that the results so obtained are correct and representative.

Please see ANNEX B for the matrix on the evaluation criteria and questions, and their respective methods and sources of information; and ANNEX D for the triangulation of data output.

2.3 LIMITATIONS OF THE PERFORMANCE EVALUATION

HHS - The HHS was based on a probability sample representing households in 15 intervention areas for HE and WASH. However, due to accessibility, security, and safety issues in some areas in ARMM, including some sites in the island municipalities, a number of barangays were replaced with USAID's agreement. This may be considered as the main limitation in the conduct of HHs.

FGDs - A total of 19 FGD sessions were planned and completed, but this Report only included the outputs from 17 FGD sessions because of the biased information derived from the two excluded sessions (i.e., participants in these FGD sessions were dominated by non-partner-beneficiaries). Furthermore, the accessibility of areas and the small number of BRECDAs and BAWASAs, which are still active, were also limitations to the identification of participants, scheduling, and coordination of the sessions.

KIIs - The limitations for the conduct of interviews among key informants were the unavailability of some respondents for interview and unsynchronized interview schedules.

- Six partners or PV system entrepreneurs did not respond to USAID's invitation for interview.
- Some scheduled interviews did not push through because of sudden commitments or more pressing needs of respondents.
- Only three out of eight women technicians identified were interviewed, as a number were no longer staying in the community.
- Four selected respondents from USAID's list were dropped since they claimed not to have any involvement in AMORE 3.
- Since the respondents were given leeway to choose their preferred interview schedules, there were instances when the KII team had to go to the same site or office twice or thrice which took up more time and resources for travel. Ideally, respondents located in one area should have been interviewed on the same day.

3. FINDINGS, CONCLUSIONS, and RECOMMENDATIONS

The following figures and tables show the breakdown of the information sources from which the evaluation team based its findings, conclusions, and recommendations:

- By region for the total HHs (Figure 1)
- By power source for the HHs (Table 1)
- For the FGDs by gender and by intervention (Table 2)
- The list of key informants interviewed (Figure 2)

Figure 2. HOUSEHOLD SURVEY RESPONDENTS BY REGION

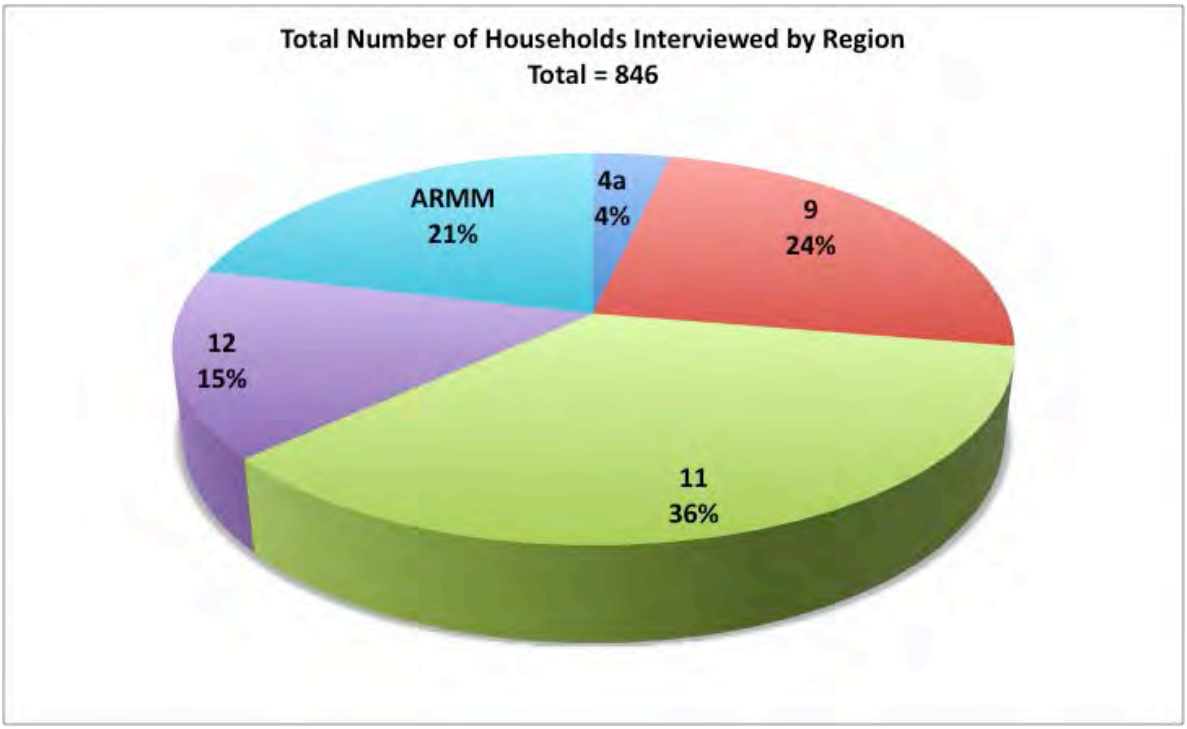


Table 1. RESPONDENTS BY TYPE OF RENEWABLE TECHNOLOGY PROGRAM IMPLEMENTED

	Frequency	Percent
Micro Hydro Power	90	20.4%
Solar Home System	351	79.6%
Total	**441**	**100.0%**

About four-fifths (79.6%) of the sample households interviewed were using the SHLS. These households are located in Davao City and in the provinces of Maguindanao, Zamboanga del Norte, Zamboanga del Sur, and Davao del Sur. One-fifth (20.4%) of the households interviewed in the provinces of South Cotabato and Lanao del Sur were using electricity generated through micro hydro power.

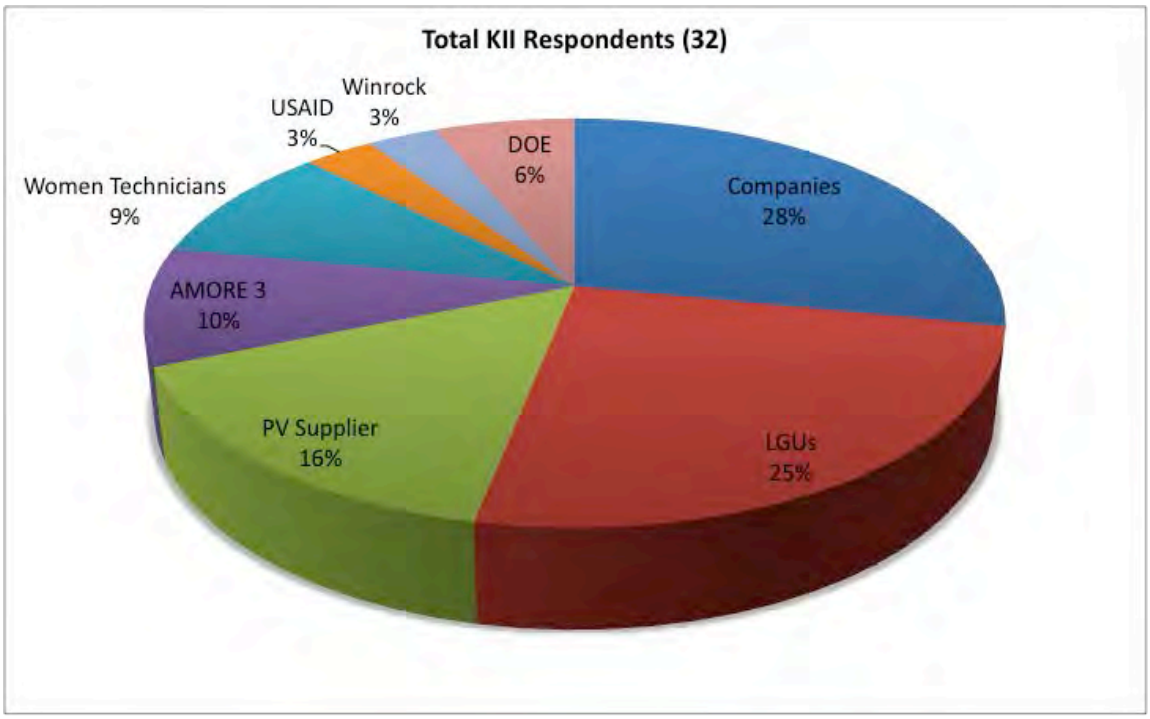
The breakdown of the FGDs by gender and intervention is shown in Table 2 below.

Table 2. FOCUS GROUP DISCUSSION RESPONDENTS BY GENDER AND INTERVENTION

	HH	School	BRECDA	BAWASA	Total
Male	23 (35%)	15 (50%)	9 (33%)	11 (61%)	58 (41%)
Female	42 (65%)	15 (50%)	18 (67%)	7 (39%)	82 (59%)
Total	**65 (100%)**	**30 (100%)**	**27 (100%)**	**18 (100%)**	**140 (100%)**

The FGD respondent selection met the gender balance required to achieve statistically significant outputs.

Figure 3. KEY INFORMANTS BY ORGANIZATION



3.1 FINDINGS

The evaluation assessed processes that were done in order to achieve the targets and to establish sustainability mechanisms. These processes include a) community organizing and social preparation, b) training and capacity building, c) partnership building and strengthening, d) private sector participation, and e) supply chain development. The Flow Chart in ANNEX H illustrates the complex processes that were established for this full commercial model to become operative and hopefully sustainable.

One of the major thrusts of the AMORE 3 project was capacity building with partners and stakeholders. As described in the report, AMORE 3 was to further develop a full commercial model for the implementation of off-grid rural electrification by way of selling solar lighting systems. In AMORE 1 such systems were provided to selected households as a grant with the householder having to pay for the ongoing maintenance costs. Under AMORE 2 a subsidized commercial model was implemented. However under AMORE 3 an unsubsidized fully commercial model was developed. According to the AMORE 3 Completion Report, the program supported the electrification of over 145 barangays, 8,867 households, and 174 schools to facilitate improved delivery of education services to over 35,000 students, as well as improved water supply and energy for productive social and economic applications. Building on the gains of AMORE 1 and 2, WI implemented AMORE 3 as a public-private partnership in the Philippines that aimed to expand access of households and organizations to modern electricity and other renewable energy services by strengthening local entrepreneurship and market-based approaches. AMORE 3 was designed to contribute to energy independence for the Philippines and with the reduction of greenhouse gas emissions.

AMORE 3 had two goals. Goal 1 was to increase the number of off-grid households with access to RE products. The strategy developed to implement this goal was to create business opportunities for identified partners. This strategy required that a business model be developed and implemented with the partners; that co-funding be found for the mobilization, training, and business development of the partners and stakeholders; and that business forums, expositions, trade fairs, and meetings between suppliers and customers be organized.

Given the remoteness of most of the targeted off-grid communities, Goal 2 was to establish a sustainable RE product supply chain and service delivery. The strategy developed was to identify and strengthen strategic community associations and this required the formation and social preparation of new BRECDAs and existing community associations in new areas, capacity building of the partners and stakeholders so that they could carry out their roles independently, and the provision of technical training on the products being sold and on best practice business management processes for partners and stakeholders.

In implementing the strategies outlined above, the following activities had to occur in a chronological order:

1. Identifying partners and stakeholders;
2. Assessing the interventions needed and the level of support required;
3. Obtaining co-financing from the International Copper Association of South East Asia;
4. Through workshops and training forums, strengthening local partner companies and Solar system suppliers;
5. By direct intervention, strengthening and supporting BRECDAs and local associations such as BAWASAs and PTAs;
6. Once the partners and stakeholders had completed their training, implementing the commercial business model developed;
7. During business model implementation, continue supporting and strengthening the BRECDAs and micro enterprises and encouraging women's direct involvement in such organizations;
8. Partnering with CARD- BDSFI, a micro financing organization to provide consumer credit to the targeted households using the BRECDAs to manage and monitor collections; and finally,
9. The final activity was to engage and define the roles for the existing government organizations such as the provincial, municipal and barangay local government units.

The activities implemented by WI by year are as follows:

Year 1 AMORE 3

During the first year of AMORE 3 implementation, WI revisited 145 of its energized barangays, assessed the technical status of the installed PV systems in these communities, and evaluated the functionality of the BRECDAs (processes a and b).

It established strategic partnerships with both government and private sector organizations to augment the capacity of the program to reach out to more beneficiaries. The first partnerships to be realized were with the Technical Education and Skills Development Authority (TESDA) in the ARMM, the International Copper Association-Southeast Asia, various solar PV suppliers operating in the country, the Energy Development Corporation, and the Coca Cola Foundation (c).

WI also began implementing market delivery mechanisms that will effectively set the direction and framework for commercial PV electrification (d). AMORE set out to demonstrate selected PV products in some AMORE 1 and 2-assisted barangays so that households can test and experience the benefits of these products themselves. The information generated from this market testing activity had been useful for the program in accomplishing a large part of its institutional development targets (e).

Year 2 AMORE 3

During Year 2, the program explored new avenues to meet household electrification targets. At this time, the design and framework for the innovative commercial approach had been completed and was pilot-tested in two communities in Davao City – Barangay Bantol and Barangay Magsaysay – through the DOE's Household Electrification Program (e and d). The Aboitiz Foundation provided funds for household electrification using the innovative commercial approach for solar PV electrification (c).

The program began to exceed quarterly targets for its SEEd and WASH projects, allowing it to complete targets for number of schools, students, and household beneficiaries of SEEd and WASH during the first quarter of Year 4 (a). However, ***the slow uptake of BRECDAs and private solar PV products suppliers in commercial solar PV electrification*** resulted in the program's inability to meet its quarterly and annual target number of households with access to modern energy services, thus towards the end of Year 2, ***the Program sent an official request to USAID for a reduction in target number of household beneficiaries for renewable energy electrification*** (with a corresponding increase in the target number of school beneficiaries for solar PV electrification and communal water facilities) (d and e). The revised AMORE 3 targets were approved by USAID in June 2012.

Because AMORE 3 became a much more complex and ambitious program, the clear focus of AMORE 1 became clouded. In fact, the full commercialization model, the *raison d'être* of AMORE 3, had set targets of 24,700 households receiving electric light using renewable energy. This number had to be abandoned early on when the DOE was unable to provide its co-funding of US$5million. By March 2012, two and half years into the four-year program, it was realized that such a target was impossible to achieve and a new target of 8,867 households was set, a 64% reduction from the original target. WI and USAID therefore increased the school program from 150 to 174 schools and continued to implement the supply of Level 2 potable water into 21 school systems and 15 community systems. It could well be argued that the WASH intervention, whilst potentially positive, diverted the attention away from the renewable energy focus of AMORE. In addition, it went back into 20 of the strongest BRECDAs established in AMORE 1 and 2 and provided more business and technical training. It also trained 174 PTAs to maintain their school systems and strengthened the 36 existing BAWASAs.

Year 3 AMORE 3

WI focused on accomplishing the revised targets across all the three major components during Year 3. With guidance from USAID, it reached out to priority areas in Mindanao identified to be in most need of assistance and explored the possibility of implementing household electrification, WASH, and SEEd projects in Isabela City, South Basilan, Zamboanga City, Jolo, Cotabato City and Marawi City (a and b). By the second quarter, the program identified specific projects to be implemented in four out of the six priority areas (d).

Milestone achievements were reached, including the piloting of a working system for used lead-acid battery (ULAB) collection and disposal to address a perennial challenge faced by AMORE in the area of environmental

management (a and d), and the conduct of capacity building trainings and institutional development activities which focused on increasing women participation in RE development (a and b).

Micro hydropower projects in two barangays in South Cotabato were commenced in Year 3 and completed in Year 4 (a and c).

Year 4 AMORE 3

In the final year of project implementation, AMORE 3 laid down its exit plan and went back to its beneficiary communities to make sure long-term plans have been adopted and implemented by the BRECDAs, BAWASAs, and PTAs. These organizations were developed and trained to sustain the projects post-AMORE (a and b). The program is confident that, with strong support from institutional partners like the DOE, TESDA, DepEd and local government units and agencies, they will be able to continue on and expand the benefits of the various projects in their communities (c). As it carried out activities throughout Mindanao and selected regions in Luzon, sustainability had always been AMORE's paramount interest.

Basically, what AMORE 3 tried to do was establish a "free market" for the sale of RE products to off-grid consumers. This was a really big task as usually free markets can take decades to become fully established. What made achieving the stated goals and outcomes even more difficult was that the markets being targeted were some of the poorest and most security troubled in the Philippines. The fact that WI may not have fully succeeded in achieving these goals does not reflect badly on their competency or their professionalism. What has been left behind is now for others to take advantage of.

The following table summarizes the targets and accomplishments of AMORE 3 and demonstrates the major problems that WI experienced **in implementing the full commercial model with the absence of the US$5 million co-funding from the DOE.** The irony here is that the full commercialization model was being requested by the DOE, who earlier had been awarded a GEF/World Bank funded program which saw the selling of solar lighting systems to the off grid communities in developing countries as a model for rural electrification. USAID also supported this approach.

Table 3. TARGETS AND ACTUAL ACCOMPLISHMENTS OF AMORE 3

Intervention	Original AMORE 3	Revised AMORE 3	Achieved AMORE 3
Households electrified with renewable energy (solar and micro hydro)	24,700	9,502	9,240
Rural schools with renewable energy systems and access to distance learning	150	174	174
Water, Sanitation and Hygiene (WASH) Systems	36	36	33[25]
Individuals receiving renewable energy training and business development	200	600	600
Local Companies,	10	10	10
Entrepreneurs, and	20	20	20
Barangay Renewable Energy and Community Development Associations (BRECDAs)	10	20	20

[25] The non-operational WASH systems are the following: 1) The Bantol (Malakiba) community water system's hydraulic ram pump is broken. There are no spare parts and no technicians to make the repairs. 2) The water sourced from the Gubaan community water system is not potable. 3) There is no community-based water system in Del Monte, Buug. The school-based system constructed under AMORE remains unfinished. Please see ANNEX D-1 for the complete list of 33 WASH systems.

As of April 2014, WI supplied data that superseded data contained in its AMORE 3 Completion Report dated September 2013 and data supplied by WI in March 2014. Using the April 2014 data[26] but excluding work commenced under AMORE 2 and an obvious duplicate entry, the following table illustrates, the outcomes of the WI work program for rural "electrification".

Table 4. OUTCOMES OF WI WORK PROGRAM FOR RURAL ELECTRIFICATION

Product Supplied	Region Installed	Year	Supply / Organization	Number Supplied
Battery Lighting Systems	Southern Mindanao	1	-	79
Portable Solar Lantern	Mindanao (Generally)	1	-	1,024
Solar Home Light System	Davao City Region	2	DOE	100
Portable Solar Lantern	Mindanao (Generally)	2	-	870
Solar Home Light System	-	3	BDA1	200
Portable Solar Lantern	-	3	BDA1	1,370
Battery Lighting Systems	-	3	BDA1	130
Portable Solar Lantern	Davao City Region	3	CARD	30
Solar Home Light System	Tawi-Tawi & Maguindanao	3	BDA2	155
Portable Solar Lantern	Maguindanao	3	BDA2	585
Portable Solar Lantern	Tawi-Tawi & Maguindanao	3	-	1,762
Solar Home Light System	Central Mindanao	3	NAZ	225
Portable Solar Lantern	Central Mindanao	3	NAZ	166
Portable Solar Lantern	Davao City Region	3	CARD	91
Portable Solar Lantern	Davao City Region	3	CARD	23
Portable Solar Lantern	Basilan & Zamboaga City	4	-	1,047
Portable Solar Lantern	Coronon, Sibulan and	4	ABOITIZ	261

[26] The data presented by WI in April 2014 is extremely confusing and the layout of information is internally inconsistent making it difficult to audit the information. A dash indicates missing data.

Product Supplied	Region Installed	Year	Supply / Organization	Number Supplied
	Baganihan			
Solar Home Light System	Coronon, Sibulan and Baganihan	4	ABOITIZ	46
Portable Solar Lantern	Maguindanao	4	CARD	109
Solar Home Light System	Marilog	4	CARD	6
Portable Solar Lantern	-	4	CARD	19
Portable Solar Lantern	Maguindanao	4	CARD	4
Portable Solar Lantern	Sulu & Basilan	4	-	388
Solar Home Light System	-	4	NAZ	61
Portable Solar Lantern	-	4	NAZ	29
Solar Home Light System	San Antonio	4	CARD	4
Portable Solar Lantern	San Antonio	4	CARD	11
Portable Solar Lantern	Maguindanao	4	CARD	22
Solar Home Light System	-	4	ABOITIZ	119
Portable Solar Lantern	Talipao & Sulu	4	CARD	9
Solar Home Light System	Marilog & Bantol	4	-	5
Portable Solar Lantern	Marilog & Bantol	4	-	66
Solar Home Light System	Kahikukuk, Basilan & Tawi-Tawi	4	BDA1	2
Portable Solar Lantern	Kahikukuk, Basilan & Tawi-Tawi	4	BDA2	46
Mini Hydro Micro Grid	South Cotabato	4	-	176

In total there were 9,240 systems of which 923 were Solar Home Light Systems and 7,932 were Portable Solar Lanterns with the balance made up of 176 Mini Hydro Powered houses and 209 Household Battery Systems.

The triangulated results are shown below as outputs from the three data collection methodologies which are categorized into four subgroups: (1) Effectiveness, (2) Efficiency, (3) Sustainability, and (4) Gender. Data collection

instruments are attached as ANNEX C and a spreadsheet showing the triangulation outputs is attached as ANNEX D.

Effectiveness

AMORE 3 was very successful in improving the quality of life of the beneficiaries. The table below illustrates outputs and outcomes of the interventions of the AMORE 3 Program.

Table 5. EFFECTIVENESS OUTPUTS AND OUTCOMES

Outputs	Outcomes
Provision of solar lighting system. **Of the 441 households with an SHLS or portable solar lantern**	**Improved security** - 99% indicated that "*having light increased ones feeling of security, peace and harmony*" and 95% indicated that they "*observed* (positive) *changes on peace and order after AMORE 3*".
	Improved productivity – 28% (15% men and 13% women) found additional employment after AMORE 3 with Regions 9 and 11 having 2 to 3 times more employment than the average. Men typically increased their daily productivity by 2 hours and 21 minutes after AMORE 3, and women increased their daily activities by 2 hours 43 minutes after AMORE 3.
	Reduced cost of lighting – The respondents averaged a 66% reduction in the monthly cost of lighting, amounting to PHP197 in savings.
Provision of Level II potable water system	**Increased access to Level II potable water** – From the FGD 100% of recipients (18 persons) acknowledged that AMORE 3 had provided "increased access to clean water." It was also acknowledged (44%) that there had been a significant reduction in the time for collecting water from up to two hours before AMORE 3 to just a few minutes per household with the WASH system.
Installation of multimedia equipment and a water tap in each classroom.	**Improved teaching and learning processes** – From the FGD 90% of the respondents (27 persons) indicated improved teaching and learning processes with reduced teacher time in preparing visual aids. 57% agreed that it increased student class attendance.

Conclusions:

With the exception of the two micro hydro projects, AMORE 3 was not an off-grid electrification program, but a solar lighting intervention using a full commercialization implementation model. However based on field observations in South Cotabato, micro-grids could meet the needs of the poblacion of remote off-grid barangays with the remote sitios being provided with properly designed Solar Home Lighting Systems (SHLS). These SHLS have the potential to immediately improve the quality of life of households in remote off-grid locations. In f act, the vast majority (97%) of HHs interviewed stated that having electric light was worth what they paid for it.

Level II potable water supply has an immediate positive impact on off-grid remote communities but did not fit into the original objectives of AMORE.

Peace and stability can be driven by improved quality of life and increased economic activity as legitimate community grievances are directed to obtaining access to those fundamental requirements for survival etc. as described by Maslow's hierarchy of needs. As needs become more sophisticated so too do their energy requirements.

Recommendations:

- Future electrification programs designed to intervene in remote off-grid communities must investigate the option of renewable energy powered micro-grid networks providing significant amounts of per capita energy (the UN Human Development Index would indicate that around 1kWh/person /day would be required to lift communities out of the poverty energy trap[27]).
- Poverty alleviation in off-grid remote environments involves the provision of sufficient per capita energy to provide the opportunity for the establishment of significant economic activity in the community. In this regard the 7 micro hydro mini-grid networks established under AMORE provide a working model to roll out in the Philippines.

Efficiency

Table 6. EFFICIENCY OUTPUTS AND OUTCOMES

Outputs	Outcomes
Commercialization The AMORE 3 activities were severely affected by the absence of DOE co-financing. This reduced the implementation time frame from four to one and a half years which led to a change in the direction and focus of the original AMORE 3 program by increasing its complexity and assisting in the failure of the full commercialization model to achieve its targets. A total of 9,240 renewable energy lighting systems were eventually installed under AMORE. This consisted of 176 houses connected to the two micro-hydro mini grid systems, 923 solar home lighting systems, and 7,932 portable solar lanterns.	**Completed on time and at cost but with significantly reduced achievements** By March 2012 a review of progress of AMORE 3 determined that the full commercialization model would not achieve its ambitious targets and reduced the number of households receiving a solar light by 65%, replacing them instead with increased school systems, WASH systems, and intensive technical and business training.
Social Preparation | Community Development| Institutional Strengthening AMORE established and strengthened 689 new and existing organizations with the 482 barangays targeted under AMORE 1 and 2. This meant that in some barangays there were three separate organizations established to collect fees, monitor and repair systems, and organize the communities.	**Increased community participation** The implementation of AMORE 3 by WI achieved the programs objectives of social preparation and community development in that 91% of households interviewed had been invited to meetings and consultations prior to AMORE 3 being implemented in their barangay with relatively consistent regional responses.
Public-private partnerships **WI was able to bring 18 additional organizations into the implementation of AMORE 3**	**Increased counterpart funds** These organizations contributed $1.3million (in-kind, cash, equipment, and services) to AMORE 3 Program.

[27] Dr. Bruce W. Robins, "The energy Poverty Trap", Homer Micro-grid Conference, Cancun 2013.

Conclusions:

The complexity of the AMORE 3 program dissipated resources and focus from achieving its goals. Unfortunately this complex approach meant that many of the interventions were implemented in a fragmented manner. To elaborate, involving 18 organizations other than USAID in co-financing may have distracted and dissipated the focus of WI in having to meet the various objectives and agendas of each of these organizations and potentially undermined USAID contribution towards renewable energy being the enabling technology to help bring about peace and stability in off grid communities in Muslim Mindanao.

Sunpower provided 210Wp, 24V PV modules for the SEEd project.[28] Simple multiples of this product determined what was supplied for schools rather than designing the system to be supplied for schools based upon their needs. This is a "putting the horse before the cart" approach to system design. It has led to most schools with only one classroom provided with solar powered lighting, a significant waste of the mobilization costs that were required to install the provided systems.

What is also clear is that the WASH program had very little to do with renewable energy, a main thrust of the AMORE program. The Coca Cola Foundation (Atlanta and Philippines) funded 16 WASH programs, Save the Children International funded one, the Malampaya Foundation funded one in Palawan, Quezon Power and the Mauban LGU funded one in Quezon Province, and the National Grid Corporation of Philippines and the Rotary Club (Under Safe Water alliance) funded systems in Mindanao.

By deciding to re-enter 20 of the strongest BRECDAs for increased strengthening, the interventions that followed were more determined by the BRECDA's location (accessibility, peace, and order) and its human, natural, and financial resources than by the needs of the community. In some barangays we see BRECDAs, BAWASAs, and PTAs alongside the existing LGU. This would appear to be an inefficient use of human capital and resources.

Lastly, the way USAID had set up the KPI for WI meant that their reporting was based around quantities achieved or exceeded and not sustainable outcomes. In addition, the data provided by WI to USAID was incomplete and had errors that did not help the evaluation process. For instance the introduction of the WASH program into AMORE 3 was clearly not related to using renewable energy as the enabling technology; and only 33 of the 36 WASH sites specified in the secondary data are still operational. Beneficiary numbers were also highly inflated in some instances.

Recommendations:

- Future interventions should only be implemented through those national agencies/departments which have the organizational structure, a national budget, and a mandate for directly implementing Government Policy (e.g. the DOE is a policy making body not an implementing agency; NPC - SPUG is an implementing agency, REC are implementing agencies under the NEA, and Department of the Interior and Local Government (DILG) is an implementing agency with paid officers all the way down to the Barangay level).
- The efficient implementation of any off-grid remote area electrification program requires strong financial and administrative support from the National Government and the use of renewable technology as the power source.
- Quality and sustainability, and not just numbers achieved, must be the focus of USAID in its future projects/interventions.
- USAID should keep control of its aid investment and not let its objectives be diluted by co-financing (for example, see conclusions above).

[28] See ANNEX G (p.20)

Sustainability

Table 7. SUSTAINABILITY OUTPUTS AND OUTCOMES

Outputs	Outcomes
Commercialization Full commercialization model employed to "electrify" off grid barangays.	**Decreased the sustainability of the systems** Unavailability of second tier technicians trained to replace itinerant trained staff and unavailability of stock of some spare parts by the commercial partners occurred**.**
Organizational Development and Capacity Building AMORE established and strengthened 689 new and existing organizations with the 482 barangays targeted under AMORE 1 and 2	An independent evaluation of 71 BRECDAs established under AMORE 1 and 2 was made at the commencement of AMORE 3. It found that only 26% could be considered strong with 37% not active, the balance considered weak.[29] The development of 480 BRECDAs under AMORE 1 and 2 has failed to achieve a sustainable model for future programs.
Quality of solar and water systems provided 1. The batteries used in AMORE were automotive and standby lead acid batteries. 2. 33 water systems operational	**Significant technical problems arose** From the HHS of 441 households, 50% reported technical problems with their solar systems, 65% of which are battery-related. However despite these problems, 98% reported that "having light (was) worth what one paid" and 83% reported that their system was still operational. There are significant design and quality issues with the equipment supplied. Of the 405 Household interviews conducted about the WASH systems 91% indicated that the WASH system was still operating except in Region 4A where only 13% indicated that it was still operational.

Conclusions:

The most critical component for the sustainability of any solar system, particularly those in remote off-grid locations, is selecting the battery energy storage system. It has been known internationally for more than 30 years that automobile, motorcycle, or standby lead acid batteries are not technically appropriate for such use.[30]

It would appear that the AMORE program has supplied equipment (micro-hydro plant excepted) that are not fit for its purpose and which are totally unsustainable. This conclusion derives from the finding that half of the households had technical problems and 17% of lighting systems are not working One would expect around 2-5% of households with problems and 99% of systems still operational given the maturity of the global solar industry.

There are potential OH&S as well as detrimental environmental issues as a consequence of the wrong selection of replacement lead acid batteries used under this program. Observation of a typical SHLS installed in a Bantol, Davao house raised potential serious OH&S issues with the installation of the battery/regulator package inside the

[29] Diokno Study Report, 2010 (Secondary Data)

[30] Such batteries use Calcium in their plate construction to increase recharging efficiencies as required in the applications for which they were designed. This unfortunately means however that these types of battery have little tolerance to deep discharge and in most instances will fail (not be able to be recharged) if fully discharged. They are not recommended for solar applications.

small bedroom.[31] It should be noted that there are no appropriate lead acid batteries for remote solar applications manufactured in the Philippines. However this is no excuse for not using imported batteries that are designed for such applications. In the case of Bantol, the replacement battery, which is at issue, was imported from Thailand. Whilst specialised imported batteries for remote solar applications are more expensive, they are in fact the cheapest option based on life cycle, environmental, and OH&S analysis. Instead of 12 months typical life time for automotive and standby batteries using the most appropriate battery will provide lifetimes before replacement of 10 years.

The commercialization model introduced after one trial by DOE under AMORE 2 and continued under AMORE 3 has not worked and is not appropriate for remote off-grid electrification. Battery Charging Stations cannot work on technical grounds and are a burden on women and children.

The training of local technicians for O&M was well executed but ongoing training and second tier training is necessary for sustainability. The need for ongoing strengthening of the BRECDAs, BAWASAs, and PTAs is acknowledged along with a strong recommendation for community wide cooperation at all levels from LGU down. This would indicate that more social preparation and community development would be required to ensure sustainability.

Lastly, USAID's requirement of "intensification of electrification through commercialization based on Philippine DOE strategy"[32] and its focus on numbers installed caused major problems for WI and may have caused shortcuts to be taken.

Recommendations:

USAID should facilitate the handover of management to:

- **DILG -** The current WASH systems and the BAWASAs should be managed from now on by their respective LGUs which report back to the DILG.
- **DepEd -** SEEd should become the management responsibility of the DepEd.
- **The NPC - SPUG and/or the local REC -** BRECDAs, the existing SHLS (not solar lanterns), and the micro grid networks should be managed by NPC – SPUG and /or the local REC.

USAID should work through the DOE and related authorities with responsibility for electricity generation and distribution in the Philippines to implement the following recommendations:

- NEA should expand the role of the RECs to include off-grid SHLS and micro-grid networks using renewable energy.
- All off-grid households should have access to the same level of subsidy and cross subsidy that customers of their local RECs already enjoy through their power supplier, NPC - SPUG. USAID should not be involved in the inequitable supply of unsubsidised energy to off-grid remote communities.
- The commercial sale of portable solar lanterns should not be seen as an alternative to off grid rural electrification nor the provision of SHLS.
- Battery Charging Stations should never be supported by USAID in its support of future rural electrification programs.
- Only internationally accepted lead acid batteries designed specifically for remote solar storage applications should be used in any SHLS or renewable energy powered micro grid system.
- Any renewable energy systems supplied must be accompanied by a performance and sustainability guarantee not component guarantees, by the systems integrator/supplier as in the commercial wind industry. The provision of such performance guarantees is the proper definition of commercialisation.

[31] The units VRLA (AGM) battery had failed within 12 months and it was replaced with a flooded lead acid battery. This meant that the battery regulator settings would be wrong. The unit was not mounted on the floor but on a shelf half way up the wall and out-gassing of Hydrogen and Oxygen from the flooded lead acid battery was being vented into the small bedroom and adjacent to the regulator electronics. The potential for a fire by spontaneous ignition of H_2 and O_2, or the battery falling and spilling concentrated Sulphuric Acid over the inhabitants is real and immediate. Photograph of Unit is in ANNEX G (p.17).
[32] WINROCK interview 14 March 2014

Gender

Table 8. GENDER OUTPUTS AND OUTCOMES

Outputs	Outcomes
Involvement of women in planning and project implementation About 77% of households interviewed indicated that women had been consulted during the planning of the Solar Lighting project and 49% indicated that women had been consulted during the planning phase for the WASH. The main regional differences were in Region 12 where 92% indicated that women had been consulted for the solar light planning and Region 4A where only 23% indicated that women had been consulted for the WASH planning.	**Increased participation of women** 1. Twenty five percent of BRECDA and BAWASA membership are composed of women. 2. More than six hundred people were trained in solar technology under AMORE 3. Ninety six (16%) were women. **Increased productivity** 3. In terms of increased activity produced by solar lighting, women were the main beneficiaries with 15% more activity (2.7 hours/day) than the men (2.3 hours/day).

Conclusions:

In general both men and women benefited equally from the AMORE 3 interventions. The most significant result for women was the benefit that electric lighting brought to their household. Almost 88% of households interviewed for the Household Lighting (429) program indicated that electric light had provided them with more time, almost two hours, to do their household chores at night. This left them with more options for pursing other family matters, education, and economic activities.

Under the WASH program women and children were relived of the burden of collecting water from long distances away from their houses.

Recommendations:

- All USAID interventions for off grid remote electrification must involve women in the planning, implementation, and O&M phases of the program or project. A target of say 33% women's involvement should be set in the early stages of program development. This would bring to such projects the significant organizational and communicational strengths of women.

Lessons Learned and Good Practices

Some of the lessons learned from AMORE 3 are the following:

- Commercially viable free markets come about as a result of demand driven requirements. Strong marketing and subsidies can accelerate such demands but these in themselves are not sufficient to create the market.
    - The bidding requirement that PV products be Lighting Africa Project (LAP)-certified limited the entrepreneur's participation in AMORE 3 since very few PV suppliers in the Philippines have LAP-certified products.
    - A commercialization approach was implemented on full-scale based on one experiment. The DOE should conduct a more systematic, well-documented, and empirical data-based research on commercialization before full-scale implementation by any institution.
- Involvement of and project buy in of Government implementing agencies such as LGUs, RECs, etc. at the project design stage is critical to any project that overlaps such agencies responsibilities.
    - The LGU's participation was tempered so as not to influence the BRECDA's decisions, however, most of the BRECDAs had become inactive. Whereas, the LGUs will remain even after all associations in the community vanish. The LGUs can take over the BRECDAs' role in maintaining the projects, especially the MHP, WASH, and SEED since they have jurisdiction over all community projects.
    - AMORE 3 has not established mechanisms to allow continuous monitoring of the community-based organizations and installed systems. The electric cooperatives could have been tapped for repairs and maintenance of the solar PV systems.
- There are some things the Government is better at than the free market, e.g. provision of essential services that require long term support which is not at the mercy of free market forces.
- The provision of sustainable services and community organization strengthening requires long term (indefinite) involvement of the project implementing parties. Unless funding for such interventions is available then NGOs should not try to take on such activities without linking the project back to ongoing government supported programs.
- Most aid-funded programs, both bilateral and multilateral, which do not make provision for lifetime O&M costs will never be sustainable in developing country contexts.
- To meet the life time O&M project costs in poor and underdeveloped communities requires the implementation of income generating programs and support in parallel with the main intervention.[33]
    - Income-generating projects could have been integrated in the HEP to increase the household's capacity to pay for the PV systems.
- Quality is the key to sustainability. Numbers mean nothing unless they are backed by quality.

Some of the good practices are:

- Social preparation and community development was extremely important for the AMORE 3 intervention. Unfortunately insufficient time caused by events outside the control of the implementing agency meant that it could not sufficiently cater to the strengthening of community organizations. What strengthening did occur under AMORE 3 left behind some strong organizations with pro-active leadership with the chance of developing income-generating activities for their remote communities. Such organizations demand respect and ongoing support. To leave these few organizations to free market forces would be an abrogation of the ongoing responsibilities that come with bilateral funding.
    - The program's implementation was too short to allow monitoring, more so, evaluating the effects of interventions. Ideally, it takes four to five years to realize substantive results.
- AMORE 3 demonstrated the importance of involving women in any remote community intervention. Even more, women's involvement may well have made for stronger community organizations due to their involvement and capacity to lead.
    - There was a deliberate effort to integrate gender in project implementation as substantiated by the training of women technicians, data disaggregation by gender, women's participation in organizations, recognition of women's potentials, and support to women's nurturing role.

[33] Experience in the Pacific with a bilateral-funded airstrip on a remote island failed because the remote community could not afford the on-going O&M costs which were not offered by the bilateral agency.

- AMORE 3 demonstrated that involving third party non government and private sector co-funders was achievable and was a win-win for both the third parties involved and potentially for the implementing agency.
    - The partners from the corporate sector did not only contribute funds to the project but were actually involved in field implementation. In doing so, they got exposed to the realities and conditions of people in remote rural areas and found fulfillment in being able to help. The exposure's impact on the partners enhanced their sense of social responsibility as they found their contributions worthy.
    - The participatory processes employed in social preparation activities may be taken for granted by people in development work, but for people in the corporate sector who are used to top down approach, these processes are new, effective and worth replicating in other areas.

3.2 GENERAL CONCLUSIONS

Did the AMORE 3 program achieve the objectives under the WI and USAID agreement to:

(1) Assist the Government of the Philippines in extending renewable energy-based rural electricity services to un-served and underserved households in rural communities in Mindanao?

PARTLY ACHIEVED: AMORE 3 was a complex and innovative program with positive achievements, such as improving the quality of life of beneficiaries (particulalry women and children) and their feeling of peace and security.

However it failed to deliver the crucial criteria of sustainability. It has left a problematic legacy of ongoing support needed for the BRECDAs, BAWASAs, and PTAs; and it has left failed lead acid batteries, not recycled as proposed, in remote rural communities. It is important to note that an intervention of rural off-grid electrification is not the same as "improving the quality of life".

(2) Expand the use of clean energy technologies to support social and economic development through vital services to rural communities?

SUBSTANTIALLY ACHIEVED: WI, the USAID Contractor for the AMORE Program, had to work in a complex political, social, and security environment and whilst this evaluation found some minor issues with its data collection and reporting, it acknowledges the effort and dedication of its staff in trying to balance the objectives of multiple stake holders. In fact trying to manage the multiple stakeholders is one of the reasons that this evaluation has found a number of significant issues with the AMORE program.

It is probably fair to say that USAID Philippines put too much pressure on WI achieving numerical KPI's rather than demonstrating sustainable outcomes. By following the DOE / USAID requirements for introducing a commercial model under its SSMP program, partly funded under a GEF grant, systems were designed down to a price point not up to a sustainable performance level. This is evidenced by (1) the initial agreement to use Battery Charging Stations, later abandoned, was of a negotiated agreement among DOE, Mirant, USAID, and WI. However six more BCS for solar lanterns were installed under AMORE 3, and (2) using completely the wrong type of lead acid battery in all of the solar home lighting systems, community centres, schools, and street lights which has led to potentially major environmental and OH&S issues in the near future and failure of many systems such as the street lights in the past (see Photos in ANNEX G). AMORE 3 implemented the WASH program in 36 barangays however only 33 were found to be operational. Of the 36, only three used renewable energy: 1) Cagbalete community water project (solar PV-powered), 2) Kilangan community water system (solar PV-powered), and 3) Bantol (Malakiba) community water system (hydraulic ram pump) which is currently non-operational. This would seem to negate the original objectives of AMORE 3, a program with two letters in its acronym which stand for "Renewable Energy".

Under the AMORE program it is estimated that around 240 kWp of solar PV power systems were installed (including portable solar lanterns).

(3) Strengthen clean energy technology and workforce development through renewable energy education and training?

FULLY ACHIEVED: Whilst 600 people including 96 women were trained as solar lighting technicians, many have moved on out of their communities leaving a shortage of skilled operatives. Unfortunately there was no program for second tier training within the targeted barangay, instead a Mindanao training center in Cotabato City was established. The cost for second tier training in Cotabato City may be too high for the BRECDAs and PTAs to bear for ongoing training.

(4) Support peace and development initiatives in Mindanao through the provision of electrification and related services to disadvantaged communities in conflict-affected and post-conflict areas?

SUBSTANTIALLY ACHIEVED: Whilst it has been demonstrated by AMORE provided the perception of peace and security in disadvantaged communities in conflict-affected and post-conflict areas, AMORE 3 can in no way be construed as an off grid electrification project and hence any significant development initiatives must be limited.

GLOSSARY

Barangay

Barangay is the Philippine name for a village or significant cluster of households.

Battery Charging Stations

Battery Charging Stations are centralized facilities usually powered by a stand-alone photovoltaic array of modules where household members bring their batteries to be recharged on a regular basis. It was originally thought that such systems would be cheaper than SHLS. However such a concept failed to understand the charging and discharging characteristics of lead acid batteries. Over time the concept has been proven to be non-viable.

Beneficiaries

In the broadest sense, a beneficiary is a natural person or other legal entity who receives money or other benefits from a benefactor. In AMORE the benefactor is AMORE and the beneficiaries are the members of the targeted communities for AMORE interventions.

Clean Energy

Clean energy is the generation of energy, which does not produce pollutants. Hence all fossil fuel generation is not clean energy as it produces not only toxic pollutants but also greenhouse gases.

Community Development

Community development s goes hand in hand with social preparation. It is the creation and/or strengthening of local organizations to be able to implement, add value to, ensure sustainability, and manage community expectations as a result of an intervention.

Level II water supply

Level II (2) refers to the availability of potable water within a community.

Level I refers to a well, spring, or stream as the source of potable water and is usually some distance from the majority of households in a community.

Level II brings that source by pump or gravity feed to within a short distance of the majority of households in a community.

Level III provides potable water directly to each household

Local Government Units

Local Government Units or LGUs are the government administrative organizations at the Provincial, Municipal, and Barangay levels.

Micro-hydro and Mini-Hydro

The name given to different sized hydro systems (Micro = 5 to 100kW, Mini = 100Kw to 1MW).

Off-grid

Un-electrified or not connected to the national or local electricity grid distribution system

Photovoltaic Technology

This is sometimes referred to as solar technology. It is technology which can convert light into electric (and thermal) energy without moving components.

Poblacion

Means town or population in Spanish and in the Philippines refers to the Town centre. A town may be made up of many Barangays.

Potable Water

Drinking water or potable water is water safe enough to be consumed by humans or used with low risk of immediate or long-term harm.

Productivity

Used in the context of remote rural communities includes the hours of work, which produce an increased quality of life and more tradable commodities.

Quality of Life

Refers to people and communities having achieved the basic survival needs, of shelter, food, security etc. To "improve the quality of life" is to make such survival needs more sustainable and expand to include increased health and education opportunities particularly for women and children.

Renewable Energy (RE)

Energy, including electricity, produced from sources that are renewable such as solar or photovoltaic electricity generation, solar thermal electricity generation and solar hot water, hydro electricity generation, wind energy generation, wave energy generation, and deep ocean thermal energy generation, to name a few. It excludes all fossil fuel sources of energy.

Sitio

This refers to a territorial enclave or part of Barangay in the Philippines and is usually some distance from the Barangay centre or Poblacion.

Social Preparation

Social preparation is an important component of any project that involves the intervention in a community. It in fact alerts the community of a possible intervention and its potential impact (positive and negative). It aims to create a stakeholder acceptance whilst answering questions and accepting community concerns.

Solar and RE Lighting Systems

Solar lighting systems used in the AMORE program consisted of basically 4 options: (1) solar home lighting system (SHLS) consisting of an external photovoltaic module, a lead acid battery to store the solar energy, a regulator for controlling charging and discharging of the battery, and possibly an inverter for converting the battery's 12V Direct Current (DC) to 220V Alternating Current (AC) to power a number of compact fluorescent or LED lamps. (2) Portable solar powered lanterns (a complete packaged system) an order of magnitude smaller than the SHLS in solar module size and battery size. (3) Micro-hydro mini grid network where connected households had access to on-grid type renewable energy electric power and (4) Battery Charging Stations where households had a portable rechargeable battery-powered lantern and had to carry their lantern to a central point some distance away in order to charge the battery.

UN Human Development Index

The Human Development Index (HDI) is a composite statistic of life expectancy, education, and income indices used to rank countries into four tiers of human development. In the 2010 Human Development Report a further Inequality-adjusted Human Development Index (IHDI) was introduced. While the simple HDI remains useful, it stated that "the IHDI is the actual level of human development (accounting for inequality)" and "the HDI can be viewed as an index of "potential" human development (or the maximum IHDI that could be achieved if there were no inequality).

VRLA, AGM, GEL, Flooded

These are names for different types of lead acid batteries, which basically can be grouped into two classifications: VRLA and Flooded. Valve Regulated Lead Acid batteries are essentially sealed batteries where by the electrolyte is captive in either by Absorbed Glass Mat (AGM) or by a Silica Gel. VRLA batteries are rated non-hazardous for transportation. Flooded lead Acid batteries are as described flooded with a liquid electrolyte, which needs to be topped up from time to time with distilled water. Because the electrolyte is concentrated acid and can spill it is classified as hazardous and can only be transported using special equipment or containerized.

ANNEX A

Evaluation Statement of Work

Purpose of the Evaluation

This evaluation will determine the extent and process by which the AMORE 3 program achieved its targets and how it contributed to peace and development initiatives in Mindanao, through the provision of electrification and related social services to disadvantaged communities in conflict-affected and post-conflict areas. In this context, this evaluation must document and analyze the experience of the AMORE program to serve as a reference for future rural electrification projects to be pursued by USAID in other countries, by the Government of the Philippines (specifically DOE), or by partner organizations such as SunPower Foundation.

The evaluation will focus on AMORE 3's implementation period from October 27, 2009 to September 30, 2013. The evaluation must also review and reference AMORE 1 and 2 to describe lessons learned and how processes, practices, policies, and partnerships evolved through more than a decade of rural electrification work in remote conflict areas. The review of AMORE 1 and 2 must only focus on priority themes or issues that cut across the timeframes of the three different phases and will not be as substantial as the performance review of the third and final phase.

The evaluation should focus on the following indicators and targets:

- Households electrified with RE systems (PV, micro-hydro, other renewable energy)
    - 8,867 additional households with 48,000 additional beneficiaries to receive lower-cost lighting systems not currently defined by DOE as officially constituting electrification
- Rural schools with renewable energy systems and access to distance and/or other improved education services - 174 schools
- Students with access to distance education and/or other improved education services - 59,000 students
- Improved access to safe water through solar-powered community water supply projects and/or water disinfection and desalination systems and instruction - 12,000 households
- Individuals receiving renewable energy training including professional, technical, and business (RE workforce members, jobseekers, entrepreneurs) - 200 individuals receiving professional, technical, or enterprise-related renewable energy training
- Local companies, entrepreneurs, and BRECDAs with strengthened ability in rural renewable energy service delivery and project development and implementation - 10 companies, 20 micro-entrepreneurs, 10 BRECDAS

Methodology

The Evaluation Team is expected to utilize qualitative and, as practicable, quantitative methods to obtain information necessary to meet the requirements of this SOW after the award. This methodology is not prescriptive and other forms of information collection may be deemed necessary by the evaluation team. USAID will assist the team as much as possible to ensure that all the appropriate and necessary inputs are obtained to maximize the results of this engagement. Documents and materials needed for the evaluation will be complied and requested in advance from the implementing partner organizations. This evaluation also acknowledges some limitations in terms of site visits and stakeholder engagement due to the accessibility and risk issues associated with the program's project sites.

With the 474 barangays as universe, the evaluation team will prepare a purposive random sampling design to include the following in the various analyses:

- Geography (coastal, inland-interior)
- Renewable energy technology (micro hydro and solar, solar categorized further as battery charging stations and solar home systems)
- Electrification mode (grants-based, commercial approach, and targeted subsidies)
- Presence of water projects and school/distance education projects

1. Desk Review and development of data collection tool

Prior to field work, the evaluation team should carry out a desk review of various sources of information precompiled and received by USAID from the AMORE 3 Program and Philippine government. These include contracts, quarterly and annual reports, work plans, M&E plan, and the final report of AMORE 3, among others. Updated development plans, energy plans, and rural electrification plans will be requested from the Philippine Government counterparts. For additional information, the evaluation team may also get in touch with the implementing partner (Winrock International) and other program partners such as Sunpower Foundation, renewable energy companies, various corporate foundations, and micro-financing institutions.

During the desk review time, the Team should participate in planning conference calls with USAID/P, in order to review the goals and objectives of the assignment, discuss the evaluation design framework proposed by the Team, clarify team members' roles and responsibilities, and draft the evaluation work plan. Based on the evaluation questions and corresponding output and outcome indicators, the evaluation team will develop an evaluation approach which may include focus group discussions (FGDs) and key informant interviews (KIIs) with partners from government, the private sector, and other donors. The proposed work plan should be discussed and finalized with USAID, and must include various elements elaborated in the first item under Deliverables.

The desk review will also help the Team organize the materials and develop the evaluation tools. The team must extract relevant components of the reports, and conduct initial analysis and confirmation of project specific data. The Team will develop, for USAID approval, the qualitative and quantitative data collection instruments (before-and-after scenarios in USAID-assisted sites). To ensure gender responsiveness, the evaluation team should be guided by the new USAID Gender Policy, and will ensure that for all people-level indicators, collection of data will be sex-disaggregated.

2. In-country fieldwork

The evaluation team will spend more than five (5) weeks in the Philippines interviewing key stakeholders and partners and visiting project sites. Fieldwork starts with a Team Planning Meeting held at USAID/P on the first day to:

- Receive a briefing on the AMORE 3 Program
- Review the status of the work plan
- Clarify any issues on the background material
- Reiterate team members' roles and responsibilities
- Review the data collection methods and instruments
- Review the country itinerary and schedule of interviews

Within the first three days of in-country visit, the Team must finalize the evaluation work plan with USAID/P, which includes the data collection instrument/s and sites to visit.

The Team must provide an evaluation update to the Mission at the mid-point of the fieldwork.

For all other meetings/interviews, USAID will provide the contact information in advance and the team can make arrangements with resource persons and organizations.

3. Debriefing and Report Submission

The Evaluation Team must first discuss the summary of findings to USAID/P Program Resources Management (PRM) Office and OEECC, followed by an internal debriefing with Mission management, and lastly a debriefing/presentation to relevant GPH departments, donors, and other stakeholders at the end of the in country fieldwork.

The Team is expected to provide the evaluation report's first draft, final draft and final versions based on the timeline stated in the Illustrative Table of Level of Effort in the section below.

Period of Performance

The assignment will be conducted from 2 December 2013 to 30 April 2014 (60 LOE days). A six-day work week is approved.

Illustrative Table of Level of Effort (LOE)

ACTIVITIES/TASKS	LOE	Timeline
1. Preparations 1.1 Desk review of relevant materials 1.2 Develop evaluation design framework and methodology, data/information collection instruments and interview guides, criteria for selection of sites and non-project sites to visit, work plan and draft itinerary 1.3 List other documents needed (to gather with USAID support) 1.4 Conference calls with USAID Philippines to finalize tools and arrangements	*12 LOE*	2 – 20 December (6 LOE) and 6 – 12 January
2. In-Country Fieldwork, Analysis, Debriefings and Writing of First Draft Report 2.1 Team Planning 2.2 Briefing with the Mission, discussion on draft work plan	*40 LOE*	10 January – 18 March

2.3 Revision and Submission of final work plan 2.4 Field visits/ interviews/ information collection, focus group discussions 2.5 Data analysis, report drafting and submission to USAID of draft summary findings before debriefing 2.6 Debriefing of draft summary findings with Program Office and Technical Office 2.7 Revision of draft summary findings 2.8 Debriefing of draft findings with Mission management 2.8 Debriefing of draft findings with relevant GPH departments and other stakeholders 2.9 Drafting of detailed first draft and submission to USAID		
3. USAID review and comments on First Draft Report	--	
4. Writing of Final Draft Report	*4 LOE*	22 - 28 March
5. USAID review and comments on Final Draft Report	--	
6. Writing of Final Publishable Report	*2 LOE*	2 – 4, 14 - 15 April
7. USAID comments on publishable content and draft statement of differences, if any	--	
8. Revision and submission of publishable report	*2 LOE*	21 & 30 April
Total:	**60**	

Deliverables

1. **Detailed work plan,** inclusive of evaluation design, methodology (gender-sensitive data collection instruments and method of general evaluation analysis), evaluation report outline, itinerary of site visits and interview schedule, and overall evaluation timeline. Data collection instruments include interview guides for KIIs and FGDs. The draft work plan deliverables are due from the team on the last day of the background preparation, and will be finalized with USAID on Day 3 of the evaluation period.
2. **Accomplished interview guides** containing information from KIIs and FGDs, with **summaries** of overall highlights (electronic)
3. **Summary of preliminary evaluation results** at the evaluation mid-point.
4. **Summary of draft findings** to USAID one day prior to the debriefings.
5. **A PowerPoint presentation containing findings with conclusions and recommendations**, for the internal debriefing to USAID/P (Mission management, OEECC and PRM) as well as the external debriefing for relevant GPH departments, donors and other stakeholders.
6. **Detailed first draft of the evaluation report**, to be provided to USAID/Philippines. The report should not exceed 30 pages with an executive summary of no more than three (3) pages, excluding annexes. The report shall (a) follow the USAID general guidance on Preparing Evaluation Reports (Annex B), (b) satisfy the detailed USAID criteria for Evaluation Reports (see Annex C), and (c) contain all sections listed in the approved report outline (see Sample Evaluation Report Template as reference).

7. **Final draft of the evaluation report**, to be provided to USAID/P within four (4) days from receipt of USAID comments on the first draft report.
8. **Final publishable evaluation report approved by USAID/Philippines**, to be provided no later than the last week of April 2014. Submission must include the following:
    - Five (5) hard copies
    - Five (5) USB flash drives containing
        a) electronic copies of the report (in PDF and MS Word formats);
        b) supporting documentation inclusive of complete data collected (in Word, Excel or other relevant software);
        c) pictures and other visual materials; and
        d) PowerPoint presentation on the highlights of the Evaluation Report.

ANNEX B

Evaluation Design and Methods

Team Composition

The Final Performance Evaluation Study team is composed of the Project Management Team (PMT), Key Experts, Field Survey Teams and Data Entry Team. At the higher levels of the organizational structure is the project management team, composed of the Team Leader (Dr. Bruce Robins); Project Director (Mr. Renato S. Relampagos); Study Manager (Ninosa A. Nuque); and Study Coordinator (Aleandre Kwan); and Key Experts, composed of the Statistician (Lita Sealza): Governance Specialist (Luis Eleazar); and Monitoring and Evaluation Specialist (Felicidad Suner). Collectively, they were responsible for the conduct of the evaluation study.

Evaluation Design and Method

Following the evaluation framework presented in the technical proposal, a sampling grid for evaluation was formulated to map out the nature and extent of AMORE 3 program interventions in order to determine the appropriate methods for data gathering that capture all the essential interventions.

Table 1 outlines the summary of AMORE 3 program components to which the revised Approach and Methodology will be applied.

Table 1. Sampling Grid[1]

Cluster of Target Groups	#	Selection Criteria			Data Gathering Methods		
		Geography	Technology	Mode	HHS	FGD	KII
HH electrification barangays	117		SP, MHP	C	✓	✓	✓
HH+SEEd+WASH	2		SP	C, G	✓	✓	✓
HH+SEEd	8		SP	C, G	✓	✓	✓
HH+WASH	2		SP	C, G	✓	✓	✓
SEEd+WASH	7		SP	G	✓	✓	✓
WASH	16			G	✓	✓	✓
SEEd	145		SP	G		✓	✓

[1] Legend: Geography - C=coastal, IU=Inland-Upland, IL=Inland Lowland
Technology - SP=solar power, MHP=micro hydro power
Mode - G=grants-based, S=targeted subsidy, C=commercial approach

In principle, sampling of Household Electrification beneficiaries included those Households that also benefited from the other significant service upgrades such as WASH and SEEd. This provided a more balanced analysis of all the results that AMORE 3 had on all the project areas covered by its various interventions in accordance with AMORE 3's revised targets as agreed upon by USAID and WI.

Table 2. EVALUATION CRITERIA AND QUESTIONS, AND METHODS AND SOURCES OF INFORMATION

Criteria/Evaluation Questions	Method(s) and Source(s) of Information
Relevance	
• **How relevant is the AMORE 3 Program to the country's national development agenda for Mindanao (PDP 2011-2016, DOE/NEA Electrification Plan, etc.) To the target beneficiaries and LGUs covered (Barangay/Municipal LGUs' Comprehensive Development Plans)?** • **How did the AMORE 3 Program determine the design of its projects or interventions (i.e., whether the interventions were responding to clearly articulated needs of target beneficiaries)?**	• KIIs with DOE officers who were involved in AMORE 3 Program • KIIs with DOE field personnel who were involved in the Program and Barangay/Municipal LGUs covered by the Program • Household survey • KIIs with Chief Executives of Barangay/ Municipal LGUs covered by the AMORE 3 Program • KIIs with WINROCK officers and former AMORE 3 Program staff • FGD with beneficiary HH heads, women, school officials/teachers, school children (boys and girls)
Effectiveness	
• **What were the results achieved by the AMORE 3 Program?** • **What were the benefits (in terms of improved peace and order, livelihood, women participation, school children performance, etc.) derived by target beneficiaries?** • **What were the contributing and constraining factors to the achievements of results?** • **What are the perceptions of the target community beneficiaries and partners (households, school officials/teachers, school children, women, BRECDAs and**	• KII with electric cooperatives, BRECDA and BAWASA officers • KII with USAID Project Manager, WINROCK Program Officers/staff, RE companies • Household survey • FGD with selected HH heads, women, school children, school officials / teachers • FGD with BRECDA and BAWASA officers/members • Review of AMORE 3 Completion Report • Review of AMORE 3 Operations Manuals

BAWASAs, RE companies, private sector partners, and micro-financing institutions) of the AMORE 3 Program? Of LGU officials on the benefits of the Program? Of DOE and NEA agency representatives on the AMORE 3 Program?	• Field visits to selected project areas based on the clustering of target groups • KII with Chief Executives and/or staff of Barangay and Municipal LGUs covered; DOE, DAR, DILG representatives who were involved in AMORE 3 and other related initiatives • KII with electric cooperatives, private sector partners, RE companies, micro-financing institutions • KII with USAID Project Manager, WINROCK Program Officers/staff. • FGD with selected HH heads, women, school children (boys and girls), school officials / teachers • FGD with BRECDA and BAWASA officers/members (males and females)
Efficiency	
• **Were the Program components/activities completed on time and at cost?** ➢ **What were the reasons for deviation, if any?** • **In a Barangay with household solar lighting systems, WASH and SEED systems there are three independent Operations and Management Organisations including their O&M Technicians.** ➢ **Why was this approach taken instead of providing one organization, say the BRECDA with these responsibilities?**	• Review of AMORE 3 Program reports • Review of inputs used (TA, training, equipment, operating costs); estimates of partner/beneficiary counterpart contributions; Program expenditures budget per component/activity • KII with electric cooperatives, RE companies, BRECDA and BAWASA officers (males and females) • KII with USAID Project Manager, WINROCK Program Officers/staff • FGD with selected HH heads, women, school children (boys and girls), school officials / teachers • FGD with BRECDA and BAWASA officers/members (males and females)
Sustainability	
• **What were the mechanisms (policy, institutional arrangements, financing, technology, etc.) put in place to support the sustainability of the Program benefits**	• Program reports and plans • KIIs with Chief Executives and/or staff of Barangay and Municipal LGUs covered; DOE, DAR, DILG representatives who were

(RE systems, water supply, distance education, alliances developed by AMORE 3)? • **Are the renewable energy (RE) systems (SP, MHP) installed at households and schools, and the water supply systems installed still functioning / operating at present? If Yes response, how do they sustain their operations? If No response, when did the systems stop functioning or operating? What was the main reason for them not functioning/operating?** • **Are the distance education programs for school children, and the strengthening of service delivery capacities of local companies, entrepreneurs and BECDAs still in operation? If Yes response, how do they sustain these activities? If No response, when did these activities stop operating? What was the main reason for them not operating** • **What were the key strategies and interventions that worked (good practices) or did not work (lessons learned) in the Program?** • **How could the good practices and lessons learned be effectively applied to future similar initiatives to achieve desired results and guarantee sustainability?**	involved in AMORE 3 and other related initiatives • Household survey • KIIs with electric cooperatives, private sector partners, RE companies, micro-financing institutions • KIIs with USAID Project Manager, WINROCK Program Officers/staff • FGDs with selected HH heads, women, school children (boys and girls), school officials / teachers • FGDs with BRECDA and BAWASA officers/members (males and females) • Field visits to selected project areas based on the clustering of target groups
Gender • **Does gender of community leaders and partners have an effect on the project's success and sustainability?** • **Were women members of the household or in the community invited to meetings or consultations before the program was implemented in your community?** • **What livelihood activities are available to the women household members now that you have electricity in your home?** • **Women who attended training activities provided by the AMORE 3 Program?**	• Household survey • FGD sessions with BRECDA and BAWASA officers; beneficiaries of household electrification and SEEd

- **Participation of women in meeting and planning**
- **What are the advantages of having electricity to women household members?**

A. Data Collection Methods

1. Household Survey

Sample size

The total sample size for this study is 900, however a total of 846 respondents were interviewed. As discussed in Section 2.1, n = 450 for HE and n = 450 for WASH, where the identified sample size were within the confidence level of 95% and above.

The following computations show the ways in which the sample sizes were estimated which prove that n = 450 for household electrification (HE) and n = 450 for Water, Sanitation, and Hygiene (WASH) are within the confidence level of 95% and above. The equal sample sizes of the two areas relaxed the assumption of equality of variances to compare the two types of the areas.[2]

$$n = Z^2pq/d^2$$

Where:

n = the desired sample size

z = the standard normal deviate, usually set 1.96 (or more simply at 2.0), this corresponds to the 95% confidence level.

p = the proportion in the population estimated to have a particular characteristic. If there is no reasonable estimate, then use 50 percent (.50).

q = 1.0 – p.

d = degree of accuracy desired, usually set at .05 or occasionally at .02.

Thus, = 400

n = 393 is the minimum sample size required for α=0.05 (two-tailed) or α=0.025 (one-tailed) with 0.2 standard deviation or larger change in attribute and a power value of 0.80.[3]

The respondents of the household survey were randomly selected sample of program beneficiaries of the household electrification (HE) and the community-based water system and hygiene (WASH) programs. A list of project beneficiaries was obtained from the organized BRECDA and BAWASA in each sampled project area. By asking the Barangay Captain and at least two other community leaders,

[2] Fisher, et.al, (1983); Kish, (1965) Formula –sample size calculations when N is not known
[3] Cohen's (1969) Power Tables

this list was validated to make sure that the names on the list are residents of the area and/or are still residing in the project area. A random sample of 30 households was drawn from the validated list in each sampled project intervention area.

Data Collection

Data were gathered using a structured interview schedule prepared in English and translated to Tagalog and Cebuano. Two sets of interview schedule were also prepared, one for HE and another for WASH. The translated versions were pilot-tested prior to the conduct of the survey to ensure adaptability (translation is understood, questions are appropriate and easy to follow, etc.). The tools were eventually revised and/or corrected based on the results of the pre-test.

Team Composition and Supervision

For this study, 10 teams were organized to conduct interviews in 30 project intervention areas. Each team was composed of one field supervisor (FS) and five field enumerators (FE). All in all, 10 FS and 50 FEs were hired for the conduct of the household survey to ensure the quality of data collection in the evaluation sites. All of these field staff were oriented and trained on the evaluation objectives and data gathering methodologies including the use of the data gathering instruments through pilot tests conducted in Davao City.

All FS supervised their respective teams on data gathering in sample intervention areas all throughout the survey period. The FS observed and accompanied enumerators during the conduct of the interviews. This was so in order to ensure that the data collected are of highest quality. Enumerators, therefore, received the necessary support in the field and were immediately coached if there were problems in understanding concepts or questions in the survey forms.

Supervisors collected the accomplished forms in the afternoon/evening of the same day and physically checked and edited the forms in the presence of enumerators. The presence of the interviewer during editing allowed supervisors to ask clarifications on certain questions that were not properly asked and enumerators received immediate feedback of her/his work. For any unresolved error, the FEs were asked to go back to the respondent and clarify the error and make the necessary correction.

All accomplished forms were transported to the central office for another round of editing. This was done by editors/encoders who also underwent training on the objectives of the evaluation and the meaning and intent of each question. Errors and ambiguous responses were noted and resolved with the FS and the concerned FE for the necessary correction.

Respondents

Household electrification

Fifteen project intervention areas were selected by simple random procedure. From these intervention areas, 30 household beneficiaries each were also randomly selected as respondents for the household survey. These intervention areas are in Regions 9, 11, 12 and ARMM. Forty-one percent (40.8%) of

these intervention areas are located in the Administrative Region of Muslim Mindanao (ARMM) and the rest are part of Regions 9 (18.4%), 11 (27.2%) and 12 (13.6%).

Table 3. SAMPLE BARANGAYS BY NUMBER OF COMPLETED INTERVIEWS

	Barangay	Municipality	Province	No. of interviews completed
1	Balonokan	Siayan	Zamboanga del Norte	30
2	Coronon	Sta. Cruz	Davao del Sur	30
3	Laolao	SK Pendatun	Maguindanao	30
4	Magsaysay	Davao City		30
5	Marilog	Davao City		30
6	Micolabo	Pikong	Lanao del Sur	30
7	Ned	Lake Sebu	South Cotabato	30
8	Palao sa Buto	Datu Paglas	Maguindanao	30
9	Pedagan Sur	Mahayag	Zamboanga del Sur	30
10	Sapad	Matanog	Maguindanao	30
11	Sibulan	Davao City		30
12	Talitay	Buluan	Maguindanao	30
13	Tinago	Sergio Osmena	Zamboanga del Norte	21
14	Upper Lasangan	SK Pendatun	Maguindanao	30
15	Upper Sepaka	Surallah	South Cotabato	30
			Total	441

Table 4. SAMPLE BARANGAYS BY NUMBER OF COMPLETED INTERVIEWS-WASH AREAS

	Barangay	Municipality	Province	No. of interviews completed
1	Bantol	Davao City		64
2	Cagbalete	Mauban	Quezon	30
3	Guba-an	Aurora	Zamboanga del Sur	10
4	Kalaong	Maitum	Sarangani	8
5	Kamanga	Maasim	Sarangani	63
6	Magsaysay	Davao City		117
7	Panampalay	Roxas	Zamboanga del Norte	42
8	Pangapuyan	Zamboanga City		30
9	San Antonio	S. Osmena	Zamboanga del Norte	41
			Total	405

2. Focus Group Discussions

Evaluation Components and Questions

The FGD was designed and conducted to describe the effectiveness, efficiency, sustainability and gender considerations of the AMORE 3 Program interventions, namely; HE, SEEd, and WASH from the standpoints of the target beneficiaries and community-based organizations such as the following:

1. Households that benefitted from the HE and/or WASH interventions;
2. Schools that benefitted from the SEEd and/or WASH interventions;
3. BRECDAs which were organized by AMORE to manage the HE interventions, and strengthened by AMORE 3 through training on RE technology and business development; and,
4. BAWASAs which were strengthened by AMORE 3 through training and participation in the implementation and management of the WASH interventions.

Guided by the Evaluation Framework described in the previous sections, the FGD Guide Questions were formulated around the four Final Performance Evaluation components, namely: effectiveness, efficiency, sustainability and gender.

The specific questions were aimed at determining what were the roles of each of the focus groups (i.e., HH, School, BRECDA and BAWASA) in the AMORE 3 Program; how each group benefitted from participating in the Program; what were the mechanisms established to ensure the success and sustainability of the Program interventions; and how each group assessed the effectiveness, efficiency and sustainability of the interventions.

The FGD outputs generally provided a good representation of diverse opinions and ideas from four focus groups which comprised the primary stakeholders - i.e., direct beneficiaries (households and schools) and community-based organizations (BRECDAs and BAWASAs) of the AMORE 3 Program; and generated relevant information on the evaluation components. However, recognizing the inherent methodological limitation of the FGD method, such vital information often has limited generalizability to a whole population.

In presenting the findings for each evaluation component, the responses from each focus group were followed by the frequency of such responses (i.e., the number of participants providing responses was divided by the total number of participants from a particular focus group - i.e., household (HH), school, BRECDA or BAWASA). The responses within each focus group were then clustered according to common themes, which represented as the themes across the focus groups. Hence, the FGD findings are presented with proper referencing with the sources of information, within each of the four focus groups and across groups.

Team Composition and Supervision

Four teams, each composed of one moderator and one note taker, were hired and trained for the FGD method. They were supervised by the Government Specialist.

Participants

The participants to the focus groups outlined above were selected according to the following major criteria: (i) the proper representation of the Program interventions (HE, SEEd, WASH) and partner-beneficiaries (HHs, Schools, BRECDAs, BAWASAs); and (ii) gender considerations (men, women, male students, female students).

With the above target focus groups, a total of 19 FGD sessions was planned and completed, but this Report included only the outputs from 17 FGD sessions because of the biased information derived from the two excluded sessions (i.e., participants in these FGD sessions were dominated by non-partner-beneficiaries). The composition and size of the completed 17 FGD sessions as well as the geographical distribution of the focus groups are shown in Table 1 below.

Table 5. PROFILE OF THE FGD PARTICIPANTS

No.	Category	Name/Location	Number of Participants		
			Male	Female	Total
1	HE	Brgy. Proper Magsaysay, Marilog, Davao City, Davao del Sur	9	12	21
2	HE	Sitawa Tagabawa Women's Association, Toril, Davao City, Davao del Sur	5	11	16
3	HE	Brgy. Tagpangi, Vitali, Zamboanga City, Zamboanga del Sur	3	9	12
4	HE	Brgy. Tamyon, Vitali, Zamboanga City, Zamboanga del Sur	3	7	10
5	HE	Brgy. Upper Sepaka, Surallah, South Cotabato	3	3	6
HE Sub-total			**23**	**42**	**65**
6	School	Magsaysay Elementary School, Marilog, Davao City, Davao del Sur	3	3	6
7	School	Arcal Elementary School, Maasim, Sarangani	3	3	6
8	School	Cagbalete 1 Annex Elementary School, Mauban, Quezon	3	3	6
9	School	Villamonte Elementary School, Lebak, Sultan Kudarat	3	3	6
10	School	Salangsang Elementary School, Lebak, Sultan Kudarat	3	3	6
School Sub-total			**15**	**15**	**30**

No.	Category	Name/Location	Number of Participants		
			Male	Female	Total
11	BRECDA	Marilog Clusters 47 Women's Solar Association, Marilog, Davao City, Davao del Sur	0	7	7
12	BRECDA	Kiblon Solar Home Lighting Association, Coronon, Sta. Cruz, Davao del Sur	4	4	8
13	BRECDA	Barrio San Antonio, Sergio Osmena, Zamboanga del Norte	2	3	5
14	BRECDA	Lubo Renewable Energy and Community Development Association, Lubo NED, Lake Sebu, South Cotabato	3	4	7
BRECDA Sub-total			**9**	**18**	**27**
15	BAWASA	Panampalay Water Association, Roxas, Zamboanga del Norte	5	3	8
16	BAWASA	Mawato Water Association, Bantol, Davao City, Davao del Sur	4	2	6
17	BAWASA	Cagbalete Annex Water and Sanitation Association, Mauban, Quezon	2	2	4
BAWASA Sub-total			**11**	**7**	**18**
Total			**58**	**82**	**140**

3. Key Informant Interviews

Data gathering tools

To facilitate interviewing and recording of responses, interview schedules were developed containing the general evaluation questions on effectiveness, efficiency, sustainability and gender. In view of the different roles the stakeholders played in AMORE 3, additional questions specific to their sector were also included. For instance, SunPower was asked about the appropriateness of the solar panels to the intended schools. The interview schedules for USAID and the Women Technicians were very specific to their role in AMORE 3. Sample interview schedules are shown in ANNEX C.

Team Composition and Supervision

Four teams of two persons each (interviewer and documenter) were formed to conduct the key informant interviews. The team members were oriented on the AMORE 3 program, the FPE objectives and the KII interview schedules and guidelines. Letters signed by Director Clay Epperson of USAID's Office of Program Resources Management were sent to the selected respondents informing them of the evaluation and asking their permission to be interviewed. The KII teams were supervised by the Monitoring and Evaluation Specialist.

Equipped with the necessary tools, the teams conducted the KIIs in Manila and in Mindanao on January 27 to February 7, 2014. In Mindanao, one team was deployed in Region 9 and the other in Regions 11 and 12. The interviews were properly documented and recorded upon the respondents' consent.

Respondents

KIIs were conducted primarily among the AMORE 3 stakeholders who had first-hand knowledge about the program. These consisted of the partners (companies or foundations), PV systems suppliers, LGUs, Winrock International, former AMORE 3 staff, USAID, DOE and Women Technicians. The respondents were selected from the list of stakeholders provided by the USAID. The basis for the stakeholders' selection was the significance of their role or participation in the project as gathered from the review of secondary data.

The national government agencies NEA, DILG, and DAR were originally included in the list of KII respondents however the evaluation team surmised that their counterparts at the local level would be more knowledgeable about the project. Therefore, in lieu of NEA, DILG and DAR, the evaluation team opted to interview electric cooperatives, local government units and DAR provincial offices instead. Unfortunately, even electric cooperatives and DAR provincial offices had no idea about the AMORE 3 project. On the other hand, the women technicians were originally targeted as participants to the focused group discussions. However, the location of their barangays are so dispersed that the team deemed it more convenient to interview them individually.

The evaluation team conducted a total of 32 key informant interviews with 39 respondents. The denominator used in this study is the number of interviews conducted regardless of the number of respondents in an interview session. Hence, interviews with more than one respondent in each agency were counted as one and their responses were treated collectively. On the other hand, interviews conducted individually among members of the same agency were counted separately since they could have different and distinct opinions about the program. The breakdown of respondents by category is shown in the following table.

Table 6. RESPONDENTS TO THE KEY INFORMANT INTERVIEWS BY CATEGORY

Category	Number of interviews	Number of respondents
Companies	9	12
PV Suppliers	5	7
LGUs	8	8
Women technicians	3	3
Winrock-International	1	1
Winrock-AMORE	3	3
DOE	2	4
USAID	1	1
TOTAL	32	39

The companies/foundations interviewed and their specific roles or contribution to the project is shown in the table below. Respondents from the PV system suppliers sector included Davao Light, Edward

Marcs, One Renewable Energy, Therma South and Propmech. On the other hand, respondents from LGUs at the municipal or barangay levels were from Davao City, South Cotabato and Zamboanga del Norte. The names of all respondents by category are shown in ANNEX E.

Table 7. PARTNERS INTERVIEWED AND ROLE/CONTRIBUTION IN AMORE 3

Partner	Role
Aboitiz	HEP; funded the procurement of 165 solar home systems and 261 small PV lighting systems
ABS-CBN	SEED; provided renewable energy-powered DVD-based ETV programs
SunPower	SEED; provided solar panels to 150 schools
One Meralco Foundation	Electrification of 6 schools in Isla Verde; completion of remaining works of Upper Sepaka MHP
Yamog	MHP
Coca Cola	WASH project in Pangapuyan Island, Zamboanga City
Rotary Club	WASH, Institutional development
ADB	Training of women technicians
International Copper	TESDA training

B. Data Analysis Methods

Quantitative Analysis of the Survey

The main objective of the quantitative analysis is to show the results of AMORE 3 comparing the "before and after" situations or conditions. To show these results the following analytical tools were employed: 1) Descriptive Statistics such as frequency distribution, percent change, ratio, and averages, and 2) Parametric Statistical Tests such as t-test for difference of means and proportions and Analysis of Variance to test if there was a significant difference in the means or proportion of any impact variable "before and after" project condition.

Processing of Qualitative Data.

Qualitative Data were processed by translating and consolidating all field notes (transcription, if necessary) into English to form one unified whole that allows for data analysis and interpretation. The consolidation is in the form of tables that show answers (direct verbatim quotations and translations) to specific questions. The evaluation team, and all those who participated in FGDs as moderators, recorders, or note takers conducted a series of meetings to interpret the data and to better understand the context of answers (especially those in response to crucial issues). On the other hand, the accomplished interview schedules were organized, edited and inputted in RQDA for coding. The codes were tabulated for their frequencies in order to quantify the descriptive data gathered from the

interviews. The codes were then categorized into themes and analyzed for their logical relationships using a flowchart. The trends or patterns that emerged from the analysis served to address the research questions.

Execution Method for the Data Entry and Processing

The ten field supervisors and additional encoders were hired and trained for data entry and processing of HHs results. The encoders were guided and supervised by the Statistician. The results of the FGDs and KIIs were processed by the experts using Excel and RQDA.

Execution Method for the Data Analysis and Report Writing

Data analysis and report writing were collectively undertaken by the team through team meetings, workshops, and write-shops. Triangulated results of data gathering methods analysed multi-disciplinarily against each of the evaluation components and questions. On the basis of the Study Team's consensus, conclusions and recommendations were drawn for each evaluation component as stipulated in the scope of work.

ANNEX C

Data Collection Instruments

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HOUSEHOLD SURVEY INTERVIEW SCHEDULE
HOUSEHOLD ELECTRIFICATION

INTRODUCTION

Good Day. My name is _____I am working with the Sustainable Development Solutions (SDS), commissioned by the USAID/Philippines to undertake this final evaluation study of the AMORE 3 program. As part of this undertaking, we are here to gather data/information on your current socio-economic conditions and how the provision of electrification, community-and school-based water systems, school electrification and distance education have benefitted households and families including the women and students in your community. You have been randomly selected to participate in this study.

This interview will probably take about an hour. Please answer every question asked of you to the best of your knowledge and ability. Rest assured that all information you will share with us will be treated with utmost confidentiality and will be used only for the purpose of this study.

If you have any questions or problems pertaining to this study, you may see or call MS LITA P. SEALZA of the Sustainable Development Solutions (SDS) at the following numbers: 02 636 7580; and mobile number: 09391621004; and with email address: xusealza@yahoo.com or ninosanuque@gmail.com

PANIMULA

Magandang umaga/ hapon po sa inyo. Ako po si _____ (first name) mula sa Sustainable Development Solutions (SDS) na kinomisyon ng USAID Philippines upang magsagawa ng isang pag-aaral tungkol AMORE 3 Program. Bahagi po ng pagaaral na ito ang pagkalap ng mga impormasyon tungkol sa kasalukuyang kondisyon ng inyong pamumuhay. Amin din pong aalamin kung nakatulong sa inyong sambahayan, sa mga kababaihan, sa mga mag-aaral at sa inyong komunidad ang AMORE 3 Program at kung paano nito napabuti ang inyong pamumuhay sa pamamagitan ng probisyon ng elekstrisidad o kuryente, ang pagkakaroon ng community and school-based water systems; elektrisidad sa mga paaralan at distance education. Gagamitin po ang resulta ng survey o pag-aaral na ito upang higit na mapabuti, maging epektibo at angkop ang pagpaplano at implementasyon ng mga programang may kinalaman sa elektrisidad at renewable energy dito sa atin at sa mga karatig na bansa. Napili po kayo sa pamamagitan ng sapalarang pagpili o seleksyong random upang makibahagi sa panayam na ito.

Ang panayam ay maaring tumagal ng humigit kumulang sa isang oras. Kami'y nagpapasalamat kung ang mga katanungan ay inyong sasagutin base sa inyong kaalaman, karanasan at sa abot ng inyong kakayanan.Sinisiguro namin na ang mga impormasyon na inyong ibibigay ay mananatiling lihim. Hindi namin ito ipagbibigay alam sa iba atang inyong mga kasagutan at opinyon ay gagamitin lamang sa pag-aaral na ito. Isasama sa resulta ng iba pang interbyu ang makukuhang impormasyon mula sa inyo kaya hindi kayo mapapangalanan.

Kung mayroon po kayong karagdagang katanungan ukol sa pag-aaral na ito, maari po kayong sumangguni o tumawag kay Gng. Lita Sealza ng Sustainable Development Solutions. Telepono: +63 2 636 7580; Mobile: 09391621004; email: xusealza@yahoo.com o' ninosanuque@gmail.com

PASI-UNA

Maayong buntag/hapon. Ako si _____ (first name) nagatrabaho sa Sustainable Development Solutions (SDS) nga gi komisyon sa USAID Philippines aron sa paghimo ug usa ka pagtu-on bahin sa AMORE 3 Program. Kini nga pagtu-on buot nga magkuha ug mga impormasyon mahitungod sa inyong kahimtang karon. Gusto usab namo nga mahibalo-an kung nakatabang ba sa inyong panimalay, sa mga kababayehan, ug sa mga estudyante sa inyong komunidad ang AMORE Program ug kung gi-unsa niini pagtabang ang inyong pagpuyo pina-agi sa pagbutang sa elekstrisidad o kuryente, pagbutang ug community and school-based water systems, ug elektrisidad sa mga eskwelahan ug distance education. Ang resulta niini nga pagtuon gamiton aron sa pagpalambo pa gayud ug paghimong mas epektibo ug mas angayan ang mga pagplano ug pag-implementar sa mga programa nga may kalabutan sa elektrisidad ug renewable energy dinhi sa ato ug sa uban pang mga silingan nga nasud. Napili ka pina-agi sa dili tinuyo nga pagpili o seleksyon nga random aron mahimong motubag niini nga interview.

Kini nga interview mahimong moluntad sa usa o' labaw pa sa usa ka oras. Kami mapasalamaton kung imong tubagon ang among mga pangutana base sa imong nahibalu-an, kasinati-an ug sa imong katakus. Among ginasiguro nga ang mga impormasyon nga imong ihatag magpabilin nga "confidential." Dili kini namo ipahibalo sa uban nga walay kalabutan niini nga pagtuon ug ang imong mga opinyon gamiton lamang alang niini nga pagtuon. Ang resulta sa tanang interview usahon busa walay tawo nga paga hinganlan.

Kung aduna ka pay dugang nga nga pangutana bahin niini nga pagtu-on, mahimo kang mangutana o motawag kang Ms. Lita Sealza sa Sustainable Development Solutions. Telepono: +63 2 636 7580; Mobile: 09391621004; email: xusealza@yahoo.com o' ninosanuque@gmail.com

Oral Consent Form
SHOW AND READ ORAL CONSENT FORM

(To be read to the respondent prior to asking questions.)

Respondent's Consent

I have fully understood the purpose of the study. I have given my consent to participate in the survey.

Lubos kong nauunawa-an ang layunin ng pag-aaral na ito at ako po ay pumapayag na maging bahagi nito.

Akong nasabtan ang katuyu-an niini nga pagtu-on ug uyon ako nga mo-apil niini.

Respondent's copy

Respondent's Consent

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Akong nasabtan ang katuyu-an niini nga pagtu-on ug uyon ako nga mo-apil niini.

SECTION A: IDENTIFICATION AND BACKGROUND INFORMATION

Name of Respondent

Mobile Nos.

Name of interviewer _____

Tel. No. if any

CALL RECORD

Visit	Date (month|day|year)	Time Start	Time End	Remarks
1				
2				
3				

Geographic location (pls. check)	☐	**Coastal**	☐	**Inland lowland**	☐	**Inland upland**
Sitio/Purok				**Barangay**		
Municipality		**Province**			**Region**	

Type of respondent (pls. check)	☐	Original	☐	Replacement			Replacement No.
Reason for replacement (if replaced)	1. Original respondent migrated 2. Original respondent not at home		3. Original respondent not cooperative (refused) 4. Other (specify) _____				
Renewable Technology (pls. check)	☐	Micro hydro power	☐	Solar	☐	Solar categorized	

Ethnlc Group of Head	01 Badjao 02 Bagobo 03 Bila-an 04 Bukidnon 05 Higaonon 06 Maguindanao	07 Mamanua 08 Mandaya 09 Manobo 10 Mansaka	11 Maranao 12 Samal 13 Subanon 14 Tausug 15 Tiboli 16 Tiruray	17 Cebuano 18 Ilonggo 19 Tagalog 20 Ilocano 21 Other (specify): _____ _____
Dialect/language used at home	1 Badjao 2 Bagobo 3 Bila-an 4 Bukidnon 5 Higaonon 6 Maguindanao	7 Mamanua 8 Mandaya 9 Manobo 10 Mansaka	11 Maranao 12 Samal 13 Subanon 14 Tausug 15 Tiboli 16 Tiruray	17 Cebuano 18 Ilonggo 19 Tagalog 20 Ilocano 21 Other (specify): _____
Religion of Head:	01 Roman Catholic 02 UCCP 03 Methodist	04 Seventh Day Adventist 05 Jehovah's Witness 06 INC 07 IFI/PIC	07 Pentecostal 08 Islam 09 Born Again	10 Mormon 11 Other (specify) _____

Editing

Field Edited By:	Office Edited By:	Encoded by:

SECTION B: HOUSEHOLD INFORMATION AND CHARACTERISTICS

B1. **How many persons, including you, are permanently residing in this household?**

Kabilang po kayo, ilan po ang permanenteng nakatira sa sambahayang ito?
Pila tanan, apil ang imong kaugalingon, ang nagpuyo niini nga panimalay?

B2 **How long has your household been resident in this community?**

Number of Years

YEARS	MONTHS

Gaano na po kayo katagal na naninirahan rito?

Mga pila na ka tuig nagpuyo ang inyong panimalay niini nga komunidad/lugar?

B3 **Where were you residing before?**

Saan po kayo dating naninirahan?

Sa wala pa kamo namalhin dinhi, asa kamo nagpuyo?

Sitio	Barangay	Municipality	Province

B4 **Why did you move here?**
Bakit po kayo lumipat rito?
Unsay hinungdan nganong namalhin kamo dinhi?

1 More work and much better opportunities here
Mas maraming trabaho at higit, mas mabuting oportunidad

2 Presence of electricity
Dahil may elektrisidad o kuryente

3 Near social services like health center and schools
Ang nilipatan ay mas malapit sa paaralan, health center at iba pang pasilidad at serbisyong panlipunan

4 Business is good here
Mas mabuti at mas kumikita ang negosyo rito

5 Near relatives/parents
Dahil sa mas malapit sa mga kapamilya at magulang

6 Place is peaceful
Ang lugar na nilipatan ay mapayapa at tahimik

7 Presence of water

8 No reason at all
Walang dahilan

9 Others (specify)_____
_____

10 Never left the place

B5 **Starting with the HHHead, please name all the members residing in this household.**
Maari po bang pangalanan ang lahat ng nakatira rito. Simulan po natin sa puno ng sambahayan. ***Palihug nganli ang tanang nagpuyo niini nga panimalay. Palihug sugdi sa pangulo sa panimalay.***

ID No	**Name** *Pangalan*	B. **Relationship to the HH Head** Relasyon sa puno ng sambahayan	C. **Age** Edad	D. **Sex** Kasarian 01 Male 02 Female	E. **Civil Status** Estado Sibil **[5 years old & over]**	F. **Education (grade completed)** Antas ng edukasyong natapos **[3 yrs old & over]**	G. **Education Status** **[3 -24 yrs old]**	H. **Primary Occupation** Pangunahing Ikinabubuhay **[5 years old & over]**	**I. Monthly Income (PhP)** Buwanang Kita
01		**01**							
02									
03									
04									
05									
06									
07									
08									
09									
10									
11									
12									

Relation to HH Head
01 Head
02 Spouse
03 Daughter/Son
04 Father/Mother
05 Brother/sister
06 Son/Daughter in-law
07 Other relatives
08 Other in-laws
09 Non relative
10 Adopted son/daughter
-96 other (specify)

CIVIL STATUS
01 Single
02 Married
03 Common law/Live-in
04 Widowed
05 Separated

EDUCATION
00 No grade
01 Nursery/Kinder/Prep
02 Grade 1
03 Grade 2
04 Grade 3
05 Grade 4
06 Grade 5
07 Grade 6/7
O8 High Sch 1
09 High Sch 2
10 High Sch 3
11 High Sch 4
12 Tech/Voc after high sch
13 College 1
14 College 2
15 College 3
16 College 4/ college graduate
17 Post graduate

EDUC STATUS
01 In-school
02 Out of school

SECTION C: HOUSING AND HOUSEHOLD ASSETS

I TYPE OF HOUSING MATERIALS *URI ng MATERYALES KUNG SAAN YARI ANG BAHAY*

(In case the materials are equally made of two main types of materials, pick the more durable one; if the materials are made of several types of materials, pick the material with the widest area covered.)

C1	**Main flooring materials** Saang materyales yari ang sahig. ***Unsa ang salog sa inyong balay sa wala pa ang AMORE 3 project (before 2009)?*** 01 Earth 02 Makeshift/scrap materials 03 Mixed but predominantly salvaged/scrap materials 04 Light materials (bamboo, sawali) 05 Mixed but predominantly light materials 06 Mixed but predominantly strong materials 07 Strong materials (concrete, galvanized iron, brick, stone, wood, asbestos) 08 Others _____	Before AMORE 3 ☐	**[OBSERVE, RATHER THAN ASK]** After AMORE 3 ☐
C2	**Main materials of wall** Saang materyales yari ang dingding. ***Unsa ang dingding sa inyong balay sa wala pa ang AMORE 3 project (before 2009)?*** 01 Makeshift/scrap materials 02 Mixed but predominantly salvaged/scrap materials 03 Light materials (bamboo, sawali) 04 Mixed but predominantly light materials 05 Mixed but predominantly strong materials 06 Strong materials (concrete, galvanized iron, brick, stone, wood, asbestos) **07** Others _____	Before AMORE 3 ☐	**[OBSERVE, RATHER THAN ASK]** After AMORE 3 ☐
C3	**Main materials of roof** Saang materyales yari ang bubong. ***Unsa ang atop sa inyong balay sa wala pa ang AMORE 3 project (before 2009)?*** 01 Makeshift/scrap materials 02 Mixed but predominantly salvaged/scrap materials 03 Light materials (bamboo, sawali) 04 Mixed but predominantly light materials 05 Mixed but predominantly strong materials 06 Strong materials (concrete, galvanized iron, brick, stone, wood, asbestos) 07 Others _____	Before AMORE 3 ☐	**[OBSERVE, RATHER THAN ASK]** After AMORE 3 ☐

II HOUSEHOLD ASSETS AND AMENITIES|ARI-ARIAN at KAGAMITAN ng SAMBAYAHAN ***MGA KABTANGAN SA PANIMALAY***

C4

Do you have _____?
(How many of _____ do you own?

(APPLIANCES MAY BE FOR HH PURPOSES OR BUSINESS)

Kayo po ba ay mayroon _____?
Ilan pong_____ ang pagmamay-ari ninyo?

Nanag-iya ba kamo sa mga mosunod?
Pila ka buok niini ang inyong gipanag-iya?

Write the quantity of appliances or size of property in the space provided.

Appliances	**Check (√) if HH owns the item.**	**Number Owned**
Electric fan		
Cellphone		
Electric/gas stove		
Karaoke/cassette recorder		
Bicycle/sikad		
Tv/betamax/VHS		
Refrigerator		
Washing machine/laundry dryer		
Sewing machine		
Gas or electric range/oven		
Computer		
Radio		
Motorcycle		
Car/motor vehicle		
Others (specify)		
Livestock & Poultry		
Carabao		
Cow		
Horse		
Pig		
Chicken		
Others (specify)		

C5	**OWNERSHIP STATUS OF HOUSE** Kayo po ba ang nagmamay-ari ng bahay na inyong tinitirhan? ***Inyo ba nga gipang-iya kining balay nga inyong gipuy-an?*** 01 Owned **(ASK C6)** 02 Rented. **GO TO C7** 03 Rent to own. **GO TO C7** 04 Rent-free. **GO TO C7** 05 Others Arrangement (specify) _____ **GO TO C7**	Before AMORE 3 ☐	After AMORE 3 ☐
C6	**When did your household acquire this house?** Kailan po nyo naging pag-aari ang bahay na ito/kailan po ito nabili? Date: _____ ***Kanus-a kini ninyo na-angkon ang inyong balay?***		
C7	**OWNERSHIP STATUS OF LOT** Sa inyo po ba ang lupang kinatatayuan ng inyong bahay? ***Inyo ba nga gipanag-iya kining yuta nga gitukuran sa balay nga inyong gipuy-an?*** 01 Owned. **ASK C8** 02 Rented. **GO TO C9** 03 Rent to own. **GO TO C9** 04 Rent-free **GO C9** 05 Others Arrangement (specify) _____**GO TO C9**	Before AMORE 3 ☐	After AMORE 3 ☐
C8	**When did your household acquire this lot?** Kailan po nyo nabili ang lupang kinatitirikan ng inyong bahay? ***Kanus-a ninyo na-angkon ang yuta nga gitukuran sa inyong balay?***	Date: _____	
C9	**What kind of toilet facility does your household use?** Anong uri po ng palikuran ang inyong ginagamit? ***Unsa nga klase sa kasilyas ang ginagamit sa inyong panimalay?*** 01 Own flush toilet 02 Shared flush toilet 03 Water Sealed 04 Close pit toilet 05 Open pit toilet 06 No toilet/River/Field/Bush 07 Others. Specify _____	Before AMORE 3 ☐	After AMORE 3 ☐

C10	**What is your fuel for cooking?** Ano po ang inyong ginagamit sa pagluluto? ***Unsa ang inyong ginagamit sa pagluto?*** 01 Firewood/wood/charcoal 02 Electricity 03 Acyteline Gas (e.g, Shellane, Pryce Gas, Gasul) 04 Kerosene 05 Others (Specify) _____	Before AMORE 3 ☐	After AMORE 3 ☐
C11	**What is your source of water supply?** Ano po ang pangunahing pinagkukunan ng inyong tubig na iniinom? ***Asa gikan ang inyong tubig nga mainom?***	Before AMORE 3 ☐	After AMORE 3 ☐

Codes:	
01 Bottled/Mineral water	09 Water from protected spring
02 Piped water into dwelling	10 Water from unprotected spring
03 Piped water to yard/plot	11 Rainwater
04 Public tap/stand pipe	12 Tanker/ truck
05 Tube well or borehole	13 Cart with small tank
06 Protected dug well	14 Surface water (River, Dam, etc.)
07 Semi-protected dug well	15 Others, specify _____
08 Unprotected dug well	

D. ON HOUSEHOLD ELECTRIFICATION PROGRAM

D1	**Have you or any member of your household been invited to meetings or consultations before the program was implemented in your community?** Kayo po ba o sinumang miyembro ng sambahayang ito ay naimbita na sumama o lumahok sa pagpupulong|meeting o konsultasyon sa inyong komunidad o barangay bago nagsimula ang programa? ***Sa wala pa gi-sugdan ang programa sa solar, ikaw ba o' bisan kinsang myembro sa inyong panimalay na-imbitar sa usa ka meeting o' konsultasyon?***	**01 Yes** **02 No**
D2	**Were women members of the household also invited or consulted?** Naimbitahan po ba ang mga kababaihang miyembro ng sambahayan sa mga konsultasyon|meeting|o pagpupulong? ***Aduna bay mga babaye nga sakop sa imong panimalay nga gi-imbitar o gikonsulta?***	**01 Yes** **02 No**
D3	**How did you become a recipient of the Solar Home System?**	

	Maari po ba naming malaman kung paano po kayo nakatanggap o naging benipisyaryo ng Solar Home System? ***Gi-unsa kamo pagpili isip benepisyaryo sa Solar Home System? RECORD VERBATIM R's RESPONSE.***	
D4	**What initial activities were conducted by the implementing agency?** Ano po ang mga una o panimulang hakbang, gawain o aktibidades ang isinagawa ng implementing agency? ***Sa wala pa gi-implementar ang programa, unsa ang gihimo nga mga pahi-unang kalihukan sa ahensya nga nag implementar niini?***	
D5	**What criteria did they use to identify the recipients?** Ano o ano-ano ang mga pamantayan sa pagpili ng makakatanggap o recipient ng Solar Home System? ***Unsa nga mga basihan ang gigamit sa ahensya sa pagpili sa mga benepisyaryo?***	
D6	**How long have you been using the Solar Home System?** Ilang taon at buwan na kayong gumagamit ng solar home system sa inyong tahanan? ***Pila na ka tuig ug bulan ang inyong panimalay nagagamit ug solar home system?***	_____YEAR _____MONTHS
D7	**Do you have a solar lantern?** *Mayroon po ba kayong solar lantern o lamp?* ***Aduna ba kamoy solar lantern o lamp?***	01 Yes 02 NO. **SKIP TO D8.**
D7a	**What type of solar lamp do you have?** Ano pong uri ng solar lamp ang inilagay sa inyog tahanan? ***Unsa nga klase sa solar lamp/suga ang gitaud sa inyong balay?***	**1 Small (0.5 – 1.5 Wp** **2 Medium (1.5 – 3.0 Wp PV module)** **3 Large (5 Wp PV module)**
D8	How many solar-powered lights/bulbs do you have in your home? How many are working? How many are not working? **Gaano karami ang solar-powered na ilaw ang nakakabit sa inyong pamamahay? Ilan rito ang gumagana pa? Ilan ang hindi na gumagana?** ***Pila ka buok solar nga bombilya/suga ang nataud diri sa inyong balay? Pila ka buok ang nagasiga pa?***	**Total Number: _____** **No. still working: _____** **No. not working: _____**

	Pila ka buok ang dili na gasiga?			
D9	How many hours per day do you turn the lights on (each light/bulb)? **Ilang oras bawat araw ninyong ginagamit ang ilaw|bumbilyang nakakabit sa inyong pamamahay? Maari pong ating isa-isahin?** ***Pila ka oras kada adlaw ninyo ginapasiga ang kada bombilya/suga nga solar?***		**Watt**	**No. of Hours**
		Light/bulb 1		
		Light/bulb 2		
		Light/bulb 3		
		Light/bulb 4		
		Light/bulb 5		
D10	**What size PV module is your solar home lighting system?** Gaano kalaki at ilang kilowatt ang solar panel na inyong ginagamit? ***Unsa kadako o pila ka watt) ang PV module solar panel nga ginagamit diri sa inyong balay?***	1. **20W** 2. **30W** 3. **Other (specify)**_____		
D11	**Have you ever replaced your solar battery?** Pinalitan nyo na po ang mga baterya nito? ***Naka-ilis na ba kamo sukad sa inyong baterya para sa solar?***	1. Yes. **2.** No.		
D12	**IF YES: How long did the battery last?** Kung oo, gaano ang itinagal sa taon|buwan ng baterya nito? ***IF YES: Unsa kadugay ninyo kini gigamit ayha gi-ilisan?*** **IF NO: How long has the battery lasted till now?** *Kung hindi naman, gaano na p o katagal ang baterya nito (taon|Buwan)* ***Unsa na kadugay ninyo kini ginagamit?***	Yes: _____ Years _____Months No: _____Years _____Months**. SKIP TO D14**		
D13	**What did you do with the old battery?** Ano po ang inyong ginawa sa lumang baterya ng inyong solar panel? ***Gi-unsa ninyo ang mga daan ug dili na magamit nga baterya?***	**1- Thrown into bush/garbage** **2- Took it to BRECDA office** **3- Sold it to battery producers** **4- Sold it to scrap buyers**	**5. Others (specify)** _____	

D14	**How much did you pay for the system?** Magkano po ang inyong ibinayad sa nabanggit na solar home system sa kabuuan? ***Pila ang inyong gibayad sa inyong solar home system sa kinatibuk-an?***	TOTAL AMOUNT (PhP)					,						

D15	**What was the mode of payment that was followed? How much do you pay per month/quarter, etc.?** Paano po nyo ito binayaran at magkano ang inyong ibinabayad? ***Unsa ang skedyul sa inyong pagbayad ug pila ang inyong ginabayad?***		**AMOUNT**
		1- Cash	
		2- 12 monthly installments	
		3- Qurterly for 12 months	
		4- 24 monthly installments	
		5- Paid downpayment + monthly installments	Downpayment: _____ Installment: _____
		6- Others (specify)	

D16	**Have you already paid or currently still paying for the system?** Natapos na po ba ang inyong pagbabayad dito o mayroon pa kayong bayarin? Kung mayroon, magkano pa po? ***Nabayran na ba ninyo kini o nagabayad pa ba kamo karon? Kung nagabayad pa, pila pa ang inyong bayronon?***	1. Paid 2. Still owe some amount. How much do you still owe? PhP_____
D17	**Did you encounter any problems in your solar home system?** Nagkaroon po ba kayo ng problema sa inyong solar home system? ***Nakasinati ba kamo ug problema sa inyong solar home system?***	01 Yes. 02 No. **SKIP to D20.**
D18	**What was the problem about?** Ano po ang mga problema ito? ***Unsa kini nga mga problema?***	
D19	**How did you address them?** Ano po ang inyong ginawa upang matugunan ang nabanggit na problema? ***Unsa ang inyong gihimo aron masulbad ang problema?***	
D20	**Is the system still operational or working?** Gumagana, umaandar o nagagamit pa po ba ang solar home system?	01 Yes 02 No. **SKIP TO D22.**

	Ang solar system ba sa inyong balay gagana o' maayo pa?	
D21	**IF YES: What mechanisms do YOU follow in order to sustain the life of this type of lighting system?** KUNG OO, ano pong mga mekanismo na inyong ipinapatupad o isinasagawa upang mapanatiling gumagana ang sistemang pailaw na nabanggit? ***Unsa nga mga pama-agi ang inyong ginasunod aron moluntad kini nga klase sa panuga?***	**THEN SKIP TO D26.**
D22	**IF NO: Why did it stop working?** KUNG HINDI, ano po ang dahilan kung bakit hindi na ito gumagana o naitigil ang operasyon? ***KUNG DILI, Unsa ang hinungdan nganong dili na kini ga-andar o' dili na magamit?***	
D23	**When did it stop to operate or function?** Kailan po huminto o tumigil ang operasyon nito? ***Kanus-a pa kini naguba o' dili na ga-andar?***	Month: ____ Year: ____
D24	**Do you have a plan of fixing the problem?** Mayroon po ba kayong plano para isaayos ito o muli itong mapaandar? ***Aduna ba kamoy plano sa pag-ayo o' pagpa-ayo niini?***	01 Yes. **SKIP TO D26.** 02 No.
D25	**What prevents you from having it fixed?** Ano po ang pumipigil sa inyo upang ayusin o muling buhayin ang operasyon ng solar home system? ***Unsay nagapugong kanimo para ipatul-id/ ipa-ayo kini?***	
D26	**What are the main uses of electricity in your home?** ***MULTIPLE RESPONSES ALLOWED.*** Ano o ano-ano po ang gamit ng kuryente sa inyong tahanan? ***Unsa ang mga gamit sa elektrisidad sa inyong panimalay?***	01 Lighting 02 Electric household appliances 03 Livelihood (pls. specify) _____ 04 Recreation 05 Other _____

D27

What are the advantages of having electricity in your home? Please cite significant changes that happened before and after you have this program intervention.

- **To daily household chores**
- **To livelihood of the HH members**
- **To your school children (if any)**
- **To female members of the HH**
- **To family life**
- **To the health of the family**
- **To the peace & order in your community**

Ano-ano po ang naging mabuting hatid o dulot ng pagkakaroon ng elektrisidad sa inyong sambahayan? Maari po bang magbanggit ng mga makabuluhang pagbabagong naganap bago at pagkatapos ng proyektong (solar home system) ito?

- Sa pagsasagawa ng gawaing bahay sa araw araw
- Sa kabuhayan ng mga miyembro ng sambahayan
- Sa mga batang pumapasok sa paaralan
- Sa mga kababaihan ng tahanan
- Sa buhay pamilya
- Sa kalusugan ng myembro ng pamilya
- Sa kaayusan at kapayaan ng inyong komunidad

Unsa ang mga kausaban o' mga kaayuhan nga nahitabo human nabutangan sa koryente ang inyong panimalay? Palihug ug saysay sa mga dagkong (significant) kausaban nga nahitabo sa wala pa ug sa dihang na-implementar na ang programa.

- **Sa paghimo/buhat sa mga buluhaton sa panimalay**
- **Sa pagpanginabuhi sa mga sakop sa panimalay**
- **Sa mga anak nga naga-eskwela**
- **Sa mga kababayehan sa panimalay**
- **Sa kinabuhi sa pamilya**
- **Sa panglawas sa mga sakop sa panimalay**
- **Sa kahusay ug kalinaw sa komunidad**

HOUSEHOLD CHORES:

Situation Before	After

LIVELIHOOD OF THE HH MEMBERS:

Situation Before	After

SCHOOL CHILDREN:

Situation Before	After

FEMALE MEMBERS OF THE HH:

Situation Before	After

FAMILY LIFE:

Situation Before	After

HEALTH OF THE FAMILY:

Situation Before	After

PEACE & ORDER IN THE COMMUNITY:

Situation Before	After

D28	**What livelihood activities are available to your household now that you have electricity in your home? To women?** Ano pong mga gawaing pangkabuhayan ang nagagawa ng sambahayan hatid ng elektrisidad? Ano pong mga gawaing pangkabuhayan naman ang dulot nito sa mga kababaihang miyembro ng sambahayan? ***Karon nga aduna nay koryente sa inyong panimalay unsang mga trabaho/panginabuhi-an ang mahimo sa sakop sa imong panimalay? Unsang mga trabaho/panginabuhi-an ang mahimo sa kababayen-an sa inyong panimalay?***	**HOUSEHOLD:** **WOMEN:**

D29	**Does having a solar light allow more work hours for you and the other members of the household (productivity)?** ***Ang paggamit ba sa solar light/nga suga nakatabang kanimo ug uban pang sakop sa panimalay nga makatrabaho ug dugang oras para sa inyong mga panginabuhi-an?*** 1. Yes. **ASK NAME OF MEMBER AND SPECIFY HOURS PER DAY AND ACTIVITY. FILL OUT TABLE.** 2. No.	**Name**	**Usual No of hrs. before**	**No of extra hours per day now**	**Activity**

D30	**Can you state the disadvantages (if any) of having electricity in your home? In the community?** Maari nyo naman po bang banggitin ang hindi magandang dulot ng pagkakaroon ng kuryente sa inyong tahanan? At sa inyong komunidad? ***Aduna bay mga dili maayo (kung aduna man) nga nahatag ang pagbutang ug koryente sa inyong balay? Sa inyong komunidad? Unsa man kini?***	**HOME:** **COMMUNITY:**

D31	**Who among the female members of your HH attended the training on All-Women training on PV Installation and Servicing?** Sino pong mga kababaihan miyembro ng sambahayan ang nakatanggap o lumahok sa All-Women training on PV installation and servicing? Maari po bang banggitin ang kanilang mga pangalan? ***Kinsa sa mga babaye nga sakop sa inyong panimalay ang nakatambong sa pagbansay-bansay sa All-Women training on PV Installation & Servicing?***	NAME 1. 2 3. 4.

D32	**How much is your average monthly lighting expense before?** **Your monthly lighting expense now?** Magkano sa piso ang inyong karaniwang buwanang gastos sa pa-ilaw dati? Magkano naman sa piso ang karaniwang buwanang bayad sa nakonsumong kuryente ngayon? ***Pila ang kasagaran nga inyong magasto sa panuga kaniadto? Pila usab ang kasagaran nga inyong magasto/mabayad sa koryente matag bulan karon?***	**Before**	**After**	**COMPUTE, DO NOT ASK: Savings**
		PhP	PhP	Php

D33	**Does having solar lights in your barangay increase your feeling of security, peace and harmony?** Ang pagkakaroon po ba ng ilaw sa inyong barangay ay nakatulong na mapanatag ang inyong kalooban at kaisipan ukol sa seguridad at katahimikan at kapayapa-an sa inyong komunidad? ***Karon nga aduna nay solar nga panuga sa inyong barangay, makatabang ba kini nga mahiluna ang imong panghunahuna mahitungod sa seguridad , kahapsay ug kahusay sa inyong komunidad?***	1. Yes. 2. No
D34	**Now that you have experienced solar light, do you think it is worth what you are paying for?** Sa inyong pananaw, sulit po ba ng inyong ibinayad sa pagkakaroon ng solar light? ***Karon nga nakasinati na kamo nga adunay solar nga suga, maka-ingon ka ba nga insakto lang kini sa inyong gibayad?***	1 Yes. **SKIP TO D36.** 2 No

D35	**IF NO: Why and how much should you be paying?** KUNG HINDI, sa inyong tantiya, sa magkanong halaga lamang ang inyong dapat na binayaran o binabayaran sa pagkakaroon ng solar light? ***IF NO: Ngano man ug pila ra unta ang angayan ninyo nga gibayad/ibayad?***	Why? How much?
D36	**Now that you have experienced solar light, what other benefits would you like for your house that electricity can provide?** Ano pa po ang inyong naiisip na benepisyo na maaring mayroon sa inyong TAHANAN na dulot ng elektrisidad? ***Karon nga nakasinati na kamo nga adunay solar nga suga, unsa pang mga benepisyo o kaayuhan ang angayan/gusto pang mahatag sa koryente sa inyong panimalay?***	
D37	**Now that you have experienced solar light, what other benefits for the BARANGAY would you like to see that electricity can provide?** Ano pa pong naiisip ninyong benepisyo o magandang karagdagang bagay ang maaring idulot ng pagkakaroon ng kuryente sa inyong BARANGAY? ***Karon nga nakasinati na kamo nga adunay solar nga suga, unsa pang mga benepisyo o kaayuhan ang angayan/ gusto pang mahatag sa koryente sa inyong BARANGAY?***	

D38	**Who among the members of your household are members of BRECDA? What is your/his/her role?** Sino sa mga miyembro ng inyong sambahayan ang kasapi o kabilang sa BRECDA? ***Kinsa sa mga sakop sa inyong panimalay ang sakop sa BRECDA? Unsa nga katungdanan ang iyang/ilang gihuptan?***	**NAME**	**ROLE**
D39	**As a group, how often do you conduct your BRECDA meetings? How often do you / do they attend BRECDA meetings? How many men and women participate?** Gaano po kayo/sila kadalas umaatend ng pagpupulong? Bilang grupo, gaano po kadalas ang meeting? Ilang lalake at babae ang sumasali? ***Kapila mag meeting ang inyong BRECDA?*** ***Makapila kamo/sila motambong sa meeting sa BRECDA?*** ***Pila ang lalake ug pila usab ang babaye nga nagatambong?***	**Schedule of BRECDA meetings** **1. Weekly** **2. Monthly** **3. Twice a month** **4. Quarterly** **5. Yearly** **6. Others (specify)_____**	**Attendance of Member to Meetings** **1. Always (Kanunay)** **2. Sometimes (Panalagsa)** **3. Never** **Number of male hh members attending** / **Number of female hh members attending**
D40	Does the BRECDA respond to your queries satisfactorily? Nasisiyahan po ba kayo kung paano tugunan ng BRECDA ang inyong mga katanungan o hinaing ukol sa solar home system? Maaring ipaliwanag ang kasagutan? ***Kontento ba kamo sa pagtubag sa BRECDA sa inyong mga pangutana o mga reklamo bahin sa solar home system? Palihug isulti nganong maka-ingon ka man niini?***	**Yes** — **How?** **No** — **Why not?**	
D41	**What kind of support can you offer in order to make sure that the lighting system is sustained?** Anong uri ng suporta ang maari nyong gawin o ipagkaloob upang mapanatili ang operasyon ng solar home system? ***Unsa nga suporta ang imong mahatag aron masiguro nga moluntad ang sistema sa panuga nga solar?***		

D42	**Can you get outside help for repair and maintenance if you need any? What is the name of this group/person?** Maari po ba kayong humingi ng tulong o assistance sa pag repair at pagmantina ng mga solar systems kung kinakailangan? Maari po bang pangalanan ang grupo o taong inyong hinihingan ng tulong o assistance. ***Aduna bay inyong makuha-an ug tabang para sa pag-ayo ug pag mentenar sa inyong panuga kung kini inyong gikinahanglan?***	<table><tr><th></th><th>Name of Person/Group</th></tr><tr><td rowspan="3">Yes</td><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td>No</td><td></td></tr></table>
D43	**What suggestions can you give to DOE/LGU authorities to sustain the program? What are these?** Ano ang inyong mga mungkahi/ suhestiyon sa DOE at sa lokal na pamahalaan upang masustina ang programa? ***Unsa ang imong mahatag nga mga suhestyon/sugyot sa mga kadagku-an sa DOE/ LGU aron kini nga programa magpadayon?***	

[ONLY for households who have children in a SEEd-assisted school]

F. ON SCHOOL ELECTRIFICATION AND DISTANCE EDUCATION

F1. Is your family a member of the PTA which is involved in School Electrification and Distance Education (SEEd) implementation? Ang inyo po bang pamilya ay miyembro ng PTA na may kinalaman sa implementasyon ng School Electrification and Distance Education (SEEd)? ***Ang inyo ba nga pamilya sakop sa PTA nga nahilambigit sa implementasyon sa School Electrification and Distance Education (SEEd)?***	**01 Yes** **02 No**
F2. IF YES: What is your responsibility in the SEEd project? KUNG OO, ano ang naiatas sa inyong responsibilid sa nasabing SEEd project? ***IF YES: Unsa ang inyong responsibilidad sa SEEd nga proyekto?***	
F3. What is your role as a PTA member? Ano po ang tungkulin na inyong ginagampanan bilang miyembro ng PTA? ***Unsay imong trabaho o katungdanan isip sakop sa PTA?***	
F4. Do you support the SEEd program implemented in the school where your child is enrolled? Inyo po bang sinusuportahan ang school electrification and distance education program na ipinapatupad sa paaralan kung saan pumapasok ang inyong anak/mga anak? ***Ikaw ba naga suporta sa SEEd program nga gi-implementar sa eskwelahan diin nagtungha ang imong anak/mga anak?***	**01 Yes** **02 No. SKIP TO F6.**
F5. What kind of support do you provide? Ano pong uri ng suporta ang inyong ibinibigay? ***Unsa nga klase sa suporta ang imong ginahatag?***	
F6. What observations can you make regarding the school achievements of your child/children in school now that the SEEd is being implemented in school?	

Ano pong ang inyong naobserbahang pagbabago sa pagaaral o performance sa paaralan ng inyong anak mula ng nagkaroon ng SEEd project sa kanilang eskwelahang pinapasukan? ***Karon nga adunay na-implementar nga programa sa SEEd sa ilang tungha-an, unsa ang imong mga na-obserbahan nga mga kausaban sa pagtuon ug nakab-ot sa imong anak/mga anak?***	

F7. Is there any difference with his/her/their school achievements before? Can you cite any difference? Maari po bang banggitin ang mga pagbabagong ito. ***Aduna bay kabalhinan sa iyang/ilang nakab-ot/ nahibalo-an kung ikompara kani-adto? Unsa kini nga mga kabalhinan?***	**BEFORE**	**AFTER**

F8. How many hours does your child spend for studying/making assignments daily? Gaano kahabang oras ang ginugugol ng inyong anak/mga anak sa pag-aaral at paggawa ng mga assignment o takdang aralin? ***Pila ka oras kada adlaw ang ginagahin sa imong anak/mga anak sa pagtu-on ug paghimo sa "assignments?"***	**Name of child**	**Minutes daily**	
		Before	**Now**

F9. What suggestions can you give to school authorities in order to sustain the program? May mga mungkahi po ba kayo sa mga awtoridad o namamahala ng mga paaralan upang mapanatli at mapabuti ang SEEd program? Maari po bang banggitin ang mga ito. ***Unsa ang imong mahatag nga mga sugyot alang sa mga kadagku-an sa eskwelahan para moluntad/magpadayon ang programa sa SEEd?***	1
	2
	3

END OF INTERVIEW
THANK the RESPONDENT

INTERVIEWER'S NOTES

I.1	What language was used during the entire/most of the interview?	**1.** Cebuano **2.** Aklanon **3.** Tagalog **4.** Iloko 5. Bicolano	**6.** Maranao **7.** Kapampangan **8.** Maguindanao **9.** Chavacano **10.** English	**11.** Ilonggo/Hiligaynon **12.** Waray **-96.** Other, specify _____
I.2	Were there any other languages being used?	1. Yes		**CODE (SAME AS I.1)**
		2. None		
I.3	Who accompanied you when you visited respondent's house? **CAN ENCIRCLE MORE THAN ONE**	**A**. Community member **B**. Barangay leader, specify _____ **C.** Others, specify _____ **D.** No one		
I.4	Who else (other person) other than the respondent were present during the interview? **CAN ENCIRCLE MORE THAN ONE**	**A. N**one **B.** husband/wife **C.** child ≥ 5 years old **D.** child <5 years old **E.** adult, member of the household	**F.** adult, non member of the household **G**. Person who accompanied interviewer to respondent's house (specified above) **H.** barangay leader, specify) _____	
I.5	How would you evaluate the apropriateness of the answers of the respondent?	**1.** very good **2.** good **3.** adequate	**4.** poor **5.** very poor	
I.6	In your view, did the respondent feel "uncomfortable" / not at ease/depressed/concerned during the interview?	**1.** very uncomfortable **2.** somewhat uncomfotable **3.** neither comfortable or uncomfortable	**4.** comfortable **5.** very comfortable	
I.7	Did the repondent talk to/discuss with his wife/her husband before answering questions?	**1.** yes, all the time **2.** yes, some of the time **3.** yes, but rarely	**4.** no **5.** respondent's spouse was not present **6.** respondent is not married	
I.8	Which questions made it difficult, embarassing, or confusing for the respondent to answer? (write down in section and question number)			

BLOCK	QUESTION NO.	INTERVIEWER'S REMARKS

HOUSEHOLD SURVEY INTERVIEW SCHEDULE WATER, SANITATION, AND HYGIENE (WASH)

INTRODUCTION

Good Day. My name is _____I am working with the Sustainable Development Solutions (SDS), commissioned by the USAID/Philippines to undertake this final evaluation study of the AMORE 3 program. As part of this undertaking, we are here to gather data/information on your current socio-economic conditions and how the provision of electrification, community-and school-based water systems, school electrification and distance education have benefitted households and families including the women and students in your community. You have been randomly selected to participate in this study.

This interview will probably take about an hour. Please answer every question asked of you to the best of your knowledge and ability. Rest assured that all information you will share with us will be treated with utmost confidentiality and will be used only for the purpose of this study.

If you have any questions or problems pertaining to this study, you may see or call MS LITA P. SEALZA of the Sustainable Development Solutions (SDS) at the following numbers: 02 636 7580; and mobile number: 09391621004; and with email address: xusealza@yahoo.com or ninosanuque@gmail.com

PANIMULA

Magandang umaga/ hapon po sa inyo. Ako po si _____ (first name) mula sa Sustainable Development Solutions (SDS) na kinomisyon ng USAID Philippines upang magsagawa ng isang pag-aaral tungkol AMORE 3 Program. Bahagi po ng pagaaral na ito ang pagkalap ng mga impormasyon tungkol sa kasalukuyang kondisyon ng inyong pamumuhay. Amin din pong aalamin kung nakatulong sa inyong sambahayan, sa mga kababaihan, sa mga mag-aaral at sa inyong komunidad ang AMORE 3 Program at kung paano nito napabuti ang inyong pamumuhay sa pamamagitan ng probisyon ng elekstrisidad o kuryente,ang pagkakaroon ng community and school-based water systems; elektrisidad sa mga paaralan at distance education. Gagamitin po ang resulta ng survey o pag-aaral na ito upang higit na mapabuti, maging epektibo at angkop ang pagpaplano at implementasyon ng mga programang may kinalaman sa elektrisidad at renewable energy dito sa atin at sa mga karatig na bansa. Napili po kayo sa pamamagitan ng sapalarang pagpili o seleksyong random upang makibahagi sa panayam na ito.

Ang panayam ay maaring tumagal ng humigit kumulang sa isang oras. Kami'y nagpapasalamat kung ang mga katanungan ay inyong sasagutin base sa inyong kaalaman, karanasan at sa abot ng inyong kakayanan.Sinisiguro namin na ang mga impormasyon na inyong ibibigay ay mananatiling lihim. Hindi namin ito ipagbibigay alam sa iba atang inyong mga kasagutan at opinyon ay gagamitin lamang sa pag-aaral na ito. Isasama sa resulta ng iba pang interbyu ang makukuhang impormasyon mula sa inyo kaya hindi kayo mapapangalanan.

Kung mayroon po kayong karagdagang katanungan ukol sa pag-aaral na ito, maari po kayong sumangguni o tumawag kay Gng. Lita Sealza ng Sustainable Development Solutions. Telepono: +63 2 636 7580; Mobile: 09391621004; email: xusealza@yahoo.com o ninosanuque@gmail.com

PASI-UNA

Maayong buntag/hapon. Ako si _____ (first name) nagatrabaho sa Sustainable Development Solutions (SDS) nga gi komisyon sa USAID Philippines aron sa paghimo ug usa ka pagtu-on bahin sa AMORE 3 Program. Kini nga pagtu-on buot nga magkuha ug mga impormasyon mahitungod sa inyong kahimtang karon. Gusto usab namo nga mahibalo-an kung nakatabang ba sa inyong panimalay, sa mga kababayehan, ug sa mga estudyante sa inyong komunidad ang AMORE Program ug kung gi-unsa niini pagtabang ang inyong pagpuyo pina-agi sa pagbutang sa elekstrisidad o kuryente, pagbutang ug community and school-based water systems, ug elektrisidad sa mga eskwelahan ug distance education. Ang resulta niini nga pagtuon gamiton aron sa pagpalambo pa gayud ug paghimong mas epektibo ug mas angayan ang mga pagplano ug pag-implementar sa mga programa nga may kalabutan sa elektrisidad ug renewable energy dinhi sa ato ug sa uban pang mga silingan nga nasud. Napili ka pina-agi sa dili tinuyo nga pagpili o seleksyon nga random aron mahimong motubag niini nga interview.

Kini nga interview mahimong moluntad sa usa o' labaw pa sa usa ka oras. Kami mapasalamaton kung imong tubagon ang among mga pangutana base sa imong nahibalu-an, kasinati-an ug sa imong katakus. Among ginasiguro nga ang mga impormasyon nga imong ihatag magpabilin nga "confidential." Dili kini namo ipahibalo sa uban nga walay kalabutan niini nga pagtuon ug ang imong mga opinyon gamiton lamang alang niini nga pagtuon. Ang resulta sa tanang interview usahon busa walay tawo nga paga hinganlan.

Kung aduna ka pay dugang nga nga pangutana bahin niini nga pagtu-on, mahimo kang mangutana o motawag kang Ms. Lita Sealza sa Sustainable Development Solutions. Telepono: +63 2 636 7580; Mobile: 09391621004; email: xusealza@yahoo.com o' ninosanuque@gmail.com

Oral Consent Form
SHOW AND READ ORAL CONSENT FORM

(To be read to the respondent prior to asking questions.)

Respondent's Consent

I have fully understood the purpose of the study. I have given my consent to participate in the survey.

Lubos kong nauunawa-an ang layunin ng pag-aaral na ito at ako po ay pumapayag na maging bahagi nito.

Akong nasabtan ang katuyu-an niini nga pagtu-on ug uyon ako nga mo-apil niini.

Respondent's copy

Respondent's Consent

I have fully understood the purpose of the study. I have given my consent to participate in the survey.

Lubos kong nauunawa-an ang layunin ng pag-aaral na ito at ako po ay pumapayag na maging bahagi nito.

Akong nasabtan ang katuyu-an niini nga pagtu-on ug uyon ako nga mo-apil niini.

SECTION A: IDENTIFICATION AND BACKGROUND INFORMATION

Name of Respondent		**Mobile Nos.**	
Name of interviewer		**Tel. No. if any**	

CALL RECORD

Visit	Date (month|day|year)	Time Start	Time End	Remarks
1				
2				
3				

Geographic location (pls. check)	☐	**Coastal**	☐	**Inland lowland**	☐	**Inland upland**
Sitio/Purok				**Barangay**		
Municipality		**Province**			**Region**	

Type of respondent (pls. check)	☐	Original	☐	Replacement			Replacement No.
Reason for replacement (if replaced)	6. Original respondent migrated 7. Original respondent not at home		8. Original respondent not cooperative (refused) 9. Other (specify) _____				
Renewable Technology (pls. check)	☐	Spring development	☐	Rainwater harvesting	☐	Hydraulic ram pump	

Ethnic Group of Head	13 Badjao 14 Bagobo 15 Bila-an 16 Bukidnon 17 Higaonon 06 Maguindanao	19 Mamanua 20 Mandaya 21 Manobo 22 Mansaka	23 Maranao 24 Samal 13 Subanon 21 Tausug 22 Tiboli 23 Tiruray	24 Cebuano 25 Ilonggo 26 Tagalog 27 Ilocano 21 Other (specify): _____
Dialect/language used at home	1 Badjao 2 Bagobo 3 Bila-an 4 Bukidnon 5 Higaonon 6 Maguindanao	7 Mamanua 8 Mandaya 9 Manobo 10 Mansaka	11 Maranao 12 Samal 13 Subanon 14 Tausug 15 Tiboli 16 Tiruray	17 Cebuano 18 Ilonggo 19 Tagalog 20 Ilocano 21 Other (specify): _____
Religion of Head:	10 Roman Catholic 11 UCCP 12 Methodist	13 Seventh Day Adventist 14 Jehovah's Witness 15 INC 07 IFI/PIC	16 Pentecostal 17 Islam 18 Born Again	10 Mormon 11 Other (specify) _____

Editing

Field Edited By:	Office Edited By:	Encoded by:

SECTION B: HOUSEHOLD INFORMATION AND CHARACTERISTICS

B1. How many persons, including you, are permanently residing in this household?

Kabilang po kayo, ilan po ang permanenteng nakatira sa sambahayang ito ?
Pila tanan, apil ang imong kaugalingon, ang nagpuyo niini nga panimalay?

B2

How long has your household been resident in this community?

Number of Years

Gaano na kayo katagal na naninirahan rito?

Mga pila na ka tuig nagpuyo ang inyong panimalay niini nga komunidad/lugar?

B3 Where were you residing before?

Saan po kayo dating naninirahan?

Sa wala pa kamo namalhin dinhi, asa kamo nagpuyo?

Sitio	Barangay	Municipality	Province

B4 Why did you move here?
Bakit po kayo lumipat rito?
Unsay hinungdan nganong namalhin kamo dinhi?

10 More work and much better opportunities here
Mas maraming trabaho at higit, mas mabuting oportunidad

11 Presence of electricity
Dahil may elektrisidad o kuryente

12 Near social services like health center and schools
Ang nilipatan ay mas malapit sa paaralan, health center at iba pang pasilidad at serbisyong panlipunan

13 Business is good here
Mas mabuti at mas kumikita ang negosyo rito

14 Near relatives/parents
Dahil sa mas malapit sa mga kapamilya at magulang

15 Place is peaceful
Ang lugar na nilipatan ay mapayapa at tahimik

16 Presence of water

8 No reason at all
Walang dahilan

9 Others (specify)
_____
_____

10 Never left the place

B5 **Starting with the HHHead, please name all the members residing in this household.**
Maari po bang pangalanan ang lahat ng nakatira rito. Simulan po natin sa puno ng sambahayan. P*alihug nganli ang tanang nagpuyo niini nga panimalay. Palihug sugdi sa pangulo sa panimalay.*

ID No	**Name** *Pangalan*	B. **Relationship to the HH Head** Relasyon sa puno ng sambahayan	C. **Age** Edad	D. **Sex** Kasarian 01 Male 02 Female	E. **Civil Status** Estado Sibil **[3 yrs old & over]**	F. **Education (grade completed)** Antas ng edukasyong natapos **[3 yrs old & over]**	G. **Education Status** **[3 – 24 yrs old]**	H. **Primary Occupation** Pangunahing Ikinabubuhay **[5 yrs old & over]**	**I. Monthly Income (PhP)** Buwanang Kita
01		**01**							
02									
03									
04									
05									
06									
07									
08									
09									
10									
11									
12									

Relation to HH Head
11 Head
12 Spouse
13 Daughter/Son
14 Father/Mother
15 Brother/sister
16 Son/Daughter in-law
17 Other relatives
18 Other in-laws
19 Non relative
20 Adopted son/daughter
-96 other (specify)

CIVIL STATUS
01 Single
02 Married
03 Common law/Live-in
04 Widowed
05 Separated

EDUCATION
00 No grade
01 Nursery/Kinder/Prep
02 Grade 1
03 Grade 2
04 Grade 3
05 Grade 4
06 Grade 5
07 Grade 6/7
O8 High Sch 1
18 High Sch 2
19 High Sch 3
20 High Sch 4
21 Tech/Voc after high sch
22 College 1
23 College 2
24 College 3
25 College 4/ college graduate
17 Post graduate

EDUC STATUS
03 In-school
04 Out of school

SECTION C: HOUSING AND HOUSEHOLD ASSETS

I TYPE OF HOUSING MATERIALS *URI ng MATERYALES KUNG SAAN YARI ANG BAHAY*

(In case the materials are equally made of two main types of materials, pick the more durable one; if the materials are made of several types of materials, pick the material with the widest area covered.)

C1	**Main flooring materials** Saang materyales yari ang sahig. ***Unsa ang salog sa inyong balay sa wala pa ang AMORE 3 project (before 2009)?*** 09 Earth 10 Makeshift/scrap materials 11 Mixed but predominantly salvaged/scrap materials 12 Light materials (bamboo, sawali) 13 Mixed but predominantly light materials 14 Mixed but predominantly strong materials 15 Strong materials (concrete, galvanized iron, brick, stone, wood, asbestos) 16 Others _____	Before AMORE 3	**[OBSERVE, RATHER THAN ASK]** After AMORE 3
C2	**Main materials of wall** Saang materyales yari ang dingding. ***Unsa ang dingding sa inyong balay sa wala pa ang AMORE 3 project (before 2009)?*** 08 Makeshift/scrap materials 09 Mixed but predominantly salvaged/scrap materials 010 Light materials (bamboo, sawali) 011 Mixed but predominantly light materials 012 Mixed but predominantly strong materials 013 Strong materials (concrete, galvanized iron, brick, stone, wood, asbestos) **014** Others _____	Before AMORE 3	**[OBSERVE, RATHER THAN ASK]** After AMORE 3
C3	**Main materials of roof Saang materyales yari ang bubong.** ***Unsa ang atop sa inyong balay sa wala pa ang AMORE 3 project (before 2009)?*** 08 Makeshift/scrap materials 09 Mixed but predominantly salvaged/scrap materials 10 Light materials (bamboo, sawali) 11 Mixed but predominantly light materials 12 Mixed but predominantly strong materials 13 Strong materials (concrete, galvanized iron, brick, stone, wood, asbestos) 14 Others _____	Before AMORE 3	**[OBSERVE, RATHER THAN ASK]** After AMORE 3

II HOUSEHOLD ASSETS AND AMENITIES|ARI-ARIAN at KAGAMITAN ng SAMBAYAHAN ***MGA KABTANGAN SA PANIMALAY***

C4	**Do you have _____?)** **(How many of _____ do you own?)**	**Write the quantity of appliances or size of property in the space provided.**

(APPLIANCES MAY BE FOR HH PURPOSES OR BUSINESS)

Kayo po ba ay mayroon _____?
Ilan pong_____ ang pagmamay-ari ninyo?

Nanag-iya ba kamo sa mga mosunod?
Pila ka buok niini ang inyong gipanag-iya?

Appliances	Check (√) if HH owns the item.	Number Owned
Electric fan		
Cellphone		
Electric/gas stove		
Karaoke/cassette recorder		
Bicycle/sikad		
Tv/betamax/VHS		
Refrigerator		
Washing machine/laundry dryer		
Sewing machine		
Gas or electric range/oven		
Computer		
Radio		
Motorcycle		
Car/motor vehicle		
Others (specify)		
Livestock & Poultry		
Carabao		
Cow		
Horse		
Pig		
Chicken		
Others (specify)		

C5	**OWNERSHIP STATUS OF HOUSE** Kayo po ba ang nagmamay-ari ng bahay na inyong tinitirhan? ***Inyo bang gipang-iya kining balay nga inyong gipuy-an?*** 05 Owned **(ASK C6)** 06 Rented. **GO TO C7** 07 Rent to own. **GO TO C7** 08 Rent-free. **GO TO C7** 09 **Other arrangement (specify)** _____**GO TO C7**	Before AMORE 3 ☐	After AMORE 3 ☐
C6	**When did your household acquire this house?** Kailan po nyo naging pag-aari ang bahay na ito/kailan po ito nabili? Date: _____ ***Kanus-a kini ninyo na-angkon ang inyong balay?***		
C7	**OWNERSHIP STATUS OF LOT** Sa inyo po ba ang lupang kinatatayuan ng inyong bahay? ***Inyo ba nga gipanag-iya kining yuta nga gitukuran sa balay nga inyong gipuy-an?*** 06 Owned. **ASK C8** 07 Rented. **GO TO C9** 08 Rent to own. **GO TO C9** 09 Rent-free **GO C9** 010 Others Arrangement (specify) _____**GO TO C9**	Before AMORE 3 ☐	After AMORE 3 ☐
C8	**When did your household acquire this lot? (month/day/year)** Kailan po nyo nabili ang lupang kinatitirikan ng inyong bahay? ***Kanus-a ninyo na-angkon ang yuta nga gitukuran sa inyong balay?***	Date: _____	
C9	**What kind of toilet facility does your household use?** Anong uri po ng palikuran ang inyong ginagamit? ***Unsa nga klase sa kasilyas ang ginagamit sa inyong panimalay?*** 08 Own flush toilet 09 Shared flush toilet 10 Water Sealed 11 Close pit toilet 12 Open pit toilet 13 No toilet/River/Field/Bush 14 Others. Specify _____	Before AMORE 3 ☐	After AMORE 3 ☐

C10	**What is your fuel for cooking?** Ano po ang inyong ginagamit sa pagluluto? ***Unsa ang inyong ginagamit sa pagluto?*** 06 Firewood/wood/charcoal 07 Electricity 08 Acyteline Gas (e.g, Shellane, Pryce Gas, Gasul) 09 Kerosene 10 Others (Specify) _____	Before AMORE 3 ☐	After AMORE 3 ☐
C11	**What is your source of water supply?** Ano po ang pangunahing pinagkukunan ng inyong tubig na iniinom? ***Asa gikan ang inyong tubig nga mainom?***	Before AMORE 3 ☐	After AMORE 3 ☐

Codes:	
09 Bottled/Mineral water	09 Water from protected spring
10 Piped water into dwelling	10 Water from unprotected spring
11 Piped water to yard/plot	11 Rainwater
12 Public tap/stand pipe	12 Tanker/ truck
13 Tube well or borehole	13 Cart with small tank
14 Protected dug well	14 Surface water (River, Dam, etc.)
15 Semi-protected dug well	15 Others, specify
16 Unprotected dug well	_____

E: ON COMMUNITY-BASED WATER SYSTEM

E1. Have you or any member of your household been invited to any meetings or consultations before the program was implemented in your community? Kayo po ba o sinumang miyembro ng sambahayan ay naimbitang lumahok sa pulong, meeting o konsultasyon bago ipatupad ang programa ng community based water system? ***sa wala pa na-implementar ang programa sa panubig sa inyong komunidad, ikaw ba o' bisan kinsa nga sakop sa inyong panimalay na-imbitaran sa bisan unsa nga meting o' konsultasyon?***	**01 Yes** **02 No**
E2. **Were women members of the household also invited or consulted?** Naimbitahan po ba ang mga kababaihang miyembro ng sambahayan sa mga konsultasyon|meeting|o pagpupulong? ***Aduna bay mga babaye nga sakop sa imong panimalay nga gi-imbitar o gikonsulta?***	**01 Yes** **02 No**

E3. When was the community-based water system installed in your community? Kailan po nailagay ang mga community-based water system sa inyong komunidad? ***Kanus-a ang water system natukod dinhi sa inyong komunidad?***	**Month**	**Date**	**Year**

E4. In what work committee were you or any member of the household involved in?
Saan pong komite kayo o sinumang miyembro ng sambahayan kabilang?
Sa unsa nga komite ikaw o'ang sakop sa imong panimalay nahisakop sa pagsugod sa panubig dinhi sa inyong lugar?

1. Planning
2. Decision-making
3. System design
4. Actual construction work (skilled)
5. Unskilled worker
6. Food committee
7. Materials inventory committee
8. Other _____

Name	Gender	Committee (USE CODE)

MULTIPLE RESPONSES ALLOWED.

E5. Have you or any member of the household attended a basic skills training on project construction like plumbing, carpentry, masonry and steel works? If yes, please name them.

Kayo po ba o sinumang miyembro ng sambahayan ay lumahok sa basic skills training na may kaugnayan sa project construction tulad ng: pagtutubero, pagkakarpintero, pagkakantero at steel works?
Ikaw ba o' bisan kinsa nga sakop sa inyong panimalay ang nakatambong sa pagsanay sa project construction sama sa plumbing, pagpamanday, mason ug "steel works? Palihug nganli sila?

	Name
YES	
No	

E6. Who among the members of your household are members of BAWASA? What is your/his/her role?

Sino sa mga miyembro ng inyong sambahayan ang kasapi o kabilang sa BAWASA? Ano po ang kanilang papel na ginagampanan sa BAWASA?

Ikaw ba o' bisan kinsa nga sakop sa inyong panimalay nahisakop sa BAWASA? Unsa ang imo/ilang katungdanan?

CHECK NAME LISTED IN BAWASA LIST OF MEMBERS. OTHERWISE, LIST NAMES AS ENUMERATED BY RESPONDENT.

Name	Gender	Role

E7. As a group, how often do you conduct meetings? How often do you / do they attend BAWASA meetings? How many men and women participate?

Gaano po kayo/sila kadalas umaatend ng pagpupulong? Bilang grupo, gaano po kadalas ang meeting? Ilang lalaki at babae ang sumasali?

Kapila mag meeting ang inyong BAWASA? Makapila kamo o ang sakop sa inyong panimalay naga tambong sa meeting sa BAWASA? Pila ang lalake ug pila usab ang babaye nga nagatambong?

Schedule of BAWASA meetings

7. **Weekly**
8. **Monthly**
9. **Twice a month**
10. **Quarterly**
11. **Yearly**
12. **Others (specify)_____**

Attendance of Member to Meetings

1 **Always (Kanunay)**
2 **Sometimes (Panalagsa)**
3 **Never**

Number of male hh members attending	Number of female hh members attending

E8. How far is the installed water sytem from your house? [IN METERS] Gaano po kalayo ang water system sa inyong bahay? (sa metro) ***Unsa ang gilay-on sa g i-instalar nga sistema sa tubig gikan sa inyong balay (in meters)?***	_____**METERS**
E9. How many minutes will it take you to get there? Ilang minuto ang kailangang gugulin upang makarating sa water system|pinagkukunan ng tubig? ***Mga pila ka minuto kini nimo ma-abot?***	_____**MINUTES**
E10. How many minutes did it take you to get to your old source of potable water (before AMORE 3)? Gaano naman katagal (sa minute) ang ginugugol upang umigib ng tubig sa dating pinagkukunan nito noong wala pa ang naitalagang community-based water system? ***Mga pila ka minuto nimo ma-abot ang inyong ga-kuhaan sa inyong tubig sa wala pa kini nga sistema (before AMORE 3)?***	**[REFER TO ANSWER IN C11]** _____**MINUTES**

E11. Who among the members of the household is/are incharge of fetching water? Sino sa sambahayan ang umi-igib ng tubig? ***Kinsa sa mga sakop sa inyong panimalay ang ga-sag-ob sa tubig?*** Sino sa sambahayan ang umi-igib ng tubig? ***Kinsa sa mga sakop sa inyong panimalay ang ga-sag-ob sa tubig?***	**E12** How many times each day do they fetch water and please indicate the volume of water (in gallons) fetched per trip? Gaano kadalas sa loob ng isang araw ang pag-igib ng tubig? Gaano karaming tubig ang ini-igib kada punta? (gallon) ***Makapila ka higayon sa usa ka adlaw magkuha ug tubig si ___? Unsa ang gidaghanon sa tubig (in gallon) ang iyang kuhaon kada sag-ob?***	
	Trip	**Volume**
NAME		

		Name	Gender
E13. Have you or any member of the household attended a training on water treatment technologies? IF YES, Who are they? Kayo po ba o sinumang miyembro ng sambahayan ay nakilahok o naka-attend ng pagsasanay o training na may kinalaman sa water treatment technologies? KUNG OO, sino po sila? ***Ikaw ba o' bisan kinsang sakop sa inyong panimalay naka tambong sa pagbansay sa "water treatment" nga mga teknolohiya? KUNG HOO, kinsa kini sila***	01 Yes	**1**	
		2	
		3	
	02 N0	**SKIP TO E15.**	

E14. What basic technologies in household water disinfection have you or any member attended? **MULTIPLE RESPONSES ARE ALLOWED.** Anong uri ng training kayo nakalahok na may kaugnayan sa teknolohiya sa water disinfection? ***Unsa nga nga "basic technologies" sa "water disinfection" ang imo/ilang natambongan?***	01 Chlorination 02 Sodium Hypochorite 1.25% solution 03 Solar disinfection 04 Bio-sand filtration
E15. Did you or any member of the household get sick of water-borne diseases since you had your water system installed in the community? Kayo po ba o sinumang miyembro ng sambahayan ay nagkasakit dulot ng paginom o paggamit ng hindi ligtas o malinis na tubig mula nang naitalaga ang community water system? ***Ikaw ba o' bisan kinsang sakop sa inyong panimalay nagsakit sa mga sakit nga dala sa pag-inom 0 paggamit sa tubig nga dili limpyo sukad na-instalar kini nga "water system" dinhi sa inyong komunidad?***	**1- Yes** **2- No. SKIP TO E18.**

E16. **Who got sick and with what water-borne disease? Number of days sick?**

Codes:

1. Diarrhea
2. Typhoid
3. Gastroenteritis
4. Leptospirosis
5. Malaria
6. Dengue fever
7. Cholera
8. Amoebiasis

Sino|Sino-sino po sa sambahayan ang dinapuan ng water borne disease? Ilang araw po ang pagkakasakit dulot ng paginom o paggamit ng hindi ligtas o malinis na tubig?
Sukad nata-uran kamo sa panubig, kinsa sa mga sakop sa inyong panimalay ang nagdaot ug unsa kini nga sakit? Pila ka adlaw siya nagdaot? Pila ang inyong nagasto?

MULTIPLE RESPONSES ALLOWED.

Name	Disease	Days sick/idle	Amount spent

E17. How much did your household spend for their medication?
Magkano po ang nagastos ng sambahayan upang mapagamot o malunasan ang nabanggit na pagkakasakit?
Pila ang nagasto sa inyong panimalay sa pagpatambal sa iya/ilang pagdaut?

PhP _____

E18. Did any member of the household die due to water-borne diseases since you had your water system installed in the community?
Mayroon po bang namatay o sumakabilang buhay sa miyembro ng sambahayan dulot ng water borne diseases mula ng nagkaroon ng water system sa inyong komunidad?
May sakop ba sa inyong panimalay nga namatay tungod sa pag-inom o paggamit sa tubig nga dili limpyo sukad na-instalar kini nga "water system" dinhi sa inyong komunidad?

01 Yes
02 No. **SKIP TO E20.**

E19. Who is thismember?

Cause of death:

01 Diarrhea
02 Typhoid
03 Gastroenteritis
04 Leptospirosis
05 Malaria
06 Dengue fever
07 Cholera
08 Amoebiasis

Name	Age	Sex	Cause of death USE CODE

Kung mayroon, maari po nating pangalanan? At sanhi ng pagkamatay ***Kinsa kini sila, ang ilang edad ug unsa ang hinungdan sa pagkamatay?***	

E20. How often does each member of the HH take a bath? Wash their hands? Brush their teeth?

Frequency:
01 Never
02 Once a day
03 Thrice a day
04 Every other day
05 Every 3 days
06 Once a week
07 Other _____

Gaano po kadalas maligo, maghugas ng kamay at magsepilyo ng ngipin ang bawat miyembro ng sambahayan? Atin pong isa-isahin.
Makapila ang kada sakop sa panimalay maligo? Maghugas sa ilang mga kamot? Mag brush sa ilang ngipon?

Member	Take a bath	Wash hands	Brush teeth
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

E21. How much is your average monthly water expense before? Now?

Magkano ang karaniwang gastos sa nakunsumong tubig sa loob ng isang buwan dati? Ngayon?

Pila kasagaran ang inyong magasto sa inyong tubig kada bulan kaniadto? Karon?

BEFORE	AFTER
PhP	**PhP**

E22. Is the community water system still operational or working?

Gumagana pa po ang mga naitalagang water system?
Nagatrabaho/ naga-andar / magamit pa ba sa pagkakaron ang inyong sistema sa tubig?

1- Yes. SKIP TO E26.
2- No

E23. When did it stop to operate or function?

Kung hindi, kailan po naitigil ang operasyon nito?
Kanus-a kini dili na magamit?

Month _____ Year _____

E24. What is the main cause of the problem? Ano po ang pangunahing dahilan ng problema	

kung bakit natigil ang operasyon ng water system? ***Unsa gyud ang hinungdan nganong dili na kini magamit?***	

E25. Does your community have plans of fixing the problem? May plano po ba ang inyong komunidad upang lunasan o lutasin ang problemang ito? ***Aduna bay plano ang inyong komunidad sa pagpa-ayo niini?***		**Yes**	**How?/What are this/these plan/s?**
		No	**Why not?**

E26. What mechanisms does your COMMUNITY follow in order to sustain the life of this type of water system? Ano|ano-anong mekanismo at sistema ang ipinapatupad at isinasagawa ng inyong KOMUNIDAD upang mapanitili ang operasyon ng water system? ***Unsa nga mekanismo/pama-agi ang ginasunod sa inyong KOMUNIDAD para magpadayon kini nga sistema sa panubig?***	
E27. What mechanisms do YOU follow in order to sustain the life of this type of water system? Ano|ano-anong mekanismo o sistema ang INYONG sinusunod upang mapanatili ang operasyon ng water system? ***Unsa ang mga pama-agi o mekanismo ang IMONG ginasunod para mopadayon o molungtad kini nga sistema sa panubig?***	

E28. What kind of support can YOU offer in order to make sure that the water system is sustained? Anong uri ng suporta ang INYONG ipagkakaloob upang mapagpatuloy ang paggana ng water system? ***Unsa nga klase sa suporta ang IMONG mahatag aron masiguro nga masustener/ mopadayon kini nga sistema sa panubig?***	

E29. Can you get help for repair and maintenance if you need any? What is the name of this group?
Meron ba kayong nahihingan ng tulong o assistance sa pagkumpuni at pagmintina ng water system kung kinakailangan? Ano ang pangalan ng tao o grupong inyong hinihingan ng tulong?
Aduna ka bay makuha-an ug tabang para sa pag-ayo ug pag mentenar sa inyong "water system" kung kamo magkinahanglan niini? Unsay ngalan niini nga grupo/tawo?

	Name of Person/Group
Yes	1
	2
	3
No	

E30. What are the contributions/advantages of having this community water system ____? Ano po ang naging magandnag dulot o hatid ng pagkakaroon ng community water system sa inyong lugar? ***Unsa ang mga kaayohan/ nahatag sa pagbutang /pag-instalar sa "water system" dinhi sa inyong komunidad?***	**To your household?** **Sa inyong sambahayan?** ***Sa inyong panimalay?***	**SITUATION BEFORE:** **AFTER:**

	To your community? ***Sa inyong komunidad?***	**SITUATION BEFORE:** **AFTER:**
	To the health of your family (including nutrition)? **Sa kalusugan sa inyong pamilya?** ***Sa panglawas sa imong pamilya?***	**SITUATION BEFORE:** **AFTER:**
	To the livelihood activities of your family? **Sa mga gawaing pangkabuhayn ng inyong pamilya?** ***Sa mga panginabuhi-an sa imong pamilya?***	**SITUATION BEFORE:** **AFTER:**

	To the women in your household? **Sa mga kababaihang miyembro ng sambahayan?** ***Sa mga babaye nga sakop sa panimalay?***	**SITUATION BEFORE:** **AFTER:**
	To you and your members' involvement in social activities? ***Sa iyong mga gawaing sosyal at ng iba pang miyembro ng sambahayan*** **Sa inyong mga sosyal nga kalimbigitan o pakiglambigit sa uban?**	**SITUATION BEFORE:** **AFTER:**

E31. Do you have suggestions to give to your community to sustain the system? May mga mungkahi o suhestiyon po ba kayo sa inyong komunidad upang mapanatili ang operasyon ng water system? ***Aduna ka bay mahatag nga mga sugyot para sa inyong komunidad para magpadayon kining inyong "water system?" Unsa kini nga mga sugyot?***	

[ONLY for households who have children in a SEEd school]

F. ON SCHOOL ELECTRIFICATION AND DISTANCE EDUCATION

F1. Is your family a member of the PTA which is involved in School Electrification and Distance Education (SEEd) implementation? Ang inyo po bang pamilya ay miyembro ng PTA na may kinalaman sa implementasyon ng School Electrification and Distance Education (SEEd)? ***Ang inyo ba nga pamilya sakop sa PTA nga nahilambigit sa implementasyon sa School Electrification and Distance Education (SEEd)?***	**03** Yes **04** No. **END OF INTERVIEW.**
F2. IF YES: What is your responsibility in the SEEd project? Kung oo, ano ang naiatas sa inyong responsibilid sa nasabing SEEd project? ***IF YES: Unsa ang imong/inyong mga responsibilidad sa SEEd nga proyekto?***	
F3. What is your role as a PTA member? Ano po ang tungkulin na inyong ginagampanan bilang miyembro ng PTA? ***Unsay imong trabaho o katungdanan isip sakop sa PTA?***	
F4. Do you support the SEEd program implemented in the school where your child is enrolled? **Inyo po bang sinusuportahan ang school electrification and distance education program na ipinapatupad sa paaralan kung saan pumapasok ang inyong anak/mga anak?** ***Ikaw ba naga suporta sa SEEd program nga gi-implementar sa eskwelahan diin nagtungha ang imong anak/mga anak?***	**03 Yes** **04 No. SKIP TO F6.**

F5. What kind of support do you provide? Ano pong uri ng suporta ang inyong ibinibigay? ***Unsa nga klase sa suporta ang imong ginahatag?***		
F6. What observations can you make regarding the school achievements of your child/children in school now that the SEEd is being implemented in school? Ano pong ang inyong naobserbahang pagbabago sa pagaaral o performance sa paaralan ng inyong anak/mga anak mula ng nagkaroon ng SEEd project sa kanilang eskwelahang pinapasukan? ***Karon nga adunay na-implementar nga programa sa SEEd sa ilang tungha-an, unsa ang imong mga na-obserbahan nga mga kausaban sa pagtuon ug nakab-ot sa imong anak/mga anak?***		
F7. Is there any difference with his/her/their school achievements before? Can you cite any difference? Maari po bang banggitin ang mga pagbabagong ito. ***Aduna bay kabalhinan sa iyang/ilang nakab-ot/nahibalo-an kung ikompara kani-adto? Unsa kini nga mga kabalhinan?***	**BEFORE**	**AFTER**

F8. How many hours does your child spend for studying/making assignments daily?
Gaano kahabang oras ang ginugugol ng inyong anak sa pagaaral at paggawa ng mga assignment o takdang aralin?
Pila ka oras kada adlaw ang ginagahin sa imong anak sa pagtu-on ug paghimo sa "assignments?"

Name of child	Minutes daily	
	Before	Now

F9. What suggestions to give to school authorities in order to sustain the program?
May mga mungkahi po ba kayo sa mga awtoridad o namamahala ng mga paaralan upang mapanatli at mapabuti ang SEEd program? Maari po bang banggitin ang mga ito.
Unsa ang imong mahatag nga mga sugyot alang sa mga kadagku-an sa eskwelahan para magpadayon ang programa sa SEEd?

1

2

3

4

END OF INTERVIEW
THANK the RESPONDENT

INTERVIEWER'S NOTES

I.1	What language was used during the entire/most of the interview?	**1.** Cebuano **2.** Aklanon **3.** Tagalog **4.** Iloko 5. Bicolano	**6.** Maranao **7.** Kapampangan **8.** Maguindanao **9.** Chavacano **10.** English	**11.** Ilonggo/Hiligaynon **12.** Waray **-96.** Other, specify _____
I.2	Were there any other languages being used?	1. Yes		**CODE (SAME AS I.1)**
		2. None		
I.3	Who accompanied you when you visited respondent's house? **CAN ENCIRCLE MORE THAN ONE**	**A**. Community member **B**. Barangay leader, specify _____ **C.** Others, specify _____ **D.** No one		
I.4	Who else (other person) other than the respondent were present during the interview? **CAN ENCIRCLE MORE THAN ONE**	**A. N**one **B.** husband/wife **C.** child ≥ 5 years old **D.** child <5 years old **E.** adult, member of the household	**F.** adult, non member of the household **G**. Person who accompanied interviewer to respondent's house (specified above) **H.** barangay leader, specify) _____	
I.5	How would you evaluate the apropriateness of the answers of the respondent?	**1.** very good **2.** good **3.** adequate	**4.** poor **5.** very poor	
I.6	In your view, did the respondent feel "uncomfortable" / not at ease/depressed/concerned during the interview?	**1.** very uncomfortable **2.** somewhat uncomfotable **3.** neither comfortable or uncomfortable	**4.** comfortable **5.** very comfortable	
I.7	Did the repondent talk to/discuss with his wife/her husband before answering questions?	**1.** yes, all the time **2.** yes, some of the time **3.** yes, but rarely	**4.** no **5.** respondent's spouse was not present **6.** respondent is not married	
I.8	Which questions made it difficult, embarassing, or confusing for the respondent to answer? (write down in section and question number)			

SECTION	QUESTION NO.	INTERVIEWER'S REMARKS

FGD Guide Questions for Households Provided with RE-based Electrification System and/or Water Supply System:

- Male heads of household (HH) beneficiaries = 3 per project area (6 for two project areas)
- Female members of HH beneficiaries = 3 per project area (6 for two project areas)

A total of **6 FGD sessions covering 72 households** who benefitted from RE-based electrification system and community-based water supply system in **12 project areas**. Household participants will be comprised of 50% males and 50% females.

Introduction	Suggested Statements
Welcome and Introductions	1. Greet the focus group participants 2. Introduce the FGD Team (Moderator and Note Taker) 3. Give a brief explanation of the purpose of your visit 4. Describe the objectives of the evaluation and how participants can contribute to their realization 5. Explain why participants were selected and the importance of his/her contributions (recognizing the kinds of interventions that the Program has provided) 6. Inform participants about the duration of the FGD. The FGD session will last for two hours, and food and snacks will be served after the session. 7. Inform participants that there are no right or wrong answers, and it is important that everyone will give his/her experiences and opinions. It is also important that no one will monopolize the discussion and that we respect the opinion of others. 8. Ask permission from participants to record the discussion. The recording will help the team to remember participants' responses to the questions and that the team will not miss any of the ideas or issues given. Let the participants know that their identities will be kept confidential – so encourage them to freely express their experiences and opinions. Ask: "Would you agree to have our discussion recorded in order for us to record the process and results of our discussion more accurately?" Thank you.
Evaluation Criteria	**Evaluation Questions**
RE Rural Electrification System and Water Supply System We understand that your households have received RE-based electricity and/or water supply services from the AMORE 3 Program. We would like to know your feedback on your experience on RE-based electrification system and water supply system.	1. Can you describe the situation of your household lighting system before you had access to the AMORE 3 electrification system? *Maaari ba ninyong ilarawan ang kalagayan ng sistema ng pailaw sa inyong tahanan bago kayo nagkaroon ng elektresidad mula sa AMORE 3?* 2. How does this situation affect: *Paano nakaapekto ang kalagayang ito sa:* Men's livelihood? *Hanapbuhay ng kalalakihan?* Women's livelihood? *Hanapabuhay ng kababaihan?* Ability of school children to do their homework? *Kakayahan ng mga mag-aaral sa paggawa ng kanilang takdang aralin?* Other aspects of household activities? Iba pang mga gawaing pambahay? 3. How much did it cost you per month to enjoy the old lighting system? *Magkano ang nagagastos ninyo sa dating sistema ng pailaw kada buwan?*

4. In the old lighting system, how many hours did you have power supply in a day? *Sa dating sistema ng pailaw, ilang oras kayo may suplay ng ilaw sa loob ng isang araw?*

5. How did you gain access to AMORE 3 household electrification system and/or water supply system? *Paano kayo naging benepisyaryo ng sistemang pailaw at/o patubig ng AMORE 3?*

6. When did you have access to AMORE 3 electrification and/or water supply system? *Kailan pa kayo naging benepisyaryo ng sistemang pailaw at/o patubig ng AMORE 3?*

7. What type of RE technology (micro hydro power, solar home system or battery charging system) do you have in your household electrification system? *Anong uri ng teknolohiyang pang elektresidad mayroon kayo sa inyong tahanan?*

8. What specific assistance did AMORE 3 or other groups (please specify) provide to your household for the installation, operation and maintenance of the RE-based electrification system? For the operation and maintenance of your water supply system? *Anong mga tulong mula sa AMORE 3 o ibang grupo ang naibahagi sa inyo para sa pagkabit, operasyon, at pagmintina ng suplay ng kuryente? Para sa operasyon at pagmintina ng sistemang patubig?*

9. What benefits do you now enjoy as a result of the RE-based electrification system? Can you describe these according to how the following family members benefitted from the RE- based electrification system? *Anong mga benepisyo mula sa sistemang pailaw ng AMORE 3 ang natatanggap ninyo sa kasalukuyan? Maaari ba ninyong ilarawan kung paano nakinabang ang mga miyembro ng inyong pamilya?*

   Household Head (Male) – *Ama ng tahanan?*
   Household Head (Female) –*Ina ng tahanan?*
   Spouse (Male and Female) – *Asawa?*
   Children of school age – *Mga anak na nag-aaral?*
   Other family members – *Ibang miyembro ng pamilya?*

Relevance

10. If you are to choose between spending the same amount for amortization of your electricity service, or other priority needs of your family, where would you spend your money? What are these other priority family expenditures? *Kung gagastusin ninyo ang parehong halaga ng pera sa pagitan ng pagbabayad ng amortisasyon sa sistemang pailaw at ibang mahalagang pangunahing pangangailangan ng inyong pamilya, saan ninyo ito gagastusin?*

11. If there were to be another RE-based rural electrification system, what are the things you will change in the way the AMORE 3 was implemented so that it becomes more beneficial and relevant to your priority needs? *Kung magkakaroon ng bagong sistema ng pailaw, anu-ano ang mga bagay na nais ninyong baguhin sa pagpapatupad nito na higit na makatutulong sa inyong pangunahing pangangailangan?*

Efficiency	12.	How much do you pay per month for the amortization of your electricity system? For your potable water supply? *Magkano ang inyong buwanang bayad sa amortisasyon ng sistemeng pailaw? Magkano naman ang inyong buwanang bayad sa suplay ng tubig?*
	13.	Are you able to pay your monthly amortization? If No, what is the reason? *Nakakabayad ba kayo sa amortisasyon kada buwan? Kung hindi, ano ang dahilan nito?*
	14.	Do you think this payment is reasonable? Why do you say so? How does this compare with your monthly expenses for lighting before the AMORE 3? *Sa inyong palagay, nararapat ba ang halaga ng inyong ibinabayad? Bakit naman ninyo nasabi iyan? Kumpara sa buwanang gastos sa dating sistema ng pailaw, mas mahal, mas mura o pareho lang ang halaga ng ibinabayad ninyo ngayon?*
	15.	What was your contribution or counterpart in the installation of the RE-based electrification system and/or water supply system (e.g., labor, material, financial), if any? *Ano ang kontribusyon ninyo para makabitan ng sistemang pailaw at/o patubig, kung mayroon man?*
Sustainability	16.	Does your household electrification system continue to function or operate at present? Does your water supply system also remain functional or operational? If No, when did your household electrification system and/or water supply system stop to function or operate? What was the main cause of the problem (for household electricity system, and water supply system)? *Patuloy bang gumagana ang sistema ng pailaw at/o patubig hanggang sa ngayon? Kung hindi na, kailan ito natigil? Ano ang pangunahing dahilan?*
	17.	Do you think that your household electrification system and/or water supply system will remain operational for the next five years? If Yes, how can it be sustained (for household electricity system, and water supply system)? If No, why do you think that it cannot be sustained (for household electricity system, and water supply system)? *Sa inyong palagay, mananatili pa kayang operasyonal ang sistemang pailaw at/o patubig sa loob ng susunod na limang taon? Kung oo, paano ito mapananatili? Kung hindi naman, ano ang mga posibleng dahilan?*

Closing	Suggested Statement
	1. Ask participants if they have any questions on the topics discussed or any additional relevant information that may be useful for the evaluation.
	2. Thank the participants for their valuable inputs to the discussion.
	3. Inform participants that the results of discussion will be used to improve RE-based rural electrification system and related future projects.

FGD Guide Questions for Students and Teachers from Schools Supplied with RE-based Electrification System and/or Water Supply System:

- Students from school beneficiaries (3 boys and 3 girls) = 4 per project area (8 for two project areas)
- Teachers from school beneficiaries (males and females)= 2 per project area (4 for two project areas)

Total of **6 FGD sessions with 48 students and 12 teachers** from schools provided with RE-based electricity system and water supply system in **12 project areas**. Students will comprise 50% boys and 50% girls, while teachers will hopefully be a mix of males and females.

Introduction	Suggested Statements
Welcome and Introductions	1. Greet the focus group participants 2. Introduce the FGD Team (Moderator and Note Taker) 3. Give a brief explanation of the purpose of your visit 4. Describe the objectives of the evaluation and how participants can contribute to their realization 5. Explain why participants were selected and the importance of his/her contributions (recognizing the kinds of interventions that the Program has provided) 6. Inform participants about the duration of the FGD. The FGD session will last for two hours, and food and snacks will be served after the session. 7. Inform participants that there are no right or wrong answers, and it is important that everyone will give his/her experiences and opinions. It is also important that no one will monopolize the discussion and that we respect the opinion of others. 8. Ask permission from participants to record the discussion. The recording will help the team to remember participants' responses to the questions and that the team will not miss any of the ideas or issues given. Let the participants know that their identities will be kept confidential – so encourage them to freely express their experiences and opinions. Ask: "Would you agree to have our discussion recorded in order for us to record the process and results of our discussion more accurately?" Thank you.

Evaluation Criteria	Evaluation Questions
RE-based Electrification System and Water Supply System	1. Can you describe the situation in your school before the installation of RE-based electrification system and/or water supply system? *Maaari ba ninyong ilarawan ang kalagayan ng inyong paaralan bago kayo nagkaroon ng sistema ng pailaw at/o patubig mula sa AMORE 3?*
We understand that your schools have received RE-based electricity and/or water supply services from AMORE 3 Program. We would like to know your feedback and experience on this electrification and/or water supply system.	2. How does this situation affect the following: *Paano nakaapekto ang kalagayang ito sa:* Performance of teachers? *Pagtuturo ng mga guro?* Study hours and performance of school children? *Oras at kakayahan sa pag-aaral ng mga mag-aaral?* Health and hygiene of teachers and schoolchildren? *Kalusugan at kalinisan ng mga guro at mag-aaral?* Others, please explain? *Iba pa, pakipaliwanag?*

3. When did your schools receive the electrification system and/or water supply system? *Kailan nagkaroon ng sistemang pailaw at/o patubig dito sa inyong paaralan?*

4. How often do you use the electrification and/or water supply system per day (number of hours per day)? *Gaano kadalas ninyo ginagamit ang sistemang pailaw at/o patubig sa loob ng isang araw?*

5. What part/s of the school premises was/were provided with electrification and/or water supply connection? Please specify how many units of electrical bulbs/florescent were installed in each school, and which specific locations of school premises (street, classroom, library, etc.). Where is the water supply system installed? *Anong bahagi ng paaralan ang mayroong linya ng pailaw at/o patubig? Sa bawat paaralan ninyo, ilan ang lahat ng ilaw (electric bulbs or florescent) ang naikabit at saan ang mga ito nakakabit (kalye, silid aralan, silid aklatan, at iba pa)? Saan din lugar nakalagay ang sistema ng patubig?*

6. Approximately how many teachers and schoolchildren are able to access these SEEd and/or WASH projects? *Ilang mga guro at mag-aaral ang nakakagamit ng sistemang pailaw at/o patubig?*

7. What specific assistance did AMORE 3 or other groups (please specify) provide to your school, including teachers and students if any, for the improvement of school children performance in addition to the electrification system and/or water supply system? *Maliban sa sistemang pailaw at/o patubig, ano pang mga tulong mula sa AMORE 3 o ibang grupo ang naibahagi sa inyong paaralan, kabilang ang mga guro at mag-aaral (kung mayroon) para sa pagpapagaling ng kakayahan ng mga mag-aaral?*

Relevance

8. What would you consider as the important needs of the students for effective learning in your schools? *Ano ang pinakamahalagang kailangan ng mga mag-aaral para sa kanilang epektibong pagkatuto?*

Effectiveness

9. Overall, how did RE-based electrification system (alone or in combination with audio visual equipment) contribute to the following? *Sa kabuuan, paano nakatulong ang sistemang pailaw sa:*

   a) Improving learning and teaching? *Pagpapagaling sa pagkatuto at pagtuturo?*
   b) Increasing school attendance**?** *Pagtaas ng bilang ng mga mag-aaral na pumapasok?*
   c) Increasing student hours for studying? Pagtaas ng bilang ng oras para sa pag-aaral?
   d) Improving student performance? *Pagpapagaling sa kakayahan ng mga mag-aaral?*

10. What were other benefits received by students and teachers from the electrification system and water supply system? *Ano pa ba ang mga benepisyo ang natanggap ng mga mag-aaral at guro mula sa sistemang pailaw at/o patubig?*

11. What would you consider as the most effective or useful assistance that

AMORE 3 or other groups (please specify) provided to your schools? *Ano ang pinakamahalaga o mas epektibong tulong ng AMORE 3 o ng ibang grupo ang naibahagi sa inyong paaralan?*

12. How would you rate your satisfaction with the electrification system and audio-visual equipment (SEEd) and/or water supply system (WASH) in your schools? *Gaano kayo kakontento sa sistemang pailaw at/o patubig sa inyong paaralan?*

Rating	Number of Participants	
	SEEd	WASH
Very satisfied**,** *Sobrang kontento*		
Satisfied, *Kontento*		
Undecided if satisfied or not, *Hindi makapag desisyon*		
Dissatisfied, *Hindi kontento*		
Very dissatisfied, *Sobrang diskontento*		

13. What made you feel satisfied or dissatisfied with the electrification system and audio-visual equipment and/or water supply system? *Bakit ka kontento o diskontento sa sistema ng pailaw at/o patubig?*

Sustainability

14. Does your electrification and water system continue to function at present? If yes, what are the factors that are responsible for its continued operation? If No, what are the reasons why the electrification and/or water systems are not functional? *Patuloy ba gumagana ang sistema ng pailaw at/o patubig? Kung Oo, ano ang mga bagay ang nakatulong sa patuloy nitong operasyon? Kung Hind, ano ang mga dahilan?*

15. Do you think that your school electrification system nd/or water supply system will remain functional or operational in the next five years? If Yes, how do you think these systems can continue to function or operate? If No, why do you think that these systems cannot continue to function or operate? *Sa inyong palagay, mananatili pa kayang operasyonal ang sistemang pailaw at/o patubig sa loob ng susunod na limang taon. Kung Oo, paano ito mapananatili? Kung Hindi naman, ano ang mga posibleng dahilan?*

16. What would you recommend to provide better and more sustainable development assistance or services for your schools? *Ano ang inyong maimumungkahi para makapagbigay ng mas maayos at pangmatagalang tulong na pangkaunlaran para sa inyong paaralan?*

Closing	Suggested Statement

1. Ask participants if they have any questions on the topics discussed or any relevant information that they may have been omitted or forgotten.

2. Thank participants for their valuable inputs to the discussion.

3. Inform participants that the results of our discussion will be used to improve RE-based rural electrification system and related future projects.

FGD Guide Questions for BRECDA Officers:

- Presidents(males and females) = 4BRECDAs per session
- Finance Officers/Treasurers males and females) = 4 BRECDAs per session
- O&M Officers (males and females) = 4 BRECDAs per session

Total of **5 FGD sessions with 20 BRECDAs** (or 100%) targeted by the AMORE 3 Program for capacity strengthening; at four BRECDAs per session. Participants will comprise a more or less equal number of male and female officers.

Introduction	Suggested Statements
Welcome and Introductions	1. Greet the focus group participants 2. Introduce the FGD Team (Moderator and Note Taker) 3. Give a brief explanation of the purpose of your visit 4. Describe the objectives of the evaluation and how participants can contribute to their realization 5. Explain why participants were selected and the importance of his/her contributions (recognizing the kinds of interventions that the Program has provided) 6. Inform participants about the duration of the FGD. The FGD session will last for two hours, and food and snacks will be served after the session. 7. Inform participants that there are no right or wrong answers, and it is important that everyone will give his/her experiences and opinions. It is also important that no one will monopolize the discussion and that we respect the opinion of others. 8. Ask permission from participants to record the discussion. The recording will help the team to remember participants' responses to the questions and that the team will not miss any of the ideas or issues given. Let the participants know that their identities will be kept confidential – so encourage them to freely express their experiences and opinions. Ask: "Would you agree to have our discussion recorded in order for us to record the process and results of our discussion more accurately?" Thank you.

Evaluation Criteria	Evaluation Questions
Organization, Capacity Building and Operation of BRECDA We understand that your associations have been organized and assisted by the AMORE 3 Program to operate and manage the RE-based household electrification services in your barangays. We would like to know your feedback and experience on this electrification system.	1. When was your organization (BRECDA) formally organized and registered with Government registering authorities (SEC, DOLE, etc.)? *Kailan nabuo at nairehistro ang inyong organisasyon?* 2. At the time of registration, how many were the members of your association? At present, how many are the members? What could be the reason/s for the increase or decrease in number of your association members? *Sa panahon ng rehistrasyon, ilan ang miyembro ng inyo organisasyon? Sa ngayon, ilan na kayong lahat na miyembro? Ano kaya ang dahilan ng pagdami o pag-unti ng bilang ng inyong miyembro?* 3. Do you have a committee or group that manages the day-to-day operation and maintenance (O&M) of the electrification system? If Yes, how do you call that committee or group? What are its authorities and responsibilities? If None, who is responsible in managing the provision of O&M services of the electrification system to households? What are the

authorities and responsibilities of that responsible person? *May komite o grupo ba kayo na namamahala ng pang-araw araw na operasyon at pagmimintina ng sistemang pailaw? Kung mayroon, ano ang tawag sa komite o grupo na ito? Ano ang utoridad at responsibilidad nito? Kung Wala, sino ang namamahala ng nito? Ano naman ang kanyang utoridad at responsibilidad?*

4. What kind of assistance did your association receive from AMORE 3 or other groups (please specify) to develop your capacity to manage, operate, and maintain the electrification system, if any? *Anong mga tulong ang natanggap ng inyong organisasyon mula sa AMORE 3 o ibang mga grupo para mapalakas ang inyong kapasidad sa pamamahala, operasyon at pagmimintina ng sistemang pailaw?*

5. Do you think these assistance are sufficient for your association to effectively fulfill your responsibilities and deliver your services? *Sa palagay ninyo, sapat na ba ang mga tulong na ito para epektibong magampanan ang inyong mga responsibilidad?*

6. What kind of services does your association provide to households? *Anong mga serbisyo ang ibinibigay ng inyong organisasyon sa mga kabahayan?*

7. How much do you charge for each type of service and what were the bases for the rates? *Magkano ang singil ng inyong organisasyon sa bawat uri ng serbisyo, at ano ang naging basehan ng singil?*

Type of Services *Uri ng Serbisyo*	Charges (Pesos) *Singil*	Basis for Charges *Basehan*

8. What is your association's present policy and procedure for collection and/or payment of monthly amortization for PV products from households? *Ano ang kasalukuyang polisiya at paraan ng koleksyon at/o pagbayad ng buwanang amortisasyon sa sistemang pailaw*?

9. What are the sources of income of your association? On the average, how much does your association earn in a year for the period 2009-2012? *Ano ang mga pinagmumulan ng kita ng inyong organisasyon? Magkano ang kinita sa bawat taon ng organisasyon mula 2009 hanggang 2012?*

10. What is the current expenditure of your association for your different organizational activities, including the O&M of the electrification system? *Magkano ang ginagastos sa ibat ibang gawain ng organisasyon, kabilang ang operasyon at pagmimintina ng sistemang pailaw?*

RE Rural Electrification System

11. What type of RE technology (micro hydro power, solar home system or battery charging system) does your association provide to households for the electrification system? *Anong uri ng teknolohiyang pang elektresidad ang ibinibigay ng inyong organisasyon sa mga kabahayan?*

12. How much is the monthly amortization for PV products by those households who availed those products? *Magkano ang buwanang amortisasyon sa mga produkto na binigay ninyo sa mga kabahayan ukol sa sistemang pailaw?*

13. Are you able to collect the payment for monthly amortization for PV products from households? If yes, what is the collection/payment rate for amortization of PV products? What could be the reasons for this collection/payment rate? *Nakokolekta ba ninyo ang buwanang amortisasyon? Kung Oo, ilang porsiyento ang inyong nakokolekta? Ano ang dahilan ng ganitong porsiyento ng koleksyon?*

14. What is your mark up price for these systems? What is the basis for this price? *Magkano ang inyong idinagdag sa halaga ng produkto? Ano ang basehan nito?*

15. How did you benefit from the RE-based electrification system? *Paano nabenepisyuhan ng sistemang pailaw ang inyong organisasyon?*

Effectiveness

16. Do you gather feedback from households regarding their level of satisfaction with your services?If Yes, what are the positive and negative feedback? How do you address the negative feedback? *Kumukuha ba kayo ng feedback o opinyon ng pagkakontento sa inyong serbisyo mula sa mga kabahayan? Kung Oo, ano ang mga positibo o negatibong opinyon? Ano ang inyong aksyon sa mga negatibong opinyon?*

17. Do all RE-based electrification systems installed in individual households continue to function or operate at present? If Yes, how do you maintain the operation of these systems? Please provide further details on your answer. *Patuloy bang gumagana ang mga sistemang pailaw sa lahat ng kabahayan? Kung Oo, paano ninyo minimintina ang operasyon ng mga ito?*

    a) Undertake regular maintenance work *(Magsagawa ng regular na pagmimintina)*
    b) Provide adequate maintenance budget **(***Magbigay ng sapat na budget para sa pagmimintina)*
    c) Conduct consultations with households **(***Komunsulta sa mga miyembro ng kabahayan)*
    d) Others (please specific)_____ (Iba pa, banggitin _____**)**

    If No, what percentage of households with the electrification system has stopped to operate at present? What was the main cause of the problem? What would you consider as the most effective way to bring back the operation of the electrification system in those affected households? *Kung Hindi, ilang porsiyento ng mga kabahayan na may sistemang pailaw ang tumigil na mag operate sa ngayon? Ano ang pangunahing dahilan nito? Ano ang pinaka epektibong paraan upang maibalik ang operasyon ng sistemang pailaw sa mga kabahayang naapektuhan?*

18. What are some of your association's operational issues in implementing the electrification system? *Ano ang isyu o problema ng inyong organisasyon sa*

implementasyon ng sistemang pailaw?

Efficiency

19. Do your think your association's operations are efficient in the way it is delivering its services? If Yes, in what way? *Sa inyong palagay, naihahatid ba ninyo ang mga serbisyong pailaw sa tamang kalidad at oras? Kung Oo, sa paanong paraan?*

20. What was your association's counterpart in the installation of the electrification system (e.g., labor, material, financial), if any? *Ano ang kontribusyon ng inyong organisasyon sa pagkabit ng sistemang pailaw, kung mayroon?*

21. Do you think that RE-based electrification system is the most cost efficient for lighting and learning purposes? If Yes, what is your evidence? If No, what do you think is the best alternative? *Sa inyong palagay, pinakamatipid ba ang sistemang ito para sa pailaw at pagkatuto ng mga batang mag-aaral? Kung Oo, ano ang inyong patunay? Kung Hindi, ano ang pinakamahusay na alternatibo?*

22. In what other ways do you think the same services can be delivered to households? *Sa inyong palagay, ano pang ibang paraan ng paghahatid na parehong serbisyo sa mga kabahayan?*

Sustainability

23. Do you think that your association can sustain the technical support for households in the O&M of RE-based electricity system in the next five years? If Yes, how can it be sustained by your association? If No, why do you think your association cannot sustain it? *Sa inyong palagay, mapapanatili ba ng inyong organisasyon ang suportang teknikal sa mga kabahayan para sa operasyon at pagmintina ng sistemang pailaw sa loob ng susunod na limang taon? Kung Oo, paano ninyo ito mapapanatili? Kung Hindi, ano ang dahilan?*

24. What AMORE 3 approaches or strategies to sustain the RE-based household electrification system can be considered good practices (e.g., in terms of sustainable financing, technological innovation or institutional mechanism)? Please describe the good practices. *Ano sa mga pamamaraan ng AMORE 3 sa pagpapanitili ng sistemang pailaw sa mga kabahayan ang maituturing na Pinakamabuting Gawain?*

25. What would you recommend to provide more effective and sustainable development assistance or service for your barangay? *Ano ang inyong mga maimumungkahi para makapagbigay ng mas epektibo at pangmatagalang serbisong pangkaunlaran sa inyong barangay?*

Closing	Suggested Statement
	1. Ask participants if they have any questions on the topics discussed or any additional information that they may have been omitted or forgotten. 2. Thank participants for their valuable inputs to the discussion. 3. Inform participants that the results of our discussion will be used to improve RE-based rural electrification system and related future projects.

FGD Guide Questions for BAWASA Officers:

- Presidents(males and females) = 2 BAWASAs per session
- Finance Officers/Treasurers males and females) = 2 BAWASAs per session
- O&M Officers (males and females) = 2 BAWASAs per session

Total of **2 FGD sessions with 4 BAWASAs (**or 27% of the 15 BAWASAs organized by AMORE 3); two BAWASAs per session. Participants will comprise a more or less equal number of male and female officers.

Introduction	Suggested Statements
Welcome and Introductions	1. Greet the focus group participants 2. Introduce the FGD Team (Moderator and Note Taker) 3. Give a brief explanation of the purpose of your visit 4. Describe the objectives of the evaluation and how participants can contribute to their realization 5. Explain why participants were selected and the importance of his/her contributions (recognizing the kinds of interventions that the Program has provided) 6. Inform participants about the duration of the FGD. The FGD session will last for two hours, and food and snacks will be served after the session. 7. Inform participants that there are no right or wrong answers, and it is important that everyone will give his/her experiences and opinions. It is also important that no one will monopolize the discussion and that we respect the opinion of others. 8. Ask permission from participants to record the discussion. The recording will help the team to remember participants' responses to the questions and that the team will not miss any of the ideas or issues given. Let the participants know that their identities will be kept confidential – so encourage them to freely express their experiences and opinions. Ask: "Would you agree to have our discussion recorded in order for us to record the process and results of our discussion more accurately?" Thank you.

Evaluation Criteria	Evaluation Questions
Organization, Capacity Building and Operation of BAWASA We understand that your associations have been organized and assisted by the AMORE 3 Program to operate and manage the community-based Water, Sanitation and Hygiene (WASH) projects. We would like to know your feedback on and experience on these WASH projects.	1. When was your association (BAWASA) formally organized and registered with Government registering authorities (i.e., DOLE)? *Kailan nabuo at nairehistro ang inyong organisasyon?* 2. At the time of registration, how many were the members of your association? At present, how many are the members? What could be the reason/s for the increase or decrease in number of your association members? *Sa panahon ng rehistrasyon, ilan ang miyembro ng inyo organisasyon? Sa ngayon, ilan na kayong lahat na miyembro? Ano kaya ang dahilan ng pagdami o pag-unti ng bilang ng inyong miyembro?* 3. What are the functions and responsibilities of your association? *Ano ang mga tungkulin at responsibilidad ng inyong organisasyon?* 4. How does your association manage the community-based water supply system? *Paano pinamamahalaan ng inyong organisasyon ang sistemang*

patubig sa inyong komunidad?

5. What services do you provide to promote and support proper hygiene and sanitation among users of the water supply system? *Anong mga serbisyo ang inyong ibinibigay upang isulong at suportahan ang wastong kalinisan at sanitasyon ng mga gumagamit ng sistemang patubig?*

6. What kind of assistance did your association receive from AMORE 3 Program or other groups (please specify) to develop your capacity to manage, operate, and maintain the water supply system? *Anong mga tulong ang natanggap ng inyong organisasyon mula sa AMORE 3 o ibang mga grupo para mapalakas ang inyong kapasidad sa pamamahala, operasyon at pagmimintina ng sistemang patubig?*

7. Do you think such assistance were sufficient for your association to effectively deliver services? Please explain your answer. *Sa inyong palagay, sapat ba ang mga tulong na ito para epektibong maihatid ninyo ang mga serbisyo ukol sa sistemang patubig?*

8. What are the sources of income of your association? On the average, how much does your association earn in a year for the period 2009 - 2012? *Ano ang mga pinagmumulan ng kita ng inyong organisasyon? Magkano ang kinita sa bawat taon ng inyong organisasyon mula 2009 hanggang 2012?*

9. What is the current expenditure of your association for your different organizational activities, including the O&M of the water supply system? *Magkano ang ginagastos ninyo sa ibat ibang gawain ng organisasyon, kabilang ang operasyon at pagmimintina ng sistemang patubig?*

WASH Project

10. What type of water supply system technology (spring development, rainwater harvesting, hydraulic ram pump, solar PV-powered) does your association manage? *Anong uri ng teknolohiyang patubig ang pinamamahalaan ng inyong organisasyon?*

11. How many household and individual beneficiaries are served by your water supply system? *Ilang mga kabahayan at indibidwal ang naseserbisyuhan ng inyong sistemang patubig?*

12. How does your association operate the water supply system to ensure equal access by household beneficiaries? *Paano ninyo pinamamahalaan ang sistemang patubig para masiguro ang patas na paggamit ng mga kabahayan?*

13. Do the household beneficiaries pay certain fee or tariff to have access to (or use of) water supply system? If Yes, what is the basis for this fee or tariff (fixed or variable depending on the volume of water consumed) per month? On the average, how much is this fee or tariff for each household? If No, what is the main reason? *Nagbabayad ba ang mga kabahayan sa paggamit ng sistemang patubig? Kung Oo, ano ang naging batayan ng bayad kada buwan? Magkano ang binabayaran ng bawat bahay kada buwan? Kung Hindi, ano ang pangunahing dahilan?*

14. What are some operational issues that your association face in operating and maintaining the water supply system? *Ano ang isyu o problema ng inyong organisasyon sa operasyon at pagmintina ng sistemang patubig?*

15. What specific assistance did AMORE 3 or other groups (please specify) provide to your association for the operation and maintenance of water supply system? *Anong mga tulong ang natanggap ng inyong organisasyon mula sa AMORE 3 o ibang grupo para sa operasyon at pagmimintina ng sistemang patubig?*

16. How did your association benefit from assistance? *Paano nakinabang ang inyong organisasyon sa mga tulong na ito?*

Effectiveness

17. Does the community-based water system managed by your association continue to function or operate at present? If Yes, how do you maintain the operation of this system? Please provide further details on your answer. *Patuloy bang gumagana ang mga sistemang patubig na inyong pinamamahalaan? Kung Oo, paano ninyo minimintina ang operasyon ng mga ito?*

    a) Undertake regular maintenance work *(Magsagawa ng regular na pagmimintina)*
    b) Provide adequate maintenance budget *(Magbigay ng sapat na budget para sa pagmimintina)*
    c) Conduct consultations with households *(Komunsulta sa mga miyembro ng kabahayan)*
    d) Others (please specific)_____ *(Iba pa, banggitin* _____**)**

    If No, what was the main cause of the problem? What would you consider as the most effective way to bring back the system into operation? *Kung Hindi, ano ang pangunahing dahilan ng problema? Ano ang pinaka epektibong paraan para maibalik ang sistema sa dating operasyon?*

Efficiency

18. Does your association earn income from the management and operation of the water systems? What are your plans for improving the system operations? *Kumikita ba ang inyong organisasyon mula sa pamamahala at operasyong ng sistemang patubig? Ano ang inyong mga plano para mapabuting ang operasyon ng mga sistema?*

19. What was your association's counterpart in the installation of the water supply system (e.g., labor, material, financial), if any? *Ano ang kontribusyon ng inyong organisasyon sa pagkabit ng sistemang patubig, kung mayroon?*

20. Do you think that the water system technology installed in your barangay is the most cost efficient for generating safe potable water? If Yes, what is your evidence? If No, what is the best alternative? *Sa inyong palagay, pinakamatipid na paraan ba ng teknolohiyang patubig para sa malinis na inumin ang nakakabit sa inyong barang? Kung Oo, ano ang inyong patunay? Kung Hindi, ano ang pinakamabuting alternatibo?*

Sustainability

21. Do you think that your association can sustain the water supply system in the next five years? If Yes, how can it be sustained by your association? If No, what is the reason that the association cannot sustain the water supply system operation? *Sa inyong palagay, mapapanatili ba ng inyong organisasyon ang operasyon ng sistemang patubig sa loob ng susunod na limang taon? Kung Oo, paano ninyo ito mapapanatili? Kung Hindi, ano ang dahilan?*

22. What AMORE 3 approaches or strategies to sustain the water supply system can be considered good practices (e.g., in terms of sustainable financing, technological innovation or institutional mechanism)? Please describe the good practices. *Ano sa mga pamamaraan ng AMORE 3 sa pagpapanitili ng sistemang patubig ang maituturing na Pinakamabuting Gawain?*
23. What would you recommend to provide more effective and sustainable development assistance or service for your barangay? *Ano ang inyong maimumungkahi para makapagbigay ng mas epektibo at pangmatagalang serbisong pangkaunlaran sa inyong barangay?*

Closing	Suggested Statement
	1. Ask participants if they have any questions on the topics discussed or any additional information that they may have been omitted or forgotten. 2. Thank participants for their valuable inputs to the discussion. 3. Inform participants that the results of our discussion will be used to improve RE-based rural electrification system and related future projects.

WINROCK

Introduction	Suggested Dialogue
Introductions	1. Greet the respondent. 2. Introduce the team.
Starting the Interview	3. Provide a brief introduction of the purpose of your visit. 4. Describe the goals of the evaluation and how the respondent can contribute to their realization. 5. Explain why the respondent was chosen and the importance of his/her contribution. 6. Explain that your colleague will be taking notes so that you can remember later what was said. 7. Ask if you can have the interview recorded in order for us to remember well the process and results of discussion.

Research Questions

1. What was your role in AMORE3?
2. What were the considerations in designing the project (e.g., GOP priorities, needs of people)?
3. How was gender integrated in the project's design?
4. What are the components of AMORE3 other than RE? How was your agency organized in response to the requirements of the project?
5. What processes did you undertake that lead to achievement of objectives?
6. What benefits (in terms of improved peace and order, livelihood, women participation, school children performance, etc.) were derived from the project?
7. What factors contributed or hindered achievement of results?
8. Were the activities completed on time and at cost? What were the reasons for the deviation, if any?
9. Which of the key strategies and interventions employed in the project worked or did not work and why?
10. What mechanisms were put in place to support the sustainability of the project?

FORMER AMORE STAFF

Introduction	Suggested Dialogue
Introductions **Starting the Interview**	1. Greet the respondent. 2. Introduce the team. 3. Provide a brief introduction of the purpose of your visit. 4. Describe the goals of the evaluation and how the respondent can contribute to their realization. 5. Explain why the respondent was chosen and the importance of his/her contribution. 6. Explain that your colleague will be taking notes so that you can remember later what was said. 7. Ask if you can have the interview recorded in order for us to remember well the process and results of discussion.

Research Questions

1. What was your role in AMORE3?

2. What processes were undertaken that lead to achievement of objectives?

3. What benefits (in terms of improved peace and order, livelihood, women participation, school children performance, etc.) were derived from the project?

4. What factors contributed or hindered achievement of results?

5. Which of the key strategies and interventions employed in the project worked or did not work and why?

6. What mechanisms were put in place to ensure sustainability of the project?

SUNPOWER

Introduction	Suggested Dialogue
Introductions	1. Greet the respondent. 2. Introduce the team.
Starting the Interview	3. Provide a brief introduction of the purpose of your visit. 4. Describe the goals of the evaluation and how the respondent can contribute to their realization. 5. Explain why the respondent was chosen and the importance of his/her contribution. 6. Explain that your colleague will be taking notes so that you can remember later what was said. 7. Ask if you can have the interview recorded in order for us to remember well the process and results of discussion.

Research Questions

1. What was your role in AMORE3?
2. How did you ensure that the solar packages are appropriate for the targeted beneficiaries?
3. What processes did you undertake that lead to achievement of objectives?
4. What benefits (in terms of improved peace and order, livelihood, women participation, school children performance, etc.) were derived from the project?
5. What factors contributed or hindered achievement of results?
6. Were the activities completed on time and at cost? What were the reasons for the deviation, if any?
7. What mechanisms were put in place to ensure sustainability of the project?

DOE | NEA | DILG

Introduction	Suggested Dialogue
Introductions	1. Greet the respondent. 2. Introduce the team.
Starting the Interview	3. Provide a brief introduction of the purpose of your visit. 4. Describe the goals of the evaluation and how the respondent can contribute to their realization. 5. Explain why the respondent was chosen and the importance of his/her contribution. 6. Explain that your colleague will be taking notes so that you can remember later what was said. 7. Ask if you can have the interview recorded in order for us to remember well the process and results of discussion.

Research Questions

1. What was your role in AMORE3?

2. How relevant is the AMORE 3 to the country's national development agenda for Mindanao and the target beneficiaries?

3. Which of the key strategies and interventions employed in the project worked or did not work and why?

4. Were the Program components/activities completed on time and at cost?

5. What benefits (in terms of improved peace and order, livelihood, women participation, school children performance, etc.) were derived from the project?

6. What factors contributed or hindered achievement of results?

7. What mechanisms were put in place to ensure sustainability of the project?

DAR IN PROVINCES WHERE THERE IS BOTH AMORE 3 AND SPOTS

Introduction	Suggested Dialogue
Introductions **Starting the Interview**	1. Greet the respondent. 2. Introduce the team. 3. Provide a brief introduction of the purpose of your visit. 4. Describe the goals of the evaluation and how the respondent can contribute to their realization. 5. Explain why the respondent was chosen and the importance of his/her contribution. 6. Explain that your colleague will be taking notes so that you can remember later what was said. 7. Ask if you can have the interview recorded in order for us to remember well the process and results of discussion.

Research Questions

1. How do you compare AMORE3 with SPOTS?
2. What processes were undertaken that lead to achievement of objectives?
3. Which of the key strategies and interventions employed in both projects worked or did not work and why?
4. What were the good practices and lessons learned in SPOTS and AMORE3?
5. What mechanisms were put in place in both projects to ensure sustainability of the project?

ELECTRIC COOPERATIVES

Introduction	Suggested Dialogue
Introductions	1. Greet the respondent. 2. Introduce the team.
Starting the Interview	3. Provide a brief introduction of the purpose of your visit. 4. Describe the goals of the evaluation and how the respondent can contribute to their realization. 5. Explain why the respondent was chosen and the importance of his/her contribution. 6. Explain that your colleague will be taking notes so that you can remember later what was said. 7. Ask if you can have the interview recorded in order for us to remember well the process and results of discussion.

Research Questions

1. What was your role in AMORE3?
2. How relevant is the AMORE 3 to the community?
3. What processes were undertaken that lead to achievement of objectives?
4. What benefits (in terms of improved peace and order, livelihood, women participation, school children performance, etc.) were derived from the project?
5. What factors contributed or hindered achievement of results?
6. Which of the key strategies and interventions employed in the project worked or did not work and why?
7. What mechanisms were put in place to ensure sustainability of the project?

LGUs

Introduction	Suggested Dialogue
Introductions	1. Greet the respondent. 2. Introduce the team.
Starting the Interview	3. Provide a brief introduction of the purpose of your visit. 4. Describe the goals of the evaluation and how the respondent can contribute to their realization. 5. Explain why the respondent was chosen and the importance of his/her contribution. 6. Explain that your colleague will be taking notes so that you can remember later what was said. 7. Ask if you can have the interview recorded in order for us to remember well the process and results of discussion.

Research Questions

1. What was your role in AMORE3?
2. How relevant is the AMORE 3 to the community?
3. What processes were undertaken that lead to achievement of objectives?
4. What benefits (in terms of improved peace and order, livelihood, women participation, school children performance, etc.) were derived from the project?
5. What factors contributed or hindered achievement of results?
6. What mechanisms were put in place to ensure sustainability of the project?

COMPANIES

(Coke Foundation, Copper Alliance, Rotary Club, Micro-financing institutions)

Introduction	Suggested Dialogue
Introductions	1. Greet the respondent. 2. Introduce the team.
Starting the Interview	3. Provide a brief introduction of the purpose of your visit. 4. Describe the goals of the evaluation and how the respondent can contribute to their realization. 5. Explain why the respondent was chosen and the importance of his/her contribution. 6. Explain that your colleague will be taking notes so that you can remember later what was said. 7. Ask if you can have the interview recorded in order for us to remember well the process and results of discussion.

Research Questions

1. What was your role in AMORE3?
2. What motivated you to get involved in AMORE3?
3. How did you get involved in AMORE3? What processes were undertaken to get you involved?
4. What benefits (in terms of improved peace and order, livelihood, women participation, school children performance, etc.) were derived from the project?
5. What factors contributed or hindered achievement of results?
6. What mechanisms were put in place to ensure sustainability of the project?

ENTREPRENEURS

Introduction	Suggested Dialogue
Introductions	1. Greet the respondent. 2. Introduce the team.
Starting the Interview	3. Provide a brief introduction of the purpose of your visit. 4. Describe the goals of the evaluation and how the respondent can contribute to their realization. 5. Explain why the respondent was chosen and the importance of his/her contribution. 6. Explain that your colleague will be taking notes so that you can remember later what was said. 7. Ask if you can have the interview recorded in order for us to remember well the process and results of discussion.

Research Questions

1. What was your role in AMORE3?

2. What motivated you to get involved in AMORE3?

3. How did you get involved in AMORE3? What processes were undertaken to get you involved?

4. What benefits (in terms of improved peace and order, livelihood, women participation, school children performance, etc.) were derived from the project?

5. How effective is the strategy of tapping local entrepreneurs for the supply chain? Will this ensure sustainability of the project?

6. What factors contributed or hindered achievement of results?

USAID PROJECT MANAGER

Introduction	Suggested Dialogue
Introductions	1. Greet the respondent. 2. Introduce the team.
Starting the Interview	3. Provide a brief introduction of the purpose of your visit. 4. Describe the goals of the evaluation and how the respondent can contribute to their realization. 5. Explain why the respondent was chosen and the importance of his/her contribution. 6. Explain that your colleague will be taking notes so that you can remember later what was said. 7. Ask if you can have the interview recorded in order for us to remember well the process and results of discussion.

Research Questions

1. What was your role in AMORE3?

2. What were the considerations in designing AMORE3?

3. How was gender integrated in the project's design?

4. Were the Program components/activities completed on time and at cost? What were the reasons for deviation, if any?

5. What benefits (in terms of improved peace and order, livelihood, women participation, school children performance, etc.) were derived from the project?

6. What factors contributed or hindered achievement of results?

7. Which of the key strategies and interventions employed in the project worked or did not work and why?
    a. Community organizing & development projects
    b. Public-private partnership
    c. Supply chain development
    d. Commercialization approach vs. targeted subsidy

8. How could the good practices and lessons learned be effectively applied to future similar initiatives to achieve desired results and guarantee sustainability?

9. What mechanisms were put in place to support the sustainability of the project?

ANNEX D

Findings by Data Collection Method

ANNEX D-1

Findings from the Household Survey

Household Electrification Program

Figures 1 and 2 illustrate the regional breakdown for the 846 Household Interviews. With the exception of Region 4A in Luzon there is a reasonable distribution of interviewees by region.

Figure 1. DISTRIBUTION OF HH RESPONDENTS BY REGION

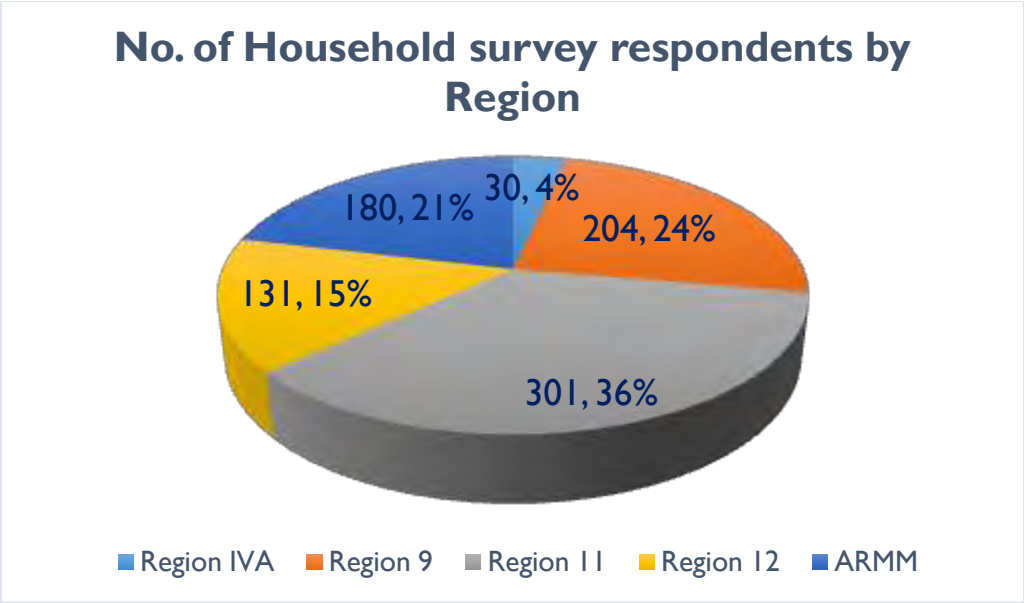
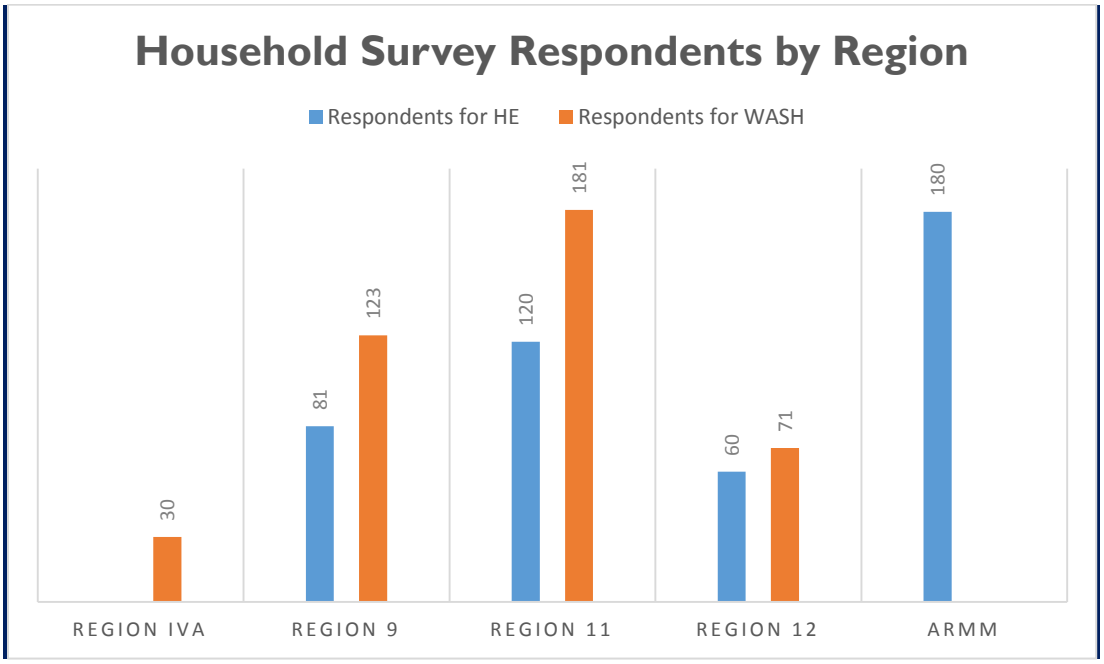


Figure 3. DISTRIBUTION OF HHS RESPONDENT PER REGION BY INTERVENTION AREA



Fifteen project intervention areas were selected by simple random procedure. From these intervention areas, 30 household beneficiaries each were also randomly selected as respondents for the household survey. These intervention areas are in Regions 9, 11, 12 and ARMM. Forty-one percent (40.8%) of these intervention areas are located in the ARMM and the rest are part of Regions 9 (18.4%), 11 (27.2%), and 12 (13.6%)

Only a total of 441 household respondents out of 450 households were interviewed because the number of household beneficiaries in one intervention area did not reach 30 households.

Table 1. SAMPLE BARANGAYS BY NUMBER OF COMPLETED INTERVIEWS

	Barangay	Municipality	Province	No. of Interviews Completed
1	Balonokan	Siayan	Zamboanga del Norte	30
2	Coronon	Sta. Cruz	Davao del Sur	30
3	Laolao	SK Pendatun	Maguindanao	30
4	Magsaysay	Davao City		30
5	Marilog	Davao City		30
6	Micolabo	Pikong	Lanao del Sur	30
7	Ned	Lake Sebu	South Cotabato	30
8	Palao sa Buto	Datu Paglas	Maguindanao	30
9	Pedagan Sur	Mahayag	Zamboanga del Sur	30
10	Sapad	Matanog	Maguindanao	30
11	Sibulan	Davao City		30
12	Talitay	Buluan	Maguindanao	30
13	Tinago	Sergio Osmena	Zamboanga del Norte	21
14	Upper Lasangan	SK Pendatun	Maguindanao	30
15	Upper Sepaka	Surallah	South Cotabato	30
			Total	**441**

About four-fifths (79.6%) of the sample households interviewed were using the solar home system. These households are located in Davao City and in the provinces of Maguindanao, Zamboanga del Norte, Zamboanga del Sur and Davao del Sur. One-fifth (20.4%) of the households interviewed in the provinces of South Cotabato and Lanao del Sur were using electricity generated through micro hydro power.

Table 2. RESPONDENTS BY TYPE OF RENEWABLE TECHNOLOGY PROGRAM IMPLEMENTED

	Frequency	Percent
Micro Hydro Power	90	20.4%
Solar Home System	351	79.6%
Total	**441**	**100.0%**

Effectiveness

In general, the provision of lighting system has brought clear-cut changes in the lives of the people in the communities studied. Majority of the respondents claimed that having light caused positive changes in their community. More than one-half of the respondents revealed that their place is now peaceful. They added that they are no longer afraid to go out at night and they can now hold social activities in the evening. Also, there is a reported decline in the number of crimes against property and persons.

There were a few respondents, 7.3%, who claimed that they have not observed any changes at all.

One respondent, on the other hand, disclosed a negative observation with the onset of lighting in the community:

"Naa gamay ka hasol kay dili na gaka limitahan ang mang inum kay naa nay suga ug hinungdan sa saba ug usahay kagubot tungod sa away." *[There is a little problem now that there is light. People are no longer limited in their drinking and they become very noisy and sometimes cause some trouble because they end up fighting.]*

Table 3. SIGNIFICANT CHANGES IN THE COMMUNITY'S PEACE AND ORDER CONDITION

Observed Changes	Total	
No changes	31	7.0%
Lower incidence of crimes against property	100	22.7%
Lower incidence of crimes against persons	68	15.4%
Place is peaceful now	241	54.6%
Negative change	1	0.2%
Total	**441**	**100%**

Table 4. WHETHER HAVING LIGHT INCREASED ONE'S FEELING OF SECURITY, PEACE & HARMONY

	Frequency	Percent
Yes	435	98.6
No	6	1.4
Total	**441**	**100.0**

Also, majority of the respondents revealed that having light have increased their feeling of security, peace, and harmony.

More than two-thirds of the households reported that having light in their homes greatly and positively affected their livelihood and that of the members of their households. More than one-fifth (21.8%) of the respondents revealed that having light have helped them in their farm activities like working extra hours during harvest time, husking corn, milling rice and corn, etc. Some also said that they their work in

livestock raising (poultry and swine) is easier because they can continue to attend to it in the evening like preparing of food for the next day.

They also gained extra income from their sari-sari business. They said that aside from extending their opening hours, now they have a refrigerator which they to make and sell ice and preserve food items for sale.

Also, quite a number expressed that having light is helpful in their other income generating activities like making of brooms, furniture, and handicrafts. Having light is also of great assistance in their mat weaving activity, sewing, furniture making, and repair work activities.

Among those who are employed, they said that they are able to take home their unfinished work like recording and writing reports. Teacher respondents reported that it is now easy for them to prepare lesson plans and correct papers because of the light.

On the other hand, a little more than one-third (36.5%) of the respondents said that having light did not have any effect on their livelihood activities. To some of them, they shared that the main use of power is mainly lighting.

Table 5. LIVELIHOOD ACTIVITY POSITIVELY AFFECTED BY HAVING LIGHT

More Livelihood	Frequency	Percent
None	161	36.5
Business (sari-sari, food vending, selling ice, etc.)	88	20.0
Cellphone & battery charging business	7	1.6
Farm	96	21.8
Broom making	5	1.1
Work (office work, recording, checking papers, lesson plan, etc.)	17	3.8
Mat weaving activity	15	3.4
Livestock raising	28	6.3
Sewing	5	1.1
Sawali making	6	1.4
Handicraft making (bag, hat, flower, etc.)	2	.5
Repair work (motor, appliances, etc.)	3	.7
Furniture making	1	.2
Can work at night (not specified)	7	1.6
Total	**441**	**100.0**

There is a noted increase in the number of minutes that a household member doing livelihood activity after the AMORE 3 program. Among the male members, they noted that after AMORE 3, they were able to spend 2 hours and 27 minutes of extra work time. The same is true with the women. One-hundred seventy-seven women reported having 2 hours and 17 minutes of extra work hours.

Table 6. MEAN NUMBER OF EXTRA MINUTES HH MEMBER IS ENGAGED IN AN ACTIVITY AFTER AMORE 3

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Extra number of minutes after AMORE 3	Male	224	147.84	82.147	5.489
	Female	177	137.47	95.878	7.207

Data of members who were not involved in a livelihood activity before AMORE 3 show at least 71 male and 59 female members found some activity for livelihood after AMORE 3. On the average, the men have work for more than two hours and the women, more than one hour.

Table 7. MEAN NUMBER OF MINUTES HH MEMBER IS ENGAGED IN AN ACTIVITY BEFORE & AFTER AMORE 3 AMONG MEMBERS WHO DID NOT HAVE ANY LIVELIHOOD ACTIVITY BEFORE AMORE 3

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Number of minutes before AMORE 3	Male	71	.00	.000[a]	.000
	Female	59	.00	.000[a]	.000
Extra number of minutes after AMORE 3	Male	71	159.46	84.084	9.979
	Female	59	104.31	63.003	8.202

Sustainability

Of the 441 households interviewed, 390 or 88% reported that their solar home system is still operational. They were asked to disclose the mechanism that they follow in order to sustain the life of the system. More than one-third (35.6%) of those who responded said that they use the unit carefully, follow instructions on the correct use of the unit, and do not allow other people to tinker with it. They also added that they keep the unit in a safe place and out of reach of children.

Limiting use and/or using the system only when it is necessary is the strategy that is followed by one-fourth of the households. To many of them, they start switching the light on at 6:00 pm and turn it off after three to four hours.

Seventeen percent claimed that regular cleaning of the unit and/or panel sustains the life of the system.

Table 8. MECHANISMS THAT HOUSEHOLDS FOLLOW IN ORDER TO SUSTAIN THE LIFE OF THE SYSTEM

	Frequency	Percent
Limiting use/using only when necessary	98	25.1
Regular cleaning	68	17.4
Using the unit carefully/ putting in a safe place/following instructions, etc.	139	35.6
Paying bills regularly	38	9.7
Not over charging unit	12	3.1
Charging unit before it gets very drained	12	3.1
Protecting panel (away from trees, etc.)	6	1.5
Having it repaired immediately when something is wrong	8	2.1
Checking wiring regularly	8	2.1
No response	1	.3
Total	**390**	**100.0**

Efficiency

Table 9. WHETHER HAVING SOLAR LIGHT IS WORTH WHAT ONE PAID FOR

	Frequency	Percent
Yes	427	96.8
No	14	3.2
Total	**441**	**100.0**

Cost wise, majority of the respondents are contented with the system that they paid for. Very few, only 3%, complained that the amount could have been lower.

The respondents were also asked whether they have ever experienced any problem on the use of the system. More than fifty percent of the respondents did not have any problem. The highest proportion of respondents who experienced some problems are those who are from Region 9 and the least are from ARMM.

Table 10. WHETHER HOUSEHOLD EXPERIENCED PROBLEM WITH THE SYSTEM

	Region								Total	
	11		12		9		ARMM			
	f	%	f	%	f	%	f	%	f	%
Yes	50	41.7	36	60.0	51	63.0	69	38.3	206	46.7
No	70	58.3	24	40.0	30	37.0	111	61.7	235	53.3
Total	120	100.0	60	100.0	81	100.0	180	100.0	441	100.0

Seventy percent of the problems experienced by 206 households who claimed to have experienced some problems with the operation of the lighting system have something to do with the system. Twenty-five percent or one-fourth of the problems is related to the battery.

Table 11. PROBLEMS EXPERIENCED WITH THE SYSTEM BY REGION

	Region 11		Region 12		Region 9		ARMM		Total	
	f	%	f	%	f	%	f	%	f	%
System-related problems:										
Defective battery/ gets drained easily	11	22.0	0		17	33.3	24	34.8	52	25.2
Defective socket/switch/charger/ fuse	10	20.0	0		4	7.8	0		14	6.8
Busted bulbs	5	10.0	1	2.8	2	3.9	8	11.6	16	7.8
Generator/ transformer/ controller did not function/short circuit	1	2.0	5	13.9	1	2.0	5	7.2	12	5.8
Solar panel malfunctioned	0		0		2	3.9	3	4.3	5	2.4
Illumination is dull/low	2	4.0	0		2	3.9	2	2.9	6	2.9
Current is fluctuating	16	32.0	5	13.9	14	27.5	1	1.4	36	17.5
Solar unit malfunctioned	1	2.0	0		1	2.0	2	2.9	4	1.9
Solar wiring is very small	0		0		0		1	1.4	1	.5
Sub-total	46		11		43		46		146	70.8

	Region 11		Region 12		Region 9		ARMM		Total	
	f	%	f	%	f	%	f	%	f	%
Non-system related problems:										
Electric posts collapsed	0		0		0		6	8.7	6	2.9
Panel was overcharged	2	4.0	0		1	2.0	0		3	1.5
Brown-out (rain, strong winds, etc.)	1	2.0	24	66.7	3	5.9	14	20.3	42	20.4
Unit struck by lightning/Power house, drop wire was run over by truck	1	2.0	0	0	1	2.0	2	2.9	4	1.9
Failure to pay monthly bills	0	0	0	0	1	2.0	0		1	.5
Brown-out due to overloading/extended use	0	0	1	2.8	2	3.9	1	1.4	4	1.9
Sub-total	4		25		8		23		60	29.1
Total	50	100.0	36	100.0	51	100.0	69	100.0	206	100.0

Despite the problems encountered however, majority of the respondents still think that having light is worth what they paid for.

Table 12. WHETHER HAVING LIGHT IS WORTH WHAT ONE PAID FOR

Region	Yes		No		Total	
11	98	99.0%	1	1.0%	99	100.0%
12	50	83.3%	10	16.7%	60	100.0%
9	76	95.0%	4	5.0%	80	100.0%
ARMM	177	100.0%	0		177	100.0%
Total	401	96.4%	15	3.6%	416	100.0%

Gender

In general, there is some conscious effort made to include women in the activities before the project was implemented. This was reported by eighty percent of the sample beneficiaries interviewed. The highest percentage of respondents reporting this is found in Region 12, particularly in South Cotabato, where more than 90% of the household beneficiaries claimed that women were invited.

Table 13. WHETHER OR NOT WOMEN WERE CONSULTED DURING THE PLANNING

Region	Yes		No		Total	
	f	%	f	%	f	%
11	100	83.3	20	16.7	120	100
12	55	91.7	5	8.3	60	100
9	57	70.4	24	29.6	81	100
ARMM	140	77.8	40	22.2	180	100
Total	**352**	**79.8**	**89**	**20.2**	**441**	**100**

The respondents reported at least 130 women are listed as members of the BRECDA, an organization of community members who underwent training on how to operate and maintain the systems. What is worth noting is that some women were also given the chance to serve as officers of this community group. This is true even in communities in the ARMM. The data also show that more than one-half (18 out of 29) of the women reported who hold leadership positions or are officers of BRECDA in the households interviewed. Also, in Region 12, there are more women designated as officers than men.

Table 14. ROLE OF MEN AND WOMEN IN BRECDA BY REGION

Sex		Role in BRECDA				Total	
		Member		Officer			
	Region	f	%	f	%	f	%
Male	11	64	92.8	5	7.2	69	100.0
	12	40	88.9	5	11.1	45	100.0
	9	50	86.2	8	13.8	58	100.0
	ARMM	131	92.3	11	7.7	142	100.0
	Total	285	90.8	29	9.2	314	100.0
Female	11	50	86.2	8	13.8	58	100.0
	12	7	70.0	3	30.0	10	100.0
	9	20	83.3	4	16.7	24	100.0
	ARMM	35	92.1	3	7.9	38	100.0
	Total	112	86.2	18	13.8	130	100.0

The availability of light in the household brought some important changes in the daily lives of women. The most significant change was that it relieved the women of the burden of doing their daily chores (e.g., cleaning, cooking, and mending clothes). They now felt relieved because they do not have to do these jobs in a hurry, they can now use appliances like electric iron, etc. or they are now able to finish their work early.

Table 15. CHANGES BROUGHT ABOUT BY THE AVAILABILITY OF LIGHT TO WOMEN IN THE HOUSEHOLD

	Frequency	Percent
No changes	12	2.7
Have more time for mat weaving, making nipa shingles & brooms	7	1.6
Able to finish HH chores early	387	87.8
Extend time for business/engage in business	5	1.1
More time for personal care/relax & watch TV	13	2.9
Have time to teach children with their studies	3	.7
Able to bring home unfinished work	1	.2
More time for family bonding	1	.2
Have time to help husband in the farm	3	.7
Have time to engage in livestock raising	1	.2
Others	4	.9
No response	4	.9
Total	441	100.0

Water, Sanitation, and Hygiene (WASH) Program

Of the 36 WASH systems implemented, only 13 community-based and 20 school-based systems are currently still operational. The non-operational WASH systems are the following: 1) The Bantol (Malakiba) community water system's hydraulic ram pump is broken. There are no spare parts and no technicians to make the repairs. 2) The water sourced from the Gubaan community water system is not potable. 3) There is no community-based water system in Del Monte, Buug. The school-based system constructed under AMORE remains unfinished.[1] Table 16 below provides the updated list of WASH systems.

Table 16. UPDATED LIST OF WASH SYSTEMS

	Location	Type of Project	WASH technology
1	Bantol (Upper Muslim), Davao City	Community water system	Spring development
2	Bantol (Bangkal), Davao City	Community water system	Spring development
3	Bantol (Mawato), Davao City	Community water system	Spring development
4	Marilog	School WASH	Rainwater harvesting
5	Magsaysay	Community water system	Spring development
6	San Antonio	Community water system	Spring development
7	Panampalay	Community water system	Spring development
8	Pangapuyan	Community water system	Rainwater harvesting
9	Bantol (Langgonuan)	Community water system	Spring development
10	Malamba (Sambonutan)	School WASH	Rainwater harvesting
11	Columbio	School WASH	Rainwater harvesting
12	Poblacion	School WASH	Rainwater harvesting
13	Salangsang	School WASH	Rainwater harvesting
14	Tapudi	School WASH	Rainwater harvesting
15	Villamonte	School WASH	Rainwater harvesting
16	Kamanga	Community water system	Spring development
17	Kalaong	Community water system	Spring development
18	Cagbalete	Community water system	Spring development

[1] What the community has is a DEMAWASA (2000), a project under the Western Mindanao Initiative Community Project which was put up by the Moro Farmers Association of Zamboanga Sibugay. DEMAWASA provides water to 200 households.

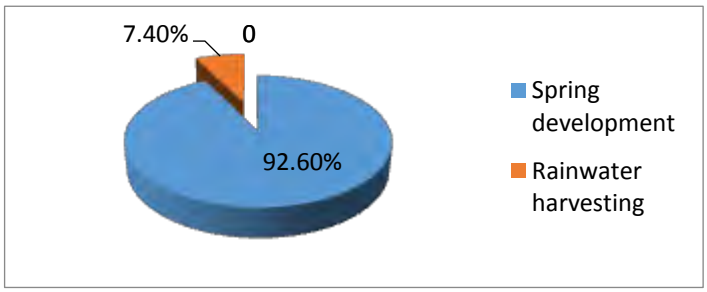
	Location	Type of Project	WASH technology
19	Marilog	Community water system	Spring development
20	Lugan	School WASH	Spring development
21	Laconon	School WASH	Spring development
22	Hanoon	School WASH	Spring development
23	Haliland	School WASH	Spring development
24	Upper Maculan	School WASH	Spring development
25	T'bong	School WASH	Spring development
26	Denlag	School WASH	Spring development
27	Malamawi	School WASH	Rainwater harvesting
28	Port Holland	School WASH	Spring development
29	San jose	School WASH	Rainwater harvesting
30	Buenavista	School WASH	Rainwater harvesting
31	Vitali District	School WASH	Spring development
32	Kilangan	Community water system	Solar PV-powered
33	Buansa	School WASH	Spring development

The household survey of WASH beneficiaries was conducted in 15 of the 16 community-based water intervention areas implemented by the program. One community was automatically weeded out as one of the sample communities because the evaluation team was earlier informed that the system, one operated through hydraulic ram pump, has not been operational for a long period already. From each of the 15 intervention areas, 30 household beneficiaries were originally proposed as household respondents and to be drawn by simple random procedure. However, changes had to be made regarding the sampling of respondents because of reports from the field teams that they could barely get enough respondents to complete the required number of interviews. Thus, the field teams were given instructions to interview all available WASH beneficiaries. The household survey of WASH beneficiaries had a total of 405 interviews.

Table 17. NUMBER OF COMPLETED INTERVIEWS BY BARANGAY: WASH PROGRAM

	Barangay	Municipality	Province	No. of interviews completed
1	Marilog (Magsaysay)	Davao City		111
2	Mawato, Bantol	Davao City		12
3	Upper Muslim, Bantol	Davao City		22
4	Bangkal, Bantol	Davao City		16
5	Langgonoan, Bantol	Davao City		14
6	Kiopao, Magsaysay	Davao City		6
7	Cagbalete	Mauban	Quezon	30
8	Guba-an	Aurora	Zamboanga del Sur	10
9	Kalaong	Maitum	Sarangani	8
10	Kamanga	Maasim	Sarangani	63
11	Del Monte	Buug	Zamboanga Sibugay	0
12	Panampalay	Roxas	Zamboanga del Norte	42
13	Pangapuyan	Zamboanga City		30
14	San Antonio	Sergio Osmena	Zamboanga del Norte	41
15	Kilangan	Pagalungan	Maguindanao	0
Total				**405**

Figure 3. WATER SYSTEM TECHNOLOGY INSTALLED



The WASH beneficiaries interviewed are households who draw water from a system using rainwater harvesting and spring water development. For this study, 375 respondents draw water from a system using spring-fed water system. The rest of the respondents are beneficiaries of the system using rainwater harvesting technology.

Table 18. NUMBER OF HOUSEHOLDS INTERVIEWED BY REGION: WASH

Region	No. of HHs	Percentage
11	181	44.7%
12	71	17.5%
4A	30	7.4%
9	123	30.4%
Total	405	100.0%

Most of the beneficiaries interviewed are residents Davao City and the province of Davao del Sur of Region 11. They constitute about 45 % of the total interviews. The City of Zamboanga, the Provinces of Zamboanga del Norte and del Sur in the Zamboanga Peninsula (Region 9) are represented by at least 30% of the respondents. The province of Saranggani of Region 12 gets about 18% of the chunk of respondents while 30 respondents or 7.4% are residents of Quezon Province in Region 4A.

Effectiveness

Having the community water system has done a lot of goods to the members of the household. Forty-one percent of the respondents alleged that the water source is now very near their homes unlike before. The average number of minutes that they spend to fetch water from the source before was 36 minutes. This was significantly reduced to 4 minutes after the water system was installed in the community.

About 42% also revealed that doing household chores like cooking, washing clothes, and cleaning the house is easier. Housewives said that they are able to finish these works early and now have time to relax or to spend for other activities. Six percent of the respondents reported improvements in personal hygiene of the members because they can now take a bath on a regular basis. Other advantages of having the water system include: water is now safe for drinking; less incidence of illness among the family members; and they are now able to save because there is no need for them to buy their drinking water (The average household expense on water before was PhP88.64. This is now down to PhP37.73).

Table 19. ADVANTAGES OF HAVING THE COMMUNITY WATER SYSTEM TO THE HOUSEHOLD

Advantages	f	%
None	9	2.4
Water source is near/fetching water is easier	153	41.0
Able to do HH chores easily (cooking, washing clothes, etc.)/finish doing it early	156	41.8
Personal hygiene of members improved	23	6.2
Health of family members	5	1.3
Safe drinking water	11	2.9
Able to save (do not have to buy, etc.)	10	2.7

No response	6	1.6
Total	**373**	**100.0**

Sustainability

Of the 405 respondents interviewed, 368 or 91% reported that the water system is still operational except that in some places, water is sometimes not available at certain times of the day or certain days of the week. In Mauban, Quezon however 87% of the respondents noted that the system in their community is not operational.

The respondents were asked to reveal the mechanisms that they follow in order to sustain the life of the system. More than one-third (36.3%) of the respondents reported that they do regular cleaning of the tub/reservoir/tank. Another one-third (32.5%) disclosed that they pay their monthly contribution regularly because this is where they draw cash to buy the necessary parts needed for repair and maintenance. Fifteen percent also related that they check the lines, hose, and reservoir regularly.

Table 20. MECHANISMS FOLLOWED BY THE HHS/BENEFICIARIES IN ORDER TO SUSTAIN LIFE OF THE SYSTEM: WASH

Mechanisms	Number	Percent
None	19	4.6
Fixing the problem immediately (no matter how minor)	44	10.6
Checking the lines/hose/reservoir regularly	62	14.9
Paying monthly contribution	135	32.5
Regulating use/not wasting water	30	7.2
Regular cleaning of tub/ reservoir/ tank	151	36.3
Cooperating/helping each in maintaining	47	11.3
Planting fruit trees to protect water source	1	0.2
Hiring a technician to regularly check the system	5	1.2
Using the faucet carefully/not allowing	29	7.0
Using water treatment (filtration, chlorination)	3	0.7
Asking help from barangay officials	1	0.2
Don't know	1	0.2
Total[2]	528	

[2] This is a multiple response question. Some respondents gave more than 1 response.

Table 21. AVAILABILITY OF SUPPORT FOR REPAIR AND MAINTENANCE: WASH

Region	Yes		No	
11	165	91.7%	15	8.3%
12	67	95.7%	3	4.3%
4A	14	46.7%	16	53.3%
9	120	97.6%	3	2.4%
Total	**366**	**90.8%**	**37**	**9.2%**

Availability of support for repair and maintenance is not a problem to majority of the households interviewed specifically those that are based in Mindanao. At least 90% or more said that such assistance is available when they need it. However, this is not so with the respondents from Mauban, Quezon of Region 4A. More than one-half said that this support is absent in their community.

Gender

The participation of women during the planning stage of the project was sought according to 63.3% of the respondents. In particular, at least more than 70% in Regions 12 and 4A claimed that the involvement of women was sought after. Fewer respondents, though, in Regions 9 and 11 made this assertion, only 59.2% and 61.7% respectively.

Table 22. WHETHER OR NOT WOMEN WERE CONSULTED DURING THE PLANNING: WASH

Region	Yes		No		Total	
11	92	61.7%	57	38.3%	149	100.0%
12	41	73.2%	15	26.8%	56	100.0%
4A	7	70.0%	3	30.0%	10	100.0%
9	58	59.2%	40	40.8%	98	100.0%
Total	198	63.3%	115	36.7%	313	100.0%

One-hundred twenty-eight women are listed as members of the BAWASA, an organization of community members trained to take on the operation and maintenance of the water system in the community. As shown in the table below, 73 members of the households interviewed officers of BAWASA. Of the 73, more than one-third or 37% (n=27) are designated as officers of the organization. This shows that women are given the chance and privilege to become leaders and this true in all the regions included in the study. In Region 12, there are more women who are designated as officers than men. One-hundred one of the households interviewed also reported that one woman member of the household is listed as a member of the BAWASA.

Table 23. ROLE OF MEN AND WOMEN IN BAWASA BY REGION

Gender	Region	Officer		Member		Total
Male	Region 11	27	19.6%	111	80.4%	138
	Region 12	5	11.4%	43	89.6%	48
	Region 4A	2	40.0%	3	60.0%	5
	Region 9	12	13.5%	77	86.5%	89
	Sub-total	**46**	**16.4%**	**234**	**83.6%**	**280**
Female	Region 11	10	15.6%	54	84.4%	64
	Region 12	8	47.1%	9	52.9%	17
	Region 4A	1	9.1%	10	90.9%	11
	Region 9	8	22.25	28	77.8%	36
	Sub-total	**27**	**21.1%**	**101**	**78.9%**	**128**

More than one-half of the respondents revealed that women are now able to finish early their daily household chores (54%) because source of water is very near their homes (13%) which also allowed them to do other things like some gardening, 2.7%. Eighteen percent of the respondents alleged that the water system has benefitted the women specifically in the area of personal hygiene by commenting that they are happy because they can now take a bath as many times as they want. Comments from two husband respondents show that the wives are no longer moody: "*Dili na magsige ug yawyaw kay sag-oban man naku [*Wife has stopped complaining because I fetch water for her*]."* and *"Hindi na kailangan utusan ang asawa kasi pwede na niya itong gawin at madali na para sa kanya [*She does not have to demand from her husband to fetch water because she can now do it herself easily*]."* However, one female respondent has said something negative about the water system, "*Sige man gud walay agas, mas gadaghan na nuon akong labhonon [*Most of the time, there is no water supply, so our dirty clothes pile up]."

Table 24. CHANGES BROUGHT ABOUT BY THE ESTABLISHMENT OF THE WATER SYSTEM TO WOMEN IN THE HOUSEHOLD

Changes	Frequency	Percent
None	21	5.2
Relieved because water source is near	54	13.4
Able to finish doing HH chores early (cooking, washing others, etc.)	221	54.7
Improved personal hygiene	73	18.1
Health of family	2	.5

Changes	Frequency	Percent
No longer worried about safety of drinking water	7	1.7
Able to save (do not have to buy, etc.)	2	.5
Fetching water is no longer a burden	2	.5
No longer moody	2	.5
Have time to do gardening	11	2.7
Negative effect on women	1	.2
Not applicable	8	2.0
Total	404	100.0

ANNEX D-2

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Effectiveness

Information on the results (outputs and outcomes) achieved by the AMORE 3 Program was drawn from the synthesis of the FGD participants' responses to the different questions for the evaluation components. The table below summarizes these results, but further details are provided in the succeeding discussions of the FGD outputs.

Table 1: Results achieved by the AMORE 3 Program

Focus Groups	Key Results	
	Within the Focus Groups	**Across the Focus Groups**
HHs	• Improved productivity; • Improved security; • Increased access to clean drinking water; • Inreased time for school children to study; • Increased quality time for family and community activities	▪ Improved productivity; ▪ Improved security; ▪ Increased access to clean drinking water; and ▪ Improved teaching and learning process.
Schools	• Improved teaching and learning process; reduced time for teachers to prepare visual aids; increased class attendance and participation of students; • Improved access to clean drinking water; reduced skipping lessons by students	
BRECDAs	• Increased individual/organizational capacity for O&M of the lighting system; • Improved productivity; increased economic opportunities for the association and local technicians	
BAWASAs	• Increased individual/organizational capacity for O&M of the water supply system; • Improved productivity; increased economic opportunities for the association and local technicians	
Conclusion: Overall, the Program contributed to the improvement of the beneficiaries' quality of life in terms of improved productivity, improved security, increased access to clean drinking water, and improved teaching and learning process. Although certain operational problems were noted by the FGD participants, these positive outcomes have generally outweigh the negative outcomes (i.e., short-lived		

operation of some lighting and water supply systems) of the Program interventions.
Recommendations: (i) Quality of interventions -- i.e., training, product, organization and policies -- must be designed/planned and implemented with sustainability as the primary consideration; (ii) Interventions must be driven by quality rather than quantity; and (iii) partnership building must be guided by a single, coherent and comprehensive development framework anchored on the Program's objectives and strategies.

The benefits derived by the target beneficiaries from the AMORE 3 Program were directly asked to the focus groups, and the common themes replied in terms of the major benefits within and across groups are presented below. The "major benefits within groups" mainly included those identified by two or more participants from each project area, implying the existence of other benefits that were possibly equally or more important but these were recognized by one participant only in each project area. Because of the exclusion of some responses of the FGD participants, the frequency of responses noted in brackets presented in each identified major benefit by focus group would at times not total to 100%. In some cases, however, there were multiple responses by the participants that would make the frequency estimates higher but the actual total number of the participants responding was less. In light of these considerations, the frequency estimates provided for each identified major benefit need to be treated with caution, and are at best indicative of the patterns of the major benefits derived by the target beneficiaries.

The "major benefits across groups" reflected the findings from the 17 FGD sessions and the consensus from the responses of the four key focus groups. From the table below, the major benefits derived by the target beneficiaries from the AMORE 3 consisted of the following:

RE Electrification System + Multimedia Education System

- Extended time for economic and social activities (HE-45/65, 69%); BRECDA-4/27, 15%; BAWASA-8/18, 44%;)
- Improved security (HE-16/65, 25%; BRECDA-2/27, 7%)
- Improved teaching and learning processes (School-27/30, 90%);
- Increased school attendance of students (School-17/30, 57%); and
- Increased study home hours of students for 1-4 hours at night (School-25/65, 38%; School-10/30, 33%).

Water Supply System

- Increased access to clean water (BAWASA-18/18, 100%); and
- Reduced time to get water (BAWASA-8/18, 44%).

Additional details on these findings are given in the table below, including the conclusions and recommendations drawn therefrom.

Table 2: Major Benefits derived by the Target Beneficiaries from the AMORE 3 Program

Focus Groups	Findings	
	Benefits within the Focus Groups	**Benefits across the Focus Groups**
HHs (65)	• For the men: - Extended time for economic and social activities (copra making, dehusking of corn, swine raising) (16/23, 70% of the male participants); - Improved feeling of security, particularly at night (11/23, 48%); • For the women: - Extended time for economic and social activities (household chores, office works, repacking of rice and sugar, basket making, operating stores) (29/42, 69% of the female participants); - Improved feeling of security, particularly at night (5/42, 12%); • For children of school age: - Increased study hours of students at night (25/65, 38% of the total number of participants); - Inceased grades of students (5/65, 8%).	**<u>HE and/or SEEd:</u>** ▪ Extended time for economic and social activities (HE-45/65, 69%); BRECDA-4/27, 15%; BAWASA-8/18, 44%;) ▪ Improved security (HE-16/65, 25%; BRECDA-2/27, 7%); ▪ Improved teaching and learning processes (School-27/30, 90%); ▪ Increased study home hours of students for 1-4 hours at night (School-25/65, 38%; School-10/30, 33%); ▪ Increased school attendance of students (School-17/30, 57%); **<u>WASH:</u>** ▪ Increased access to clean water (BAWASA-18/18, 100%); and ▪ Reduced time to get water (BAWASA-8/18, 44%).
Schools (30)	• Improved teaching and learning processes (27/30, 90% of the participants), and reduced teachers' time for preparing visual aids; • Broadened awareness of students on the news and other developments elsewhere through the use of multi-media equipment, and helped explaing their lessons clearly (3/30, 10% of the participants); • Increased students' class attendance, with one school citing SEEd as a major reason for the 90% class attendance after the installation of the multi-media equipment (17/30, 57%) with students attending multimedia-aided education for 30 minutes to 1 hour a day (Enlish, Math, Science, etc.); • Increased study hours of students from 1 to 4 hours a day (10/30, 33%); • Improved students' performance in class (13/30, 43%), with reported increased in students' grades (6/30, 20%) and with	

	one school reported significant increase in NAT score of students from the bottom of all schools in the district in 2009 to the top 5 in 2012.	
BRECDAs (27)	• For the organization: - Learned a lot from their association as members, including the technician training and the conduct of dialogues with partners (4/27, 15% of the BRECDA participants); - Generated funds for the maintenance of the lighting system (3/27, 11%). • For the community: - Provided lighting system (12/27, 34% of the participants); - Provided time for economic and social activities at night (4/27, 15%); - Improved security (2/27, 7%).	
BAWASAs (18)	• For the organization: - Learned to manage the water system operation, and make financial reports; and improved access to clean water (10/18, 56% of the BAWASA participants. • For the community: - Improved access of households to clean water, reduced time to get water, and increased time for income-earning opportunities (8/18, 44% of the participants.	
Conclusions: The RE-based electrification system benefitted the HHs in terms of: (i) extended time for economic and social activities, and (ii) improved security; and Schools in terms of: (i) improved teaching and learning processes; (ii) increased school attendance of students; and (iii) increased study home hours of students for 1-4 hours a day. The water supply system benefitted HHs and Schools in terms of: (i) increased access to clean water; and (ii) reduced time to get water.		
Recommendations: (i) Lights should be provided to all classrooms to be more effective and useful for student's learning; and (ii) RE-powered multimedia facilities should be provided to all remote rural schools.		

Some clarifications on certain findings and conclusions need to be made to fully appreciate the basis for the conclusions. In schools, lighting system was mainly installed to support the multimedia facility room, except for a few (e.g., Magsaysay Elementary School in Marilog District, Davao City, Davao del Sur) which were able to extend the lighting to the Principal's office and the Library. Lighting system was not provided to all classrooms of the five schools covered by the FGD, where it is equally required to brighten the generally dark conditions of classrooms that dampened the interests of the students.

The introduction of the RE-powered multimedia education program in schools proved to be an effective strategy not only for improving teaching and learning processes but also for motivating students to attend classes. One significant benefit of the multimedia facility, not captured by previous reports, was the significant reduction in time and effort for teacher to prepare visual aids. All the teachers in the FGD sessions recognized this particular benefit. The multimedia facility also served to attract students to avoid getting absences, or skipping classes, in order not to miss out the "video showing" (as they fondly called it), both during classes and after the class periods. Seventeen (or 57%) of the 30 FGD participants for schools reported that students do not skip classes when they are scheduled "video showing." The two teachers from the Arcal Elementary School in Maasim, Sarangani also attributed the improved performance of their students and school in the National Achievement Test (NAT) to the multimedia facility. Before the AMORE 3 Program, the School was ranked low in NAT score ranking within the provincial district. With the use of the multimedia for teaching in 2010, the NAT scores of their graduating elementary students improved every year. By 2012, the School was ranked as top 5 of the 15 schools within the district. The teachers felt that the School can maintain if all the classrooms will be provided with multimedia equipment and DVD/CD education materials. With these remarkable benefits derived by the teachers, students and schools from the multimedia facility, it is highly recommended that the same facility should be provided to all remote rural schools.

However, the increased student attendance in school due to the multimedia facility has also a downside, which should be carefully planned and implemented by the advocates of this intervention. As observed by the teachers, the students were making absences when there was no scheduled "video showing." This student behavior must be refocused towards more academic interest through consistent demonstration of the value of good education, and recognition of outstanding performance.

The **contributing and hindering factors to achievement of the Program results**, as identified by the FGD participants, were extracted from responses to the following questions posed to the HH focus group:

- the types of assistance received from the AMORE 3 Program and its partners;
- the capacity of the HHs to pay for O&M of the electrification and water supply systems; and
- the participants' perceptions of the factors that would contribute to or hinder the sustainability of the Program results/benefits.

For the School focus group, the responses to the following questions were obtained to extract the contributing and hindering factors:

- the most effective/useful assistance provided by the AMORE 3 Program and its partners;
- the key reasons for their satisfaction or dissatisfaction with the school electrification and distance education (SEEd) and water supply system (WASH); and
- the participants' perceptions of the factors that would contribute to or hinder the sustainability of the Program results/benefits.

For the BRECDA and BAWASA focus groups, the responses to the following questions were extracted to identify the contributing and hindering factors:

- the adequacy of assistance received from the AMORE 3 Program and its partners;

- the ability to collect O&M payments;
- the positive and negative feedback received from the HHs relative to their satisfaction to the services provided by BRECDA and/or BAWASA;
- the O&M issues encountered in the implementation of the RE electrification and WASH interventions;
- the associations' perceptions of the cost efficiency of the HE and WASH systems; and
- the associations' perceptions of the factors that would contribute to or hinder the sustainability of the Program results/benefits.

The table below presents the identified contributing and hindering factors to achievement of the Program results, within and across the four focus groups.

Table 3: Contributing and Hindering Factors to Achievement of the AMORE 3 Program Results

Focus Groups	Findings	
	Within the Focus Groups	**Across the Focus Groups**
HHs (65)	Contributing Factors: • Affordability of the O&M payments for HE systems - i.e., MHP, SHS - (27/65, 42%) and the regular payments by HHs (31/43, 72%); • Management's support for beneficiary orientation, training, organizational development (22/65, 34%; • Management's linkaging with partners (8/65, 12%); Hindering Factors: • Poor quality of the PV product battery (13/65, 20%).	**HE and SEEd:** Contributing Factors: ▪ Affordability of the O&M payments for HE systems (54/92, 59%); ▪ Management's support for beneficiary capacity and organizational development (54/140, 36%); ▪ Management's linkaging with partners (39/140, 28%); ▪ Integration of PV-powered multimedia facility with school electrification (23/30, 77%); ▪ Commitment of trained teachers for O&M of SEEd (14/30, 47%); Hindering Factors:
Schools (30)	Contributing Factors: • Integration of PV-powered multimedia facility with school electrification (23/30, 77%); • Commitment of trained teachers for O&M of SEEd (14/30, 47%); • Regular payment of monthly contributions by parents (14/30, 47%); • Management's linkaging with partners (28/30, 93%); Hindering Factors: • Unreliable source of battery replacement and multimedia equipment inverter (6/30, 20%).	

	• Unreliable source of water (2/30, 7%)	▪ Poor quality of the PV packages - i.e., battery, bulb, controller, etc. (26/92, 28%); ▪ Unreliable source of supply for battery and inverter (6/30, 20%);
BRECDAs (27)	<u>Contributing Factors:</u> • Cheaper source of lighting system and more reliable to use than kerosene lamp (27/27, 100%) • Management's support for beneficiary orientation; training on organizational development, financial management, record keeping, and system O&M; financial and materials inputs (20/27, 74%); • Management's linkaging with partners (3/27, 11%); • BRECDAs' commitment, particularly the technicians, to provide repair/ maintenance support (11/27, 41%) <u>Hindering Factors:</u> • Beneficiaries' complaints about defective electric bulbs, batteries, controllers and meters (13/27, 48%); • Weak policy enforcement and membership cooperation (7/27, 26%).	**<u>WASH:</u>** <u>Contributing Factors:</u> ▪ Management's support for beneficiary orientation; training on organizational development, financial management, bookkeeping, and system O&M; materials inputs (Note: same % as noted under RE and/or SEEd); ▪ Affordability of the O&M payments for domestic water supply (12/18, 67%); and
BAWASAs (18)	<u>Contributing Factors:</u> • Management's support for beneficiary orientation; training on organizational development, financial management, bookkeeping, and system O&M; materials inputs (12/18, 67%); • Low O&M payments for water supply - a fixed of 10 pesos per month or 1 peso per liter (12/18, 67%); <u>Hindering Factors:</u> • LGU's support (4/18, 22%); • Unreliability of the water source (2/18, 11%).	<u>Hindering Factors:</u> ▪ Weak LGUs' support (4/18, 22%); ▪ Unreliable source of water (3/48, 6%)

Conclusions: Across the focus groups, the key contributing factors to achievement of the Program results were: (i) the affordability of the prices of HE (i.e., PV products and MHP monthly fee) and WASH systems (i.e., water tariff); (ii) the Program management's support for beneficiary capacity and organizational development; (iii) the management's linkaging with private sector partners; (iv) the combined package of the RE-powered lighting system and multimedia facility; and (v) the commitment of teachers for O&M of the school lighting system and multimedia facility. However, within focus groups, there were other specific contributing factors that were identified as shown in the table, BRECDAs' commitment to maintain the O&M of the HE systems. The hindering factors identified by the focus

groups were: (i) the quality of the PV products, particularly the batteries and bulbs; (ii) the unreliable sources of supply for battery and inverter for the lighting system, and of water supply for the WASH system; and (iii) weak LGUs' support. The weak capacity of the BRECDAs to enforce policies for O&M payments and related activities was also another specific hindering factor identified by the associations themselves.
Recommendations: (i) Involve the Rural Electric Cooperatives (RECs) under the supervision of the National Government Agency (i.e., National Power Corporation [NPC] to continuously support the BRECDAs; (ii) involve the LGUs to assume greater responsibility to provide continued support to BAWASAs; (iii) involve the Department of Education (DepEd) to assume responsibility over the SEEd system; (iv) continue and strengthen the linkages between BRECDAs and private sector partners through the assistance of the RECs to ensure lighting system spare parts supply and increase policy enforcement capacity; (v) provide subsidy/cross subsidy to the household beneficiaries who are using solar home systems similar to those households connected to the grid but residing outside of Metro Manila and other highly urbanized areas like Cebu and Davao; and (vi) assist the BAWASAs to reexamine the technical studies of the water sources to ensure long-term supply.

The frequency of responses (i.e., the numbers in brackets corresponding to the contributing and hindering factors) of the FGD participants should be interpreted as providing common themes or patterns, rather than absolute measures, of opinions and ideas. It should also be noted that not all responses were reflected in the table above, but mainly those responses shared by two or more participants. However, the non-inclusion of other responses does not mean that they were less significant, suggesting that the formulation of effective solutions to the findings and recommendations described above require full understanding of the FGD outputs by focus group or by a subset of the group. For instance, the affordability of the O&M payments for HE and WASH systems was identified as one major contributing factor by majority of the FGD participants, but a lesser number of them also noted that the household capacity to pay the full commercial price of the solar home system packages was low. This partly explains why some households were unable to pay the amortization payments for the packages as scheduled, as they prioritized the use of their limited cash for food and other basic family needs. In essence, this low capacity to pay by the households should form part of the hindering factors to achievement of the Program results, because of the generally inadequate income sources of the targeted households in the intervention areas, although this factor did not show up in the table above.

Another important finding of the FGD sessions was the responses by a few participants from the School focus group that they were not satisfied with the water supply system installed because it used substandard materials (i.e., not complying with the design specifications). Although this remark did not show up in the table above, the use of substandard materials for water supply system also needs to be part of the hindering factors because of its critical role in the success and sustainability of this particular intervention.

Efficiency

The cost and timeliness of implementing the different Program interventions according to its plan were not directly asked to the FGD participants, but there were certain responses from the direct beneficiaries, such as the schools, that shed light on the efficiency of the Program. Some of these responses included the following:

- "We saw the plan to be good but the materials used were substandard" ----- Magsaysay Elementary School, Barangay Magsaysay, Marilog, Davao City;
- "The river (*i.e., water source*) gets dry when it does not rain" (italics supplied) ------- Magsaysay Elementary School, Barangay Magsaysay, Marilog, Davao City; and
- "We still need a bigger source for the water system to support the new classrooms being construction because we might get short of supply, … when it rains, it is okay but if it does not rain, the source also gets dry." ---- Villamonte Elementary School, Barangay Villamonte, Lebak, Sultan Kudarat.

With respect to the electrification system, the responses on the poor quality of some solar home system packages, particularly the batteries, bulbs and panels, also hinted on the low efficiency of this intervention.

The FGD asked the BRECDA and BAWASA focus groups, as the community-based service providers, to assess the efficiency of the lighting and water supply systems, respectively. The common themes of the responses provided some indications of the cost efficiency of the systems (as shown in the table below) in terms of the following:

- <u>reduced monthtly expenses for the lighting system</u> from 240-300 pesos for the use of kerosene lamp to 120-160 pesos for the solar home system ----- per account of the BRECDA in Barangay San Antonio, Sergio Osmena, Zamboanga del Norte;
- <u>temporary monthly expenses for the solar home system until full amortization payment</u> against the permanent monthly expenses for the kerosene lamp --- per account of the Kiblon Solar Home Lighting Association (KISOMLA), Conomon, Sta, Cruz, Davao del Sur;
- <u>reduced time to get water</u> from two hours to just a few minutes ---- per account of the Mawato Water Supply Association (MAWASA), Bantol, Davao City; and
- <u>lower price of domestic water from the water supply system</u> (1 peso per liter) than the available water supply (6 pesos per liter) from the municipal proper --- per account of the Cagbalete Annex Water Supply Association (CAESWASA), Mauban, Quezon.

Table 4: Assessment of the Cost Efficiency of the HE and WASH Systems by BRECDA and BAWASA

<table>
<tr><th rowspan="2">Focus Groups</th><th colspan="2">Findings</th></tr>
<tr><th>Within the Focus Groups</th><th>Across the Focus Groups</th></tr>
<tr><td>BRECDAs

(27)</td><td>• Solar home systems are cheaper and more reliable to use than kerosene lamp (12/27, 44%); the BRECDA in Barangay San Antonio, Sergio Osmena, Zamboanga del Norte reported that the cost of lighting system was reduced from 240-300 pesos for kerosene to 120-160 pesos for solar home system per month;
• Monthly expenses stop after full payment of amortization for the solar home system packages, while such expenses continued for kerosene lamp in perpetuity (8/27, 30%).</td><td rowspan="2"><u>HH electrification system:</u>

▪ Reduced cost of lighting system;

▪ Stopped monthly expenses for lighting system after full payment of the amortization of the solar home system;

<u>Water supply system:</u>

▪ Reduced time to get water from two hours to just a few minutes; and

▪ Provided lower price of drinking water (or affordable O&M payment).</td></tr>
<tr><td>BAWASAs

(18)</td><td>• Water supply system was efficient in terms of reduction in time to get water from two hours to just a few minutes (6/18, 33%);
• Lower price of domestic water from the water supply system than the comparable water from the municipality proper (4/18, 22%)</td></tr>
<tr><td colspan="3">Conclusions: As new service providers, BRECDAs and BAWASAs found the lighting and water supply systems, respectively, to be efficient in terms of reducing the cost of lighting system, making short-term and affordable payment of the solar home system packages, reducing time to get water, and setting lower price of drinking water or affordable O&M payment.</td></tr>
<tr><td colspan="3">Recommendations: (i) Plan and implement results-based monitoring and evaluation (RbME) system to ensure that the Program interventions are carried out according to the technical designs and standards, and provide regular and sustained technical assistance to the households and schools for non-functioning systems; and (ii) prepare a post-AMORE 3 Sustainability Plan with the beneficiaries, the solar lighting component suppliers, the LGUs and RECs for the continuity of technical assistance and/or spare parts. These recommendations should be pursued with the efficiency and quality of the ongoing interventions as the primary considerations.</td></tr>
</table>

Overall, both BRECDAs and BAWASAs noted positive signs of efficiency in the Program interventions as listed in the table above. Many of the benefits derived by the direct beneficiaries (households and schools) and new community-based service providers (BRECDAs and BAWASAs) from the Program that were discussed earlier could be attributed to these efficiencies.

Some inefficiencies, however, were identified by the direct beneficiaries or service users, such as the households and schools included in the FGD, in terms of the use of substandard materials in the water supply system, the poor quality of some solar home system packages, and the inability of technicians to repair the defective parts of the lighting system. One major implication of the findings was that the Program interventions were driven by its focus on delivering the targeted outputs as scheduled with little consideration on ensuring the quality of the goods and services provided to the beneficiaries. This has been evident from the participants' responses on the short-lived efficiency of some lighting and water supply systems in the households/schools and schools/communities, respectively, covered by the FGD sessions.

The information generated from the FGD outputs could not directly answer the question on whether the Program interventions were completed on time and at cost; however, the participants' responses about the use of substandard materials and the poor quality of solar PV packages, no matter how isolated these cases were, signified the presence of inefficiencies in the Program implementation.

Sustainability

The mechanisms put in place to support the sustainability of the Program benefits were extracted from the responses of the FGD participants within and across the four focus groups. Evidently, many of these mechanisms were already noted in the discussions of the Program benefits, the contributing and hindering factors to achievement of the Program results, and the perceptions of BRECDAs and BAWASAs on the efficiency of the Program implementation. These sustainability mechanisms are put together in the table below.

Table 5: Mechanisms Established to Support the Sustainability of the Program Benefits

Focus Groups	Findings	
	Within the Focus Groups	Across the Focus Groups
HHs (65)	• Affortability of the payment schemes for the solar home lighting system (27/65, 42%) and O&M payments for the water supply system (21/65, 32%)	▪ Affordability of the payment schemes for the solar home lighting system (SHLS); ▪ Affordability of the O&M payments for the micro-hydro powered lighting system (MHP) and water supply system; ▪ Training of local technicians; ▪ Organizational and capacity development of BRECDAs and BAWASAs; and ▪ Integration of multimedia facility +
Schools (30)	• Integrating multimedia facility + education materials with school eletrification (25/30, 83%); • Parents' payment for O&M (14/30, 47%).	
BRECDAs (27)	• Training of local technicians (10/27, 37%); • Organizational and capacity development of BRECDAs (19/27, 70%); • Affordability of the O&M payments (27/27, 100%).	

BAWASAs (18)	• Training of local technicians (12/18, 67%); • Organizational and capacity development of BAWASAs (12/18, 67%); • Affordability of the O&M payments (12/18, 67%).	education materials with school solar lighting system.
Conclusions: Across the four focus groups, the sustainability mechanisms that were evident from their responses included the following: (i) setting up of affordable payment schemes for SHLS, and affordable O&M payments for MHP and WASH; (ii) training of local technicians; and (iii) organizational and capacity development of the community-based organizations (CBOs), particularly BRECDAs and BAWASAs. The establishment of linkages between BRECDAs and private companies that supplied solar lighting components was another sustainability mechanism established by the Program, but this was not explicitly stated, only implied, by some of the participants. Linkages between BRECDAs, HHs and CARD - a microfinance NGO - were also established by the Program for the provision of solar lighting packages to HHs at affordable amortization schemes. For both linkages, the legitimacy of the institutional arrangements was not assessed during the FGD sessions.		
Recommendations: (i) Continue the organizational development and technical support for BRECDAs and BAWASAs by the RECs and LGUs, respectively; (ii) strengthen whatever linkages were started between BRECDAs and solar lighting component suppliers; (iii) assist the BRECDAs and BAWASAs to diversify their operations with allied income-generating projects for continuity of current services; and (iv) negotiate with the LGUs and RECs concerned for assuming the responsibility over the BAWASAs and BRECDAs.		

The key strategies and interventions that worked (good practices) were directly asked to the School, BRECDA and BAWASA focus groups. During the discussions, some participants have voluntarily noted **those strategies and interventions that did not work (lessons learned)**, although the frequency of responses was expectedly low in light of the absence of a specific question on this subject.

Table 6: Key Strategies and Interventions that Worked or Did not Work

Focus Groups	Findings within the Focus Groups	
	Strategies/Interventions that Worked	**Strategies/Interventions that Did Not Work**
Schools (30)	• Integration of multimedia facility + education materials with the school electrification (19/30, 63%); • Provision of water tap in each classroom (8/30, 27%)	• Limiting the installation of the lighting system to the multimedia facility room ; • Inadequacy of technical supervision during installation of the systems; use of substandard materials was noted by one school focus group
BRECDAs (27)	• Technician training (2/27, 7%); • Organizational and capacity development (5/27, 16%); • Lighting system in households and communities (16/27, 59%)	• Inadequacy of technical skills of some local technicians; • Difficulty in collecting amortization payments; some beneficiaries delay payments for food and other basic family

		needs, and others stop paying once the system failed to operate
BAWASAs (18)	• Technician training (5/18, 28%); • Organizational and capacity development (3/18, 17%)	• Deficiency of technical study of water sources for continuity of supply; • Inadequacy of technical skills of some technicians; some pipes were not buried in the ground too deep enough which exposed them to leakages
Findings Across the Focus Groups: For BRECDAs and BAWASAs, the technician training and the organizational and capacity development were the common interventions/strategies identified that worked well for community-based service providers. The BRECDAs were also pleased with the lighting system installed in households and communities (street lights) for the benefits derived therefrom as discussed earlier. For schools, the integration of multimedia facility and education materials with the lighting system, and the installation of water tap for each classroom were the two interventions/strategies that really worked. In contrast, the interventions/strategies that did not work or that require reexamination included: (i) lights were not installed in all classrooms, (ii) technical study of water sources for continuity of supply was deficient, (iii) training for local technicians was inadequate, and (iv) collection of SHLS packages' amortization payments was difficult.		
Conclusions: One major success of the AMORE 3 Program was the integration of multimedia facility with the school lighting system for the multi-pronged benefits derived by the teachers and students, as well as the schools concerned. This particular success story needs to be documented for possible replication of a good practice in rural education, and continuously monitored for tracking its impact on the performance of students, teachers and schools. Similarly, the installation of water faucet and sink in each classroom was another successful strategy of the Program, deserving deeper study for impact and replication assessment. While the technician training and the organizational and capacity development of BRECDAs and BAWASAs were identified as interventions/strategies that worked, the participants' responses on the performance of both entities suggest the need for longer-term assistance to make them fully competent to discharge their expected responsibilities.		
Recommendations: (i) Install lights in all classrooms; (ii) extend the success of the intervention on multimedia facility and lighting system to all remote rural schools; (iii) develop follow-on training for local technicians or second tier technicians by focusing on the mothers who are unemployment to keep them in the community; and (iv) verify the technical integrity of the water resources studies and immediately assist the project areas having problems on the unreliability of water sources for continuity of supply.		

The low frequency of responses for **the identified interventions and strategies that worked** did not mean that the focus groups considered them of less importance, but this revealed two key issues: (i) that many of the participants were unclear about the different types of interventions and strategies introduced by the Program, and (ii) that some of the participants were no longer interested to share their opinions once they heard others responded with similar ideas. The first issue could be attributed to the quality of the Program communication/education plan to provide better understanding to the beneficiaries and partners about its interventions and strategies. The second issue has often resulted from failing to fully observe the methodological requisites of the FGD (i.e., the appropriateness of the composition and size of the focus groups, and the diligence of the moderators to encourage each of the participants to share their ideas in a clockwise or counterclockwise order according to the "u-shaped

seating arrangement"). Despite the low frequency of responses, the repeated occurrences of these interventions/strategies in the participants' responses to the other questions of the FGD were indicative of their effectiveness.

In addition to the Program's strategies and interventions, the participants identified other customarily driven strategies that they considered to be effective for sustaining the Program benefits. Some of these included the following:

- Volunteerism and cooperation among household beneficiaries and association members;
- Individual commitment of association officers and teachers; and
- Parents of school children contributing for the O&M of the WASH systems.

When asked how their lighting and water supply systems could be sustained in the next five years, the most common responses of the four focus groups were the following:

Table 7: Perceptions on Strategies Needed to Sustain the Lighting and Water Supply Systems

Focus Groups	Findings	
	Within the Focus Groups	**Across the Focus Groups**
HHs (65)	• Proper care and use of the lighting system (29/65, 45%); • Continue payment of amortization of SHLS packages (3/65, 5%); • BRECDA officers will unite (3/65, 5%)	▪ Strong cooperation among direct beneficiaries and community-based organization (CBO) officers/members for continuity of the lighting and water supply systems; ▪ Good leadership and management by the CBOs; ▪ Presence of committed teachers; and ▪ Continuous payment of the beneficiaries (either for amortization of SLHS or O&M).
Schools (30)	• Presence of committed teachers to lead the maintenance of the lighting system (12/30, 40%); • Continue system maintenance and payment of monthly contributions by parents (8/30, 27%); • Cooperation among teachers, parents and students (2/30, 7%) (Note: the responses were almost the same for the water supply system.)	
BRECDAs (27)	• Good leadership and management by the association, and strong cooperation among officers and members/beneficiaries (14/27, 52%)	
BAWASAs (18)	• Cooperation of all officers and members of the association to maintain the water supply system (13/18, 72%)	
Conclusions: Across the focus groups, majority of the participants felt that the strong cooperation among the beneficiaries and CBOs, and the good leadership and management skills of the CBOs are the two major requirements to sustain the services of the lighting and water supply systems. In fact, the other two perceived sustainability requirements, namely; the presence of committed teachers and continuous amortization or O&M payments by the beneficiaries, could be reasonably viewed as positive		

effects of the strong cooperation among beneficiaries and CBOs. However, all focus groups have also pointed out the need for the continued presence of technicians, the availability of SHLS spare parts, and stronger unity among officers of the associations to support the sustainability of the existing systems.
Recommendations: (i) Negotiate with LGUs for continuous organizational development support for BAWASAs and BRECDAs, and with RECs for skills enhancement training for BRECDA technicians or development of second tier technicians; and (ii) make formal arrangements with DepEd for the maintenance requirements of the lighting + multimedia facility and WASH systems.

Gender

Under this evaluation component, the FGD outputs from the HH focus group provided information on the effects of the AMORE 3 Program on male and female beneficiaries.

Table 8: Effects on Male and Female Beneficiaries

Focus Groups	Findings	
	Effects on Female Beneficiaries	**Effects on Male Beneficiaries**
HHs (65) Male = 23 Female = 42	• Improved housework management (24/42, 57%);	
	• Increased quality time for family and community activities (6/42, 14%);	• Increased quality time for family and community activities (7/23, 30%)
	• Extended time for economic activities at night (6/42, 14%)	• Increased farm and non-farm productivity (20/23, 87%)
Conclusions: Based on the separate responses of the male and female participants to the FGD, the Program benefitted both the male and female beneficiaries. For the male beneficiaries, the benefits were particularly expressed in terms of increased farm and non-farm productivity, and increased quality time for family and community activities. Some male participants claimed to have worked extra time for farm activities, copra making, corn de-husking, and backyard piggery even at night. Farmers sometimes used solar lanterns to transfer carabaos to safer areas at night. For female beneficiaries, the major effect was expressed in terms of improved housework management since they have enough time to schedule their household chores (cooking of food, cleaning of houses and surroundings, washing of clothes) unlike before the AMORE 3 where most of these chores were done at daytime. The female beneficiaries also experienced increased quality time for family and community activities, and extended time for economic activities (retail store operation, mat weaving, repacking of rice and sugar) at night.		
Recommendations: (i) RECs to expand their scope of service to include RE technologies, and assume the role of AMORE in assisting and monitoring BRECDAs; LGUs to assume the role of AMORE in assisting and monitoring BAWASAs; and (iii) USAID to work out with the Philippines Government for the sustainability plan for the Program interventions (HE, SEEd and WASH).		

Focus Group Discussions with Households Provided with RE-based Electrification System and / or Water Supply System

Brgy. Proper Magsaysay, Marilog

Date:	January 30, 2014
Time started/ended:	10:55 am - 12:45 pm
Venue:	Magsaysay Proper, Marilog District, Davao del Sur
RE Rural Electrification System and Water Supply System	
1. Can you describe the situation of your household lighting system before you had access to the AMORE 3 electrification system?	Mga participants nakangiti na agad sa unang tanong pa lang. HE 21: Bago AMORE 3, gasera ang gamit namin. HE 1 to 20: gasera
2. How does this situation affect: Men's livelihood?	HE 7: Gas magastos talaga. HE 10: Gas malaking gastos sa isang buwan. HE 11: Hindi makapag hanapabuhay sa gabi. HE 12: Pag wala gas, cellophane ang ginagamit na pang ilaw, mabaho ito.
Women's livelihood?	HE 1: Mahirap araw-araw bibili ng gas. HE 2: Mahirap sa gas dati kasi pag mahangin namamatay ilaw, ngayon maayos na kasi may kuryente na. HE 4: Mas magastos gas. HE 5: Mas magastos ang gas. HE 6: Hindi magawa ang mga gawain sa gabi. HE 8: Mas magastos gas. (Sang-ayon kaya hindi na inisa-isa)
Ability of school children to do their homework?	HE 1: Mahirap ang high school matagal sa pag aaral. Ngayong may AMORE mataas na grades ng anak. Dati kung walang gas hindi makapag aral bata. HE 4: Sa mga kabataan hindi kumpiyansa mag aral sa gabi, masusunog pag gasera. HE 5: Sa pag aaral hindi gaanong makapag aral ng matagal.

	HE 6: Pag nag aaral sa gabi, iitim ang ilong dahil sa gasera. HE 8: Mahirap sa pag aaral ng mga bata. HE 9: Pag exam, mahirap hindi makapag aral at hindi maka-concentrate. HE 13: Hindi maka concentrate sa pag aaral ang anak.
Other aspects of household activities?	HE 1: Pag mahangin, namamatay ang gasera. HE 14: Magastos sa pagluluto at ilaw sa gabi ang gas. HE 16: Sa isang gabi lang ang P10.00 hindi na maabutan ng 10 pm ang dalawang ilaw kulang P10.00 na gas. HE 17: Isang litro hindi aabot ng isang buwan.Mag pugas mais(himay ng mais) gagamitin pa gas, magastos masyado. HE 18: Magastos talaga gas. Pag magwawalis madilim, 5:30 pm pa lang magluluto na aksi hindi makikita niluluto pag madilim na. HE 19: Magastos gabi gabi bibili ng gas. P5.00 isang gabi. HE 20: Bilang ina, maaga magluluto, maaga matutulog HE 21: Magastos talaga ang gas, ginagamit sa pang sindi sa lahat.
3. How much does it cost you per month to enjoy the old lighting system?	HE 1: P100 HE 2: P100 HE 3: P400 HE 4: P500 HE 5: P500 HE 6: P200 HE 7: P500 HE 8: P200 HE 9: P300 may tindahan ako HE 10: P400 may estudyante iilawan sa pag aaral, kaya magastos. HE 11: P100 HE 12: P50.00 HE 13: P500 may tindahan HE 14: P100 HE 15: P100

	HE 16: P200 HE 17: P200 HE 18: P100 HE 19: P150 HE 20: P150 HE 21: P300
4. Can you describe the reliability of this lighting system before the AMORE 3? (i.e., How many hours could you use the old lighting system?)	HE 21: 3 oras HE 20: 4 oras HE 17 - 19: 3 oras HE 16: 4 oras HE 12 - 15: 3 HE 11: 4 oras HE 10: 3 oras HE 9: 4 oras HE 4 – 8: 4 oras HE 1 – 3: 3 oras
5. How did you participate or gain access to AMORE 3's household electrification system and/or water supply system?	HE 14: Nag umpisa ang BRECDA, sa pag organisa ng YAMOG-isang foundation ka patner ng Davao Light. Pagdating ng AMORE 3 hanggang ngayon na nagpatuloy. HE 3: Limang taon pa lang ako nakalipat dito sa lugar. Mayroong nagyaya mag seminar sa AMORE, m ay form fill up kami at may survey. HE 5: Nagbigay ng membership P100.00 sa kabuuan ng programa. HE 17: May certificatei binigay nung AMORE 1. HE 14: May policy sinusunod 1 or 2 beses hindi makabayad putulan na. HE 4: BAWASA membership P50.00 nung 2009,kada buwan P10.00 para sa maintenance, hose,pipe at para sa magdadala ng tubig sa bahay. All 21 participants said they filled in forms and paid 100 and 50 respectively.
6. Since when did you have access or participate in the AMORE 3'household	HE 14: Sept 2011. Nagpatawag ng miting at may pinirmahan kaming forms. Halos sabay-sabay kami.

electrification system and/or water supply system?	(Tinanong si 14 dahil siya ang chairman ng BRECDA. Dumaan silang kahat sa isang proseso lang)
7. What type of RE technology (micro hydro power, solar home system or battery charging system) do you have in your household electricity system?	HE 6, 10, 13, and 2: sumagot pare pareho na solar system. (Tinanong lamang ang isang tao mula sa tatlong sitio)
8. What specific assistance did AMORE 3 or other groups (please specify) provide to your household for the installation, operation and maintenance of the RE-based electrification system? For the operation and maintenance of your water supply system?	HE 21: Nahihirapan ako sumagot. HE 20: (Wala na din maisagot) HE 14: Nagpadala AMORE, May nagtrain sa technician, pero wala pa kaming technician. HE 4: Dalawa ang technician naming babae.Ang naibigay ng AMORE samin, monthly dues para sa replacementP350.00 at pagmintina at technical para macontinue ang serbisto daapt may pondo para makabili ng replacement. HE 6: CARD- isang micro finance, nagsusplay ng solar unit.(4 Wp, 8Wp)at 70 Wp-P25,000 interest 20%,for 24 months.
9. What benefits do you now enjoy as a result of the RE-based electrification system? Can you describe these according to how the following family members benefitted from the RE-based electrification system? Household Head (Male) -	(Tawanan lahat, lagi masasaya at nakangiti) HE 16: Malaki ang tulong sa akin. Sa aking mga gawain.Makaka trabaho pa sa gabi, makapag baalt ng mais. Magpaplano pa iba pang mapagkakitaan kasi may kuryente na. HE 15: Laking tulong, nakkapanuod na ng tv. Makapauod balita, malaman na bagyo, makapakinig na sa radio. Sa ilaw maliwanag na. HE 14: Makakabalita na kami sa balita. Mabilis na magawa mga trabaho. HE 12: Pag gabi, maliwanag ang paligid, dahil sa ilaw. HE 11: Maliwanag na ang kabahayan. HE 10: Sa kaayusan, makakatulong talaga. Sa pag alaga ng baboy kahit gabi may magagawa P490.oo monthly bill. HE 9: Malaking tulong talaga, ang hindi magawa sa gabi dati, ngayon, nagagawa ko na. HE 7: Maganda meron na ilaw ang bahay.
Household Head (Female) -	HE 1: Bilang ina ng tahanan, maaga na kami mahanda ng pagkain. HE 2: Sa akin, mas maganda talaga, khit gabi nakakapaglinis pa kahit hanggang 10 pm. HE 3: Paggtapos sa ahpon sa tindahan,makakapag repack pa ng rice

	at sugar na paninda. Makakapaglaba pa kahit gabi na. HE 4: (treasurer) Malaking tulong sa pagluluto ng maaga para sa estudyante. Makapaglaba sa gabi. May magawa pa gawaing bahay kahit gabi na. HE 5: Nakakatulong, tulad ko nagtatrabaho sa barangay bilang book keeper, nagagawa ko pa sa bahay maraming trabaho sa book keeping. HE 6: Maliwanag na ang bahay.Hindi na mahirap maglaba lalo na ng kurtina. Gumamagamit din ng tv. HE 8: Sa akin, ibang trabaho sa bahay, ang hindi magawa pag umaga gabi pwede pa. HE 17: Bilang Barangay health worker, mga reports ko nagagawa ko pa sa bahay khit hangggang 12 ng gabi. Nag nanay ko sa katandaan, hindi na makkaita sa dilim. HE 18: Pwede na maghapunan ng gabi na. Sa baboy na alaga hindi na "magkandarapa" sa dilim HE 19: Laking tulong, ngayon kahit 7pm, makakluto pa kasi maliwanag. HE 20: May bonding kaming mag asawa sa gabi. Nakakapgluto kahit gabi na. Pwede manuod ng tv. HE 21: Wala na "wakwak" (aswang) ngayon.Dati meron kasi madilim. Maliwanag na ngayon kaya wala na wakwak.
Spouse (Male and Female) -	HE 14: Mabilis at masaya na asawa sa gawaing bahay. HE 13: Sa tindahan, may inuman na pag gabi, tumaas kita ko. HE 11: Makakagawa pa din sa bahay kahit gabi. HE 9: Asawa ko nakakatulong ko pa sa gawain HE 7: Marami na nagagawa sa bahay. Sa pagtitinda, repacking ng bigas nagagawa pa sa gabi. Mga customer ko hindi na uwi ng maaga. Kahit gabihin kasi may ilaw naman. HE 5: Ang mga trabaho hindi ko nagawa nung umaga,magawa ko pa sa gabi.
Children of school age -	HE 12: Mga anak nakakapaglaro sa gabi. HE 13: Sa estudyante kahit gabi na hanggang 12pm makakapag aral pa. HE 11: Mga bata at anak ko hindi na takot sa dilim

	HE 10: Sa pag aaral naging malaking tulong HE 9: Pag nagkasakit anak hindi na mahirap, hindi na madilim, may ilaw na. HE 1: Mahabang oras na sila mag aral. HE 4: Anak ko kahit gabi na nakakapag aral. HE 8: Mataas na marka sa pag aaral ng mga bata.
Other family members (please specify the other members, i.e., grandparents, children of economically working age, etc.)	
Relevance	
10. If you are to choose between spending the same amount for amortization of your electricity service, or other priority needs of your family, where would you spend your money? 10.1 What are these other priority family expenditures?	HE 21: Addition sa pagkain. HE 20: Puro pagkain HE 19 to 1 lahat pagkain at ulam ang sagot.
11. If there were to be another RE-based rural electrification system, what are the things you will change in the way the AMORE 3 was implemented so that it becomes more beneficial and relevant to your needs and priorities?	HE 10: Madagdagan pa pailaw, para mas mag enjoy mga bata. Wala na kuntento na kami sa AMORE 3. Kung I rate 9 ang rate ko sa AMORE (rate 1-10, 10 ang pinakamataas) HE 17 to 15: Wala na gusto baguhin. HE 14: Idagdag sa battery replacement, meron kami pero sa ngayon dami na problema at kung saan bibilhin. Sana may mabilhan ang association. Hindi na pupunta sa malayo para bumili. CARD wala din available na battery. HE 13: Dagdagan pa ng units. Sana may mas mataas na capacity. HE 12: Madagdagan, lakas ta taas ng kuryente. HE 9: Okay na. HE 7: Kuntento. HE 6: Madagdagan pa ng units at capacity, para magkaroon pa ibang kabahayan. Yung pwede na din sa ref para makagawa ice candy. HE 5: Madagdagan capacity. HE 4 to 1: Madagdagan pa capacity.

Efficiency	
12. How much do you pay per month for the amortization of your electricity system? For the monthly bill of your potable water supply?	

Monthly Amortization of Electricity System (Pesos)	Monthly Bill of Water Supply (Pesos)
21. P350	P 10.00 monthly (maintenance lang ng hose papunta sa bahay
20. P800	Totoo ito sa lahat ng kalahok sa FGD
19. P250	
18. P350	
17. P350	
16. P250	
15. P350	
14. P350	
13. P250	
12. P300	
11. P300	
10. P496	
9. P350	
8. P350	
7. P350	
6. P350	
5. P350	
4. P350	
3. P350	
2. P350	
1. P350	

13. Are you able to pay your monthly amortization? If No,	HE 20: May panahon hindi ako nakabayad.Kasi inuna ang pagkain

what is the reason?	walang budget. 4months hindi nakabayad. Ngayon nakabayad na. HE 18: May balance 4 months, pero tapos na, gipit kasi may kuryente pa din ngayon hindi pa naputol. HE 17: P350 bayad na, P150 na lang kulang. Inuna pagbili bigas. HE 14: Hindi pareho ang pera, pag may ani may pera. Minsan naapaektuhan pagbayad pero iniintindi para hindi maputulan, napag uusapan. HE 6: Marami na malapit na maputulan. (Hindi na tinanong ang nakapagbabayad kada buwan)
14. Do you think the amount of monthly amortization for your electrification system is reasonable? Why do you say so? How does this compare with your monthly expenses for lighting before the AMORE 3?	(kuntento naman sa ibinabayad) ang sagot ng karamihan HE 7: P 350 kuntento na ako, kumpara sa gas. HE 9: Wala na ibabayad kung madagdagan (kung tataas pa singil)pa. HE 12: Magsasaka lang kaya ok na yun.Eto lang kaya.
14.1 Do you think the amount of monthly bill for your water system is reasonable? Why do you say so? How does this compare with your monthly expenses for water supply before the AMORE 3?	HE 1-21: Ok naman. 10 lang. (Walang gastos sa tubig bago ang AMORE 3 kasi spring pero kung prepresyuhan ang pagod at oras na nakukunsumo sa pagsalok, mas mahal)
15. Did you have any contribution or counterpart in the installation of the RE-based electricity system (e.g., labor, material, financial)? If Yes, what was your contribution or counterpart?	Sagot din sa 15.1 HE 3: bigas at pagkain HE 4: Clearing sa shading HE 2, 5 – 6, 21: pagkain HE 1, 7 to 18, 20: meryenda HE 19: Breakfast sa nagkabit
15.1 Did you have any contribution or counterpart in the installation of the water supply system (e.g., labor, material,	

financial)? If Yes, what was your contribution or counterpart?	
Sustainability	
16. Does your household RE-based electricity system continue to function or operate at present? If No, when did your household electricity system stop to function or operate? What was the main cause of the problem?	HE 1: Switch off, hindi na gumagana, 4 dati ngayon 2 na lang ang gumagana HE 6: ok na ok HE 7: Nasira battery, 4months bago napalitan. Naghintay ng replacement palitan ang battery. HE 8 to 21: okay gumagana pa.
16.1 Does your water supply system also remain functional or operational? If No, when did your water supply system stop to function or operate? What was the main cause of the problem?	HE 1: Natutuyo. Sa balon kumukuha pag wala BAWASA.
17. Do you think that your household RE-based electricity system will remain operational for the next five years? If Yes, how can it be sustained? If No, why do you think that it cannot be sustained?	HE 16: Meron pa 5 years from now. Aalagaan wag abusuhin ang makina ng pailaw. Four to five hours lang dapat gamitin. HE 15: Depende sa unit. Gagana pa rin. HE 14: Pag unawa at alaga. HE 13: Solar at battery lang talaga 3 years, masisira na HE 12: Aalagaan, hindi dapat totally discharged battery. HE 11: Aalagaan maigi. HE 10: Dapat alagaan, unit ko napasukan ng langgam. Na grounded dinala ko sa technician. HE 9 and 8: Aalagaan para 5 years meron pa. HE 7: 5 years mula ngayon may maiinum pa. HE 6: Basta hindi aabusuhin tatagal pa up to 30 years, gagana pa basta hindi maaabuso. HE 5: Aalagaan HE 4: Hindi maiiwasan masira controller. May maipalit spare parts. Mahirap mahanap ng asawa ko technician siya.Wala sa Davao spare parts.

	HE 3: Wala means of recycling.Kahapon lang request sa CARD para sa replacement. Naiparating na ddaw sa office pereo wala pa feedback. HE 1 and 2: Aalagaan aabot pa hanggang 5 years. (Binalikan ang 17-21 at alagaan at tumulong sa pagmintina ang sagot)
17.1 Do you think that your water supply system will remain operational for the next five years? If Yes, how can it be sustained? If No, why do you think that it cannot be sustained?	HE 1: Maaari, basta alagaan namin. HE 4: Oo, nagbabayad naman kada buwan ang mga miyembro kaya kung may problema, may gagastusin. HE 19: Dapat dahil ayaw naming walang tubig. (Paalala: Natutuyo ang AMORE 3 sistema ng patubig, (pero nagbabayad pa rin ng 10 kada buwan ang mga miyembro) kaya balik sila sa pagkuha ng tubig sa spring o balon) *(hanggang sa katapusan masasaya at nakangiti pa rin ang lahat. Halatang kuntento sa AMORE 3. Okay at participative ang lahat.

Profile of FGD Participants

Name	Age	Gen-der	No of family members in HH	Yrs living in Com-munity	House ownership status	Source of water supply at home	Main uses of water	Main lightning	Liveli-hood	BRECDA	BAWASA
1. Rowena D. Traya, Sitio Macatol	35	F	10	5+ years	Owned	Developed spring	Cooking	Lighting	Farming	✓	✓
2. Segundina Dumdum, Sitio Macatol	58	F	6	5+ years	Owned	Developed spring	Cooking	Lighting	Farming	✓	✓
3. Lolita Alfata, Sitio Macatol	73	F	4	1 – 5 years	Owned	Developed spring	Cooking	Lighting	Farming	✓	✓
4. Jina G. Anunciado, Proper Magsaysay	38		9	5+ years	Owned	Public tap/stand pipe	Cooking	Lighting	Farming	✓	✓
5. Ronalled C. Bacalso, Proper Magsaysay	44	F	4	5+ years	Owned	Public tap/stand pipe	Cooking	Lighting	Farming	✓	✓
6. Graciana Calamba, Proper magsaysay	65	F	9	5+ years	Owned	Public tap/stand pipe	Cooking	Lighting	Farming	✓	✓
7. Joel M. Ordaniza, Sitio Macatol	42	M	6	5+ years	Owned	Public tap/stand pipe	Cooking	Lighting/ other electric appliances	Farming	✓	✓

Name	Age	Gen-der	No of family members in HH	Yrs living in Com-munity	House ownership status	Source of water supply at home	Main uses of water	Main lightning	Liveli-hood	BRECDA	BAWASA
8. Nenita P. Pandan, Sitio Lanao	41	F	6	5+ years	Owned	Public tap/stand pipe	Cooking	Lighting	Farming	✓	✓
9. Romie N. Agsili, Sitio Lanao	29	M	5	5+ years	Owned	Public tap/stand pipe	Cooking	Lighting	Farming	✓	✓
10. Jemmy Dalacay, Sitio Lanao	41	M	3	5+ years	Owned	Public tap/stand pipe	Cooking	Lighting	Farming	✓	✓
11. Jun Pol Cagatan, Proper Magsaysay	29	M	4	5+ years	Owned	Spring	Cooking	Lighting	Farming	✓	
12. Alejandro Anunciado, Proper Magsaysay	39	M	7	5+ years	Owned	Spring	Cooking/ Laundrying	Lighting/ other electric appliances / cp charging	Farming	✓	
13. Teodoro Rudape, Proper Magsaysay	31	M	6	5+ years	Owned	Spring	Cooking	Lighting	Farming	✓	✓
14. Floremanta Labarca, Proper Magsaysay	30	M	6	5+ years	Owned	Public tap/stand pipe	Cooking	Lighting	Farming	✓	✓

Name	Age	Gen-der	No of family members in HH	Yrs living in Com-munity	House ownership status	Source of water supply at home	Main uses of water	Main lightning	Liveli-hood	BRECDA	BAWASA
15. Retchie Ticong, Proper Magsaysay	26	M	7	5+ years	Owned	Pipe water into dwelling	Cooking	Lighting	Farming	✓	
16. Julito B. Martillan Jr., Proper Magsaysay	52	M	5	5+ years	Owned	Pipe water into dwelling	Cooking	Lighting	Farming	✓	✓
17. Rosalinda M. Borja, Proper Magsaysay	60	F	9	5+ years	Owned	Pipe water into dwelling	Cooking	Lighting	Farming	✓	✓
18. May Rose Bacalso, Proper Magsaysay	28	F	6	5+ years	Owned	Spring	Cooking	Lighting	Farming	✓	✓
19. Luz H. Calamba, Proper Magsaysay	35	F	5	5+ years	Owned	Spring	Cooking	Lighting	Farming	✓	✓
20. Rose Marie Bacalso, Proper Magsaysay	22	F	4	1 – 5 years	Owned	Spring	Cooking/ Bathing/ Laundrying	Lighting	Farming	✓	✓

Name	Age	Gen-der	No of family members in HH	Yrs living in Com-munity	House ownership status	Source of water supply at home	Main uses of water	Main lightning	Liveli-hood	BRECDA	BAWASA
21. Enriqueta G. Garciano	69	F	5	5+ years	Owned	Spring	Cooking/ Bathing/ Laundrying	Lighting	Farming	✓	✓

Brgy. Tagpangi, Vitali, Zamboanga City

Date:	February 6, 2014
Time started/ended:	11:59 am - 3:45 pm
Venue:	Household Brgy. Tagpangi, Tagpangi Elementary School, Vitali, Zamboanga City
RE Rural Electrification System and Water Supply System	
1. Can you describe the situation of your household lighting system before you had access to the AMORE 3 electrification system?	HE 1: *Gas is different from solar, by using solar we don't have to spend for anything, unlike gas. Using gas we have to spend 2 liters per month amounting to P120. I bought a 600 unit system.* HE 2: *We use gas at night. It only lasts until dawn. Usually we spend P10 per night totaling 60 liters a month.* HE 3: *There's not much illumination in our house. It's not so comforting to the eyes since not all parts of the house are illuminated.* HE 4: *If there is a typhoon usually the light would die down because of the wind and often we get short of gas supply. We are more comfortable using solar.* HE 5: *It's so expensive we need to spend for a liter of gas regularly.* HE 6: *Everytime our kids study, we need to spend for gas. The worst is*

	that we would run out of gas supply before they would even finish studying. HE 7: *Using gas is not a very good idea if you have children since if they would trample one it could easily cause a fire.* HE 8: *Gas is very dangerous it could cause fire. It can easily be turned off especially by strong winds.* HE 9: *The smoke emitted from using gas can easily be inhaled and could cause lung problems. It is also very dangerous since it can start a fire if trampled over.* HE 10: *It could easily be turned off by strong winds.* HE 11: *We become very prone to accidents and it so expensive if used regularly.* HE 12: *Our house almost burned last month.*
2. How does this situation affect: Men's livelihood?	HE 2: *He doesn't render overtime since he goes home directly after farming.* HE 3: *Gas is an additional expense on our part. I do copras and I usually have a hard time doing it since gas does not illuminate our place properly.* HE 12: *None* HE 11: *It could cause fires especially if couples fight since males usually turn their brunt into these gas lanterns and throw them.* HE 10: *Farming provides little income and using gas is an additional expense for us.* HE 4: *We cannot harvest during night time since gas lanterns emit very little light.* HE 9: *Guys are not able to save money since they need to find ways to cover their gas expenses.*
Women's livelihood?	HE 1: *We are able to wash our clothes at night.* HE 2: *We are able to prepare and cook dinner at night.* HE 3: *Use as adhesive for cellophane/plastic to be used to sell banana crackers.* HE 4: *Boys are not able to play billiards during night time. We don't have any source of living before, we only have a few customers because it's dark.* HE 5: *We use gas so we could prepare the bananas to be sold as bananaque.*

	HE 6: *We could use it as liniments if we are tired or for body pains.* HE 7: *We could use it so we could prepare niyog to feed our pigs.* HE 9: *It would affect the market for gas, fewer people will be buying gas from the store.* HE 10: *We could use gas during bad weather like typhoon since we cannot charge our solar lamps during these times.* HE 11: *Gives light.* HE 12: *By using it we could mill/process rice to produce puto and kunchinta to be sold.*
Ability of school children to do their homework?	HE 3: *They have very limited time to study because of the gas supply. It affects their eyesight because of the low illumination from the gas lanterns and they usually misread some letters because of poor lighting conditions.* HE 4: *They have very limited time to study sometimes they could not do their assignments. They also want to have 1 gas lantern each when studying.* HE 9: *They want to have 1 gas lantern each when studying and it's dangerous. It may cause fire or the book may catch fire and it would be an additional expense for me to pay for the book.* HE 10: *They don't get disturbed easily.* HE 11: *They don't study well.*
Other aspects of household activities?	HE 1: *I can't accept laundry services.* HE 2: *We were comfortable before but smoke from the gas lanters gets easily inhaled by the kids and it may cause harm. It is also a very big help for them especially while studying. (Gas was good but solar is much better)* HE 3: *We can't use gas for overtime since the light would be turned off easily by the strong winds.* HE 4: *Ok since we don't have any choice we only have a very limited income. The stores are usually closed during wee hours.* HE 5: *We could use gas but its easily turned off by the strong winds.* HE 6: *No Answer* HE 7: *Easy to use* HE 9: *We could use it during dawn to prepare food for the kids, breakfast, and provisions.* HE 10 and 11: *It's OK*

3. How much does it cost you per month to enjoy the old lighting system?	HE 1 and 11: 1 ½ litres P90/month HE 2 to 5, 10: 1litre /P60 month HE 6 and 9: 3 litres /P180 month HE 7 and 8: 2 litres/P120 month
4. Can you describe the reliability of this lighting system before the AMORE 3? (i.e., How many hours could you use the old lighting system?)	HE 1: 6pm-9pm, 3am – 5:30am HE 2: 6pm-9pm, 4am-5:30am HE 3: 6pm-8pm, 4am-5:30am HE 4: 6pm-9pm, 4am-6am HE 5: 6pm-9pm, 3am-5am HE 6: 6pm-10pm, 4am-5am HE 7: 6p[m-12mn, HE 8: 6pm-9pm HE 9: 6pm-6am HE 10: 6pm-8pm HE 11: 6pm-5am
5. How did you participate or gain access to AMORE 3's household electrification system and/or water supply system?	HE 2: *They had it through the PTA, you won't be a member if you don't have any students studying in school.* HE 3: *Before, we didn't know that there's solar. The teachers were the ones that told us about it. We went directly to the school and they said that you can only be a member if you have a child studying in the said school.* HE 4: *Through the PTA* HE 5: *At school since we have a student studying there* HE 6: sa school HE 7: PTA HE 8: PTA at school HE 9: *The teachers called up a meeting and told us about AMORE.* HE 10: PTA HE 11: PTA
6. Since when did you have access or participate in the AMORE 3'household electrification system and/or	HE 3: November 20, 2012 *was when the units were delivered* HE 4: *The seminar was conducted on* August 21, 2012

water supply system?	
7. What type of RE technology (micro hydro power, solar home system or battery charging system) do you have in your household electricity system?	All their units are solar home system They were asked one by one and all of them answered solar home system
8. What specific assistance did AMORE 3 or other groups (please specify) provide to your household for the installation, operation and maintenance of the RE-based electrification system? For the operation and maintenance of your water supply system?	In unison they answered *"None only AMORE"* HE 1: *Charge flashlights* HE 2: *Charge cellphones, there's a one year warranty* HE 3: *Portable dvd players, use the units properly which were provided by AMORE* HE 8: cellphone charging HE 9: cellphone charging Note: AMORE gave an orientation and demonstration. No units are broken. They are all satisfied. High capacity P1400 Medium P900 Low P600
9. What benefits do you now enjoy as a result of the RE-based electrification system? Can you describe these according to how the following family members benefitted from the RE-based electrification system? Household Head (Male) -	HE 1: *We could do overtime work with our farm products, we'll just bring our chargers so we could work at night.* HE 3: *I use our solar lamp for a 12 hour charge* HE 4: *Additional income from charging of portable flashlights, At night we could work even from 1 to 2 am and that would mean more harvest.*
Household Head (Female) -	HE 8: *We can do a lot of things at home. We can already do unfinished works at night."* HE 3: *We could spend more time with our family and kids.*
Spouse (Male and Female) -	HE 2: *We could spend more time talking about our problems and concerns.* HE 4: *None* HE 6: *Talking about life and the like.*

	HE 9: *Bonding with my kids.* HE 10: *There is already a source of light we only need to look for the switch, we could easily find whatever we are looking for at home.*
Children of school age -	HE 1: *They are more interested to study.* HE 2: *They could help with the household chores and they can easily study.* HE 3: *They won't have a hard time studying* HE 4: *Our house is very well illuminated, we only need to press on the switch and we have light.* HE 5: *Looks like their grades improved* HE 7: *Their studying conditions improved* HE 8: *They could easily study because our house is properly illuminated.* HE 9: *They could already study anytime of the day. If there's an exam they could wake up anytime to study.* HE 10: *The children could study properly there is already a steady/good source of light* HE 11: *They could study better.*
Other family members (please specify the other members, i.e., grandparents, children of economically working age, etc.)	
Relevance	
10. If you are to choose between spending the same amount for amortization of your electricity service, or other priority needs of your family, where would you spend your money? 10.1 What are these other priority family expenditures?	HE 1: *I would divide it between my family and AMORE* HE 3: *I would prioritize may family's needs, I could find ways to earn money to pay for the solar. I should prioritize my family than having solar.* HE 4: *Ill prioritize my amortization then I'll find ways to solve my problems.* HE 5: *Problems, Family will be the first. I can always find ways to pay for my AMORE amortization.* HE 6: *Family Problems first.* HE 7: *Family and basic needs first.* HE 8: *Basic needs first and the scholastic needs of my children after.* HE 9: *Of course family first, then my wife and I could help each other with the AMORE amortization.*

<table>
<tr><td></td><td>HE 10: Basic needs first, you can't do much if you don't have something to eat.</td></tr>
<tr><td>11. If there were to be another RE-based rural electrification system, what are the things you will change in the way the AMORE 3 was implemented so that it becomes more beneficial and relevant to your needs and priorities?</td><td>HE 1: Higher Wattage/Volts

HE 3: Solar that could support tv and ref so we don't have to pay for any electric bill

HE 4: Higher wattage but affordable solar systems.

HE 7: AMORE is a lot better since you don't have to pay for any monthly due unlike wired electrical system.

Don't have to change anything, they are all grateful for the home solar system granted to them.</td></tr>
<tr><td>Efficiency</td><td></td></tr>
<tr><td>12. How much do you pay per month for the amortization of your electricity system? For the monthly bill of your potable water supply?</td><td><table>
<tr><td>Monthly Amortization of Electricity System (Pesos)</td><td>Monthly Bill of Water Supply (Pesos)</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Not applicable because it is only one time payment</td><td>High capacitiy P1400

Medium P900

Low P600</td></tr>
<tr><td></td><td></td></tr>
</table></td></tr>
<tr><td>13. Are you able to pay your monthly amortization? If No, what is the reason?</td><td>NA

HE 3: Cheap enough, we don't have any regrets for buying one.</td></tr>
<tr><td>14. Do you think the amount of monthly amortization for your electrification system is reasonable? Why do you say so? How does this compare with your monthly expenses for lighting before the AMORE 3?</td><td>HE 1: Solar is cheaper and it's a onetime payment only.

Number of units

High – 10

Medium – 6

Low – 6

HE 3: Low and medium unit We could bring it wherever we want.

HE 9: Low we could bring it wherever we want to.

They were given few months to prepare and come up with the payment.</td></tr>
<tr><td>14.1 Do you think the amount of monthly bill for your water system</td><td>NA</td></tr>
</table>

is reasonable? Why do you say so? How does this compare with your monthly expenses for water supply before the AMORE 3?	
15. Did you have any contribution or counterpart in the installation of the RE-based electricity system (e.g., labor, material, financial)? If Yes, what was your contribution or counterpart?	No counterpart only the payment, the installation was done by them. They were given an orientation.
15.1 Did you have any contribution or counterpart in the installation of the water supply system (e.g., labor, material, financial)? If Yes, what was your contribution or counterpart?	NA
Sustainability	
16. Does your household RE-based electricity system continue to function or operate at present? If No, when did your household electricity system stop to function or operate? What was the main cause of the problem?	In unison, *"It's still ok"*
16.1 Does your water supply system also remain functional or operational? If No, when did your water supply system stop to function or operate? What was the main cause of the problem?	NA
17. Do you think that your household RE-based electricity system will	HE 1: *Take care of the panels.* HE 2: *I can't guarantee that the unit will still be ok after 5 yrs because*

remain operational for the next five years? If Yes, how can it be sustained? If No, why do you think that it cannot be sustained?	*others had bigger units and its already not functioning.* HE 3: *Yes, but the battery we could not guarantee that it would last up to 5 yrs.* HE 4: *I'm not sure about the battery but with the panels I could guarantee it.* HE 5: *We'll just have to take care of it so it would last.* HE 6: *If it's already very hot we would add water because it's a very good source if illumination when it's dark.* HE 8: *Just take good care of it.* HE 9: *Depending on how it's being used, we will just have to take good care of it. Make sure the kids won't play with it.* HE 10: *Follow the guide so it would last.* HE 11: *Take good care of it and follow the guide.*
17.1 Do you think that your water supply system will remain operational for the next five years? If Yes, how can it be sustained? If No, why do you think that it cannot be sustained?	

Profile of FGD Participants

Name	Age	Sex	Number of persons residing in your HH	Main sources of water supply at home	No. of years that your HH has been a resident in the community	Ownership status of your house	Main uses of water in your home	Main livelihood activity of your HH	Main uses of lightning in your home	Are you a member of BRECDA and/or BAWASA
1. Rossana Casimiro	38	F	4	River	More than 5 years	Owned	Cooking, bathing, laundry and drinking	Farming	Lightning	NO
2. Lourdinesa Ganub	31	F	6	River	More than 5 years	Owned	Cooking, bathing, laundry and drinking	Farming	Lighting	NO
3. Ronald Novillas	27	M	2	River	More than 5 years	Owned	Cooking, laundry, bathing, drinking	Farming	Lightning	NO
4. Liezl Manalo	30	F	5	Deep well	More than 5 years	Owned	Cooking drinking	Farming	Lightning, other electric HH appliances	NO
5. Dolores Alberto	42	F	6	Poso (deep well)	1-5 years	Owned	Cooking, drinking	Farming	Lighting	NO
6. Lucia Dominion	55	F	6	River	More than 5 years	Owned	Cooking, bathing/laundry, drinking	Farming	Lighting	NO
7. Rita Enriquez	31	F	4	River	1-5 years	Owned	Cooking, bathing, laundry, drinking	Farming	Lightning	NO
8. Perlita Israel	53	F	4	River	More than 5 years	Owned	Cooking, bathing, laundry and drinking	Farming	Lighting and charging of cp	NO

Name	Age	Sex	Number of persons residing in your HH	Main sources of water supply at home	No. of years that your HH has been a resident in the community	Ownership status of your house	Main uses of water in your home	Main livelihood activity of your HH	Main uses of lightning in your home	Are you a member of BRECDA and/or BAWASA
9. Ma. Angeline Contorno	24	F	7	River	More than 5 years	Owned	Cooking, bathing, laundry, drinking	Farming	Lighting and charging of Cp	NO
10. Lito Contapay	33	M	3	River	More than 5 years	Owned	Cooking, bathing, laundry and drinking	Farming	Lighting	NO
11. Angel Rebollos	35	M	6	River	1-5 years	Owned	Cooking, bathing, laundry and drinking	Farming	Lighting	NO
12. Mary joy Limen	37	F	11	Deep well	1-5 years	Owned	Cooking, bathing and drinking	Driver truck	Lighting	NO

Brgy. Tamyon, Vitali, Zamboanga City

Date:	February 7, 2014
Time started/ended:	9:50 am - 12:55 pm
Venue:	Tamyon Elementary School, Sitio Tamyon, Brgy. Vitali, Zamboanga del Norte
RE Rural Electrification System and Water Supply System	
1. Can you describe the situation of your household lighting system before you had access to the AMORE 3 electrification system?	HE 2: *Not all parts of the house are illuminated but now everything is properly lighted.* HE 3: *Fluorescent light is not enough to light up our house early in the morning to prepare food.* HE 4: *Gas lanterns are quite costly so I bought a battery powered lamp.* HE 5: *Once in a while we use petrol lanterns but strong winds would usually turn it off.* HE 6: *It's difficult if it's windy so I bought a battery powered fluorescent lamp (10 watts).* HE 7: *Gas, I also bought a battery fluorescent lamp when my child started schooling.* HE 8: *Petrol Lantern so if it's windy it won't turn off.* HE 9: *Sometimes it turns of, matches are even harder to find.*

	HE 10: *Gas is costly.*
2. How does this situation affect: Men's livelihood?	HE 1: *None, my husband is away.* HE 6: *It's difficult at night especially when there's no light. We use gas for our copras and it's so costly and expensive.* HE 7: *It's so difficult to work at night because it's dark especially when you need to cut something. We usually make use of torches at night. Kids find it hard to study because it's dark.* HE 8: *It's difficult if its dark, its costly.* HE 9: *It's difficult if you don't have a living especially during crisis, we can't work at night we usually work at aroud 6, 7, 8 in the morning.* HE 10: *only in the farm (nothing)*
Women's livelihood?	HE 1: *Kids are studying with only one gas lamp.* HE 2: *We only use one gas lamp, it's so hard to iron the clothes and at the same time the kids are studying with only one source of light on.* HE 3: *It's hard to prepare dinner and breakfast, to fetch water or even to check on our pigs and karabaws at night because we need gas.* HE 4: *It's so hard to work at night, like cooking dinner since it's so dark.*
Ability of school children to do their homework?	HE 1: *Kids would sleep early since it's already dark.* HE 2: *They get lazy and don't want to study.* HE 3: *They are already tired when they get home since they have already walked from school and it's quite far.* HE 6: *They can't study well because it's dark.* HE 7: *We can't take care of the children anymore because we have a lot of things to do and it's already dark.* HE 9: *They don't like to study since it's dark. They need to wait for sunrise before they could do their assignments.*
Other aspects of household activities?	HE 2: *Used to illuminate the house* HE 3: *Gas is costly, If we would sell something we would need gas so if you don't have money to buy gas you won't be able to earn anything.* HE 4: *It's so hard to cut my tobaccos at night, using gas and matches are very costly.* HE 5: *It's so hard if we don't have any source of light we can't use torches since it will burn the rubber.*
3. How much does it cost you per month to enjoy the old	HE 1: 60/liter/week = P240 month

lighting system?	HE 2: 60/liter/week = P240 month HE 3: P240 gas and charging P60 HE 4: P60/month 1 liter, 9 plates (battery charging P90/month) HE 5: P60/month, P120 battery charging/month HE 6: P60/month, P120 charging/month HE 7: 1 liter a week P240/month HE 8: 1 ½ liter P90/month HE 9: 1 litre/month P60/month HE 10: 1 liter/week P240/month
4. Can you describe the reliability of this lighting system before the AMORE 3? (i.e., How many hours could you use the old lighting system?)	HE 1: 6pm-7pm, am no need HE 2: 6pm-9pm, 4am-5am HE 3: 6pm-7pm, 3am-5am HE 4: 6pm-7pm, 4am-5am, 8pm-10pm battery HE 5: 6pm-11pm, charged batter ang gamit kay naay bisita sa balay HE 6: 6pm-8pm(6pm-4am pag mag overtime sa copras), 4am-5am HE 7: 6pm-10pm, 4am-6am HE 8: 7pm-9pm, 4am-5:30am HE 9: 6pm-8pm, 4am-5am HE 10: 6pm-9m, 4am-5am
5. How did you participate or gain access to AMORE 3's household electrification system and/or water supply system?	HE 1: *The teachers called up a PTA meeting and discussed about solar electrification system.* Teacher Lilian (former principal of the school): we called the parents for an orientation regarding AMORE program. AMORE assessed the area and tapped the school as part of the PTA project. So the solar was coursed through us.
6. Since when did you have access or participate in the AMORE 3'shousehold electrification system and/or water supply system?	HE 1: February 06,2013 HE 2: December 27, 2012 HE 3: January 05, 2012 HE 4: January 27, 2012 HE 5: November 2012 HE 6: November 2012

	HE 7: November 2012 HE 8: January 2013 HE 9: January 2013 HE 10: December 27,2012
7. What type of RE technology (micro hydro power, solar home system or battery charging system) do you have in your household electricity system?	They all answered Solar home system unison
8. What specific assistance did AMORE 3 or other groups (please specify) provide to your household for the installation, operation and maintenance of the RE-based electrification system? For the operation and maintenance of your water supply system?	HE 1: *How to connect from the top, there was an orientation from AMORE* HE 3: *They taught us how to put on the bulbs to the sockets and to the flashlights.* Teacher Lilian: T*here was a technician from AMORE that gave a demo. There are two defective units that were returned to AMORE and had not been given back to us.* Note: there is water district available in the area as well
9. What benefits do you now enjoy as a result of the RE-based electrification system? Can you describe these according to how the following family members benefitted from the RE-based electrification system? Household Head (Male) -	HE 3: *We are all happy but during typhoons we are not able to use these solar lanterns.* HE 4: *We are able to lessen our expenses especially for gas and batteries.* HE 5: *We are so happy, our batteries are on standby.* HE 10: *We use it when we send off our carabaos to graze.*
Household Head (Female) -	HE 1: *We can sleep late. We can work at night.* HE 2: *Our house is properly lighted and I could prepare food.* HE 5: *We could work at night, our visitors could watch movies.* HE 6: *It helps a lot, I'm a working mom so I do all the house work at night.* HE 7: *I could already work at night, I could cook food for my livestock. I could do all my work and start the following day free of unfinished work.* HE 8: *I could do the household work at night.* HE 9: *I could work at night.* HE 10: *It's easier to do household chores even at night.*

Spouse (Male and Female) -	HE 2: *My husband can already repair whatever damages on his motorcycle even at night.*
Children of school age -	HE 1: *They can already study.* HE 2: *They could use it for studying.* HE 4: *The children are very at ease.* HE 6: *They can do their homework.* HE 8: *They can study well.* HE 9: *They can already study at home after school.* HE 10: *They could do their assignments well. If there's a typhoon there will always be a permanent source of light.*
Other family members (please specify the other members, i.e., grandparents, children of economically working age, etc.)	HE 9: *It could help my grandchild with his/her studies.*
Relevance	
10. If you are to choose between spending the same amount for amortization of your electricity service, or other priority needs of your family, where would you spend your money? 10.1 What are these other priority family expenditures?	HE 1: *There was a time that I stepped on a nail and it caused my foot to swell. I sold some pigs so I could buy some medicines and pay AMORE for my amortization.* HE 2: *I would prioritize my family's basic needs.* HE 3: *I would prioritize my family's basic needs since I could always find ways to earn money.* HE 4: *I would loan some money ang prioritize AMORE* HE 5: *I would prioritize our family's basic needs.* HE 6: *My family's basic needs.* HE 8: *I'd like to ask if I could pay it in installment basis?* HE 9: *I really want to have a permanent source of light, I'm asking if I could pay it in installment basis.* HE 10: *I was able to sell some chickens and one of my children asked for money, I told him/her that I still need to pay for our AMORE amortization.*
11. If there were to be another RE-based rural electrification system, what are the things you will change in the way the AMORE 3 was implemented so that it	HE 1: *We would still avail so we could compare it with what AMORE provided.* HE 2: *Try another unit so we could compare it with what we have.* HE 3: *They should give us an assurance that what they will be giving us*

becomes more beneficial and relevant to your needs and priorities?	*would be better than what we have.* HE 4: *I will no longer avail for anything, I would stick with what AMORE had provided us.* HE 5: *If there's another offer I would certainly avail if I have enough money. I'd like to buy a unit which is a lot more powerful than what I have.* HE 6: *I'm satisfied with what AMORE had provided besides it would be very costly to buy a new one.* Note: Teacher Lilian immediate response for the need, give better quality, may mag repair action agad, satellite offices for repair of the units, assurance that will be returned and fixed, we don't have access to the technician
Efficiency	
12. How much do you pay per month for the amortization of your electricity system? For the monthly bill of your potable water supply?	<table><tr><th>Monthly Amortization of Electricity System (Pesos)</th><th>Monthly Bill of Water Supply (Pesos)</th></tr><tr><td>100 plus units in total 2 of which were returned 70 low, 20 medium and 10 high Low = P600 Medium = P900 High =P1400 20 watt peak = P10000</td><td>HE 7:*There is a monthly due for the 20 watt peak but we have a hard time collecting the monthly dues. So right now we are not paying anything.*</td></tr></table>
13. Are you able to pay your monthly amortization? If No, what is the reason?	NA
14. Do you think the amount of monthly amortization for your electrification system is reasonable? Why do you say so? How does this compare with your monthly expenses for lighting before the AMORE 3?	HE 1: *I'm ok with 600, I have been using it for a year and the P240 can be allocated for our kids provisions.* HE 2: Ok, *we won't have to spend for gas anymore.* HE 3: *Yes, we can afford, it will be a very big help since we won't be spending for gas anymore.* HE 4: *In a year we would spend more on buying gas than battery charging.* HE 5: *We could use the money to buy gas and use it for our kids school*

	provisions and expenses instead. HE 6: *Instead of buying gas we could use the money to buy food instead, we could even save more, no more monthly allotment needed.* HE 7: *Solar is a lot better but we are still using gas at times.* HE 8: *Our house is well illuminated even until morning and we don't even have to turn it off.* HE 9: *Solar is a lot better since if we don't have money to buy gas we won't have any source of light.* HE 10: *Solar is way better it could light up the house efficiently and we don't have to worry of any monthly allotments.*
14.1 Do you think the amount of monthly bill for your water system is reasonable? Why do you say so? How does this compare with your monthly expenses for water supply before the AMORE 3?	NA
15. Did you have any contribution or counterpart in the installation of the RE-based electricity system (e.g., labor, material, financial)? If Yes, what was your contribution or counterpart?	They all answered in unison, *"None."* Teacher: *No counter part, USAID gave out books, TV was from AMORE (e-media) but the inverter was damaged. They gave out free meals.*
15.1 Did you have any contribution or counterpart in the installation of the water supply system (e.g., labor, material, financial)? If Yes, what was your contribution or counterpart?	NA
Sustainability	
16. Does your household RE-based electricity system continue to function or operate at present? If No, when did your household electricity system stop to	*All answered yes.*

function or operate? What was the main cause of the problem?	
16.1 Does your water supply system also remain functional or operational? If No, when did your water supply system stop to function or operate? What was the main cause of the problem?	NA
17. Do you think that your household RE-based electricity system will remain operational for the next five years? If Yes, how can it be sustained? If No, why do you think that it cannot be sustained?	HE 2: *Yes, depending on how they use it.* HE 3: *Yes, if they will use it accordingly.* HE 4: *Depending on how they use it.* HE 5: *Depending on how they use it.* HE 6: *Depending on how they use it.* HE 7: *We need to see to it that the battery should only be kept in one place.* HE 8: *As long as they would take good care of it for sure it will last.* HE 9*: Depending on how they use it.*
17.1 Do you think that your water supply system will remain operational for the next five years? If Yes, how can it be sustained? If No, why do you think that it cannot be sustained?	NA

Profile of FGD Participants

Name	Age	Sex	Number of persons residing in your HH	Main sources of water supply at home	No. of years that your HH has been a resident in the community	Ownership status of your house	Main uses of water in your home	Main livelihood activity of your HH	Main uses of lightning in your home	Are you a member of BRECDA and/or BAWASA
1. Analiza Contorno	30	F	5	Puso/spring	More than 5 years	Owned	Cooking, bathing, laundry, for drinking(from water district)	Retail store operation. Buy and sell saging and vegetables	Lighting and cellphone charging	NA
2. Rosemarie Alvarez	43	F	8	Spring	More than 5 years	Owned	Cooking, bathing and drinking	Farming	Lighting	NA
3. Crisanto Carpio	38	M	4	Water district	More than 5 years	Owned	Cooking, bathing, laundry, dilg ng tanim and drinking	Farming	Lighting and cellphone charging	NA
4. Roger Estorco	50	M	5	Water district	More than 5 years	Owned	Cooking, bathing, laundry, dilig ng tanim, drinking	Farming	Lighting, other electric HH appliance	NA
5. Monico Alavarez	50	M	Over 10	Water district	More than 5 years	Owned	Cooking, bathing, laundry, drinking	Farming	Lighting and other electric HH appliances	NA
6. Merbel Gonzales	44	F	4	Puso	More than 5 years	Owned	Cooking, bathing, laundry,(buy by gallon from water district)	Farming	Lighting, cellphone charging	NA

Name	Age	Sex	Number of persons residing in your HH	Main sources of water supply at home	No. of years that your HH has been a resident in the community	Ownership status of your house	Main uses of water in your home	Main livelihood activity of your HH	Main uses of lightning in your home	Are you a member of BRECDA and/or BAWASA
7. Myrna Balan	50	F	6	Deep well	More than 5 years	Owned	Cooking,bathing, laundry and drinking	Farming	Lighting	NA
8. Georgina Condencio	47	F	7	Water hydrant run by water district	More than 5 years	Owned	Cooking, bathing, laundry, drinking	Farming	Lighting	NA
9. Vilma Estoro	44	F	7	Deep well	More than 5 years	Owned	Cooking, bathing and drinking	Farming	Lighting	NA
10. Felecisima Rojas	64	F	8	Spring	More than 5 years	Owned	Cooking, drinking, laundry, drinking	Farming	Lighting	NA

Brgy. Upper Sepaka, Surallah

Date:	February 4, 2014
Time started/ended:	2:00 pm - 4:30 pm
Venue:	Upper Sepaka, Surallah, South Cotabato
RE Rural Electrification System and Water Supply System	
1. Can you describe the situation of your household lighting system before you had access to the AMORE 3 electrification system?	HE 1: Gasera ang gamit. Madilim, 2 gasera ang gamit. HE 2: Napakadilim,ilaw na kerosene at flashlight. Magastos sa battery, di abot ang ilaw sa gabi masyado madilim. Nakakatakot pag may alanganing nangyari. HE 3: Gas HE 4: Gas din ang gamit. May flashlight minsan. HE 5: Madilim, pag hinangin namamatay ilaw ang gasera. HE 6: Madilim, gasera lang din.
2. How does this situation affect: Men's livelihood?	HE 6: Magastos kasi walang kuryente. Farmer ako nagtatanim ng mais. Hindi makatrabaho at hindi makaconcentrate. HE 5: Kung gusto mag overtime sa gawain at trabaho, maapektuhan kita ng pamilya at panahon sa mga anak. HE 4: Hinto na kapag madlim na.

	HE 3: Dati lang ang kita. HE 2: Limitado ang sakop ng paningin sa gabi. Sa pera hindi masyado malaki ang kita. Malaki ang gastos pag gasera. HE 1: Asawa ko mna ang tao sa tindahan kapag pahapon na para makapagluto ako.
Women's livelihood?	HE 6: Limitado ang kita sa paninda. HE 5: Hindi makatulong sa akin sa paghimay ng mais. HE 4: Kung gusto pa magtrabaho sa gabi, hindi na makagawa madilim. HE 3: Sa paglaba sa gabi di magawa madilim. HE 2: Tigil na kapag madillim na. HE 1: Nahihirapan sa gabi pagtitinda.
Ability of school children to do their homework?	HE 6: Hindi maubos basahin ang mga inaaral. HE 5: Kaunting oras lang sa pag-aaral. HE 4: Hindi makapag aral ang mga anak. HE 3: Anak na nag aaral hindi klaro pag mag study HE 2: Mga anak hirap mag study sa gabi, napapatay ng hangin ang ilaw. HE 1: Kinder pa lang naman ang anak ko.
Other aspects of household activities?	Walang ibang ginagamitan ng kuryente maliban sa nabanggit sa profile (ilaw, ref, cp charging)
3. How much does it cost you per month to enjoy the old lighting system?	HE 1: P450.00 sa bahay at para sa tindahan. P57/ litro gas ngayon, P54.00/L gas dati. HE 2: Depende, pag may okasyon P600.00 ang nagagastos HE 3: Dalawa ang ilaw na gasera, 1litro ang nagagamit for ½ month P108.00. HE 4: 1 litro sa isang buwan. Kasi pag matutulog na pinapatay na ilaw. HE 5: P300.00, P10. 00 kada gabi. HE 6: P10.00 isang gabi.
4. Can you describe the reliability of this lighting system before the AMORE 3? (i.e., How many hours could you use the old	HE 1: Magdamag dahil sanggol pa ang bunso. HE 2: Minsan pinapatay, buong gabi pinapatay mula 10 pm. HE 3: Pagkatapos namin kumain, patayin na, 7pm wala na ilaw.

lighting system?)	HE 4: 6pm to 9pm pinapatay na. HE 5: 6am to 6pm, isang ilaw pinapatay 10 pm. HE 6: 8 pm pinapatay na ilaw. (Pinapatay-turn/switch off) Gasera o flashlight. Sa gasera, madalas nahihipan ng hangin. Sa flashlight, magastos sa baterya.
5. How did you participate or gain access to AMORE 3's household electrification system and/or water supply system?	HE 6: Mga leader nagpa fill out forms. May binayaran P100.00 membership noong Sept 2013. HE 5: Pumasok AMORE 3 2009, Sept 2013, nag member, trained sa Sto Nino kung ano ang patakaran, kung sino hindi makakabayad. HE 1 to 4: Pareho rin ang prosesong ginawa nila.
6. Since when did you have access or participate in the AMORE 3'shousehold electrification system and/or water supply system?	HE 1: Sept 2009 HE 2: Ganun din. HE 3: 2013. Kaya 2013, kasi dati noon magulo ang lugar*, naputol pagtatrabaho at installation ng 2009. Nagsimula na ulit June 2013. Sept 27, 2013 ulit nagkakuryente, nag switch on, meron na ulit. HE 4: Wala pa light, nagpamember na. (May war conflict, kaguluhan sa pagitan ng pamahalaan at bandido)
7. What type of RE technology (micro hydro power, solar home system or battery charging system) do you have in your household electricity system?	HE 1: Micro hydro HE 2: Micro hydro HE 3: Micro hydro HE 4: Micro hydro HE 6: Micro hydro
8. What specific assistance did AMORE 3 or other groups (please specify) provide to your household for the installation, operation and maintenance of the RE-based electrification system? For the operation and maintenance of your water supply system?	HE 6: May mga ilaw,bulb, koneksyopn at poste HE 5: 2009 YAMOG, noong nawala AMORE GENTUD – counterpart, Tiboli organization- kuntador, wiring, poste Si Mayor 1M (Mayor Binteda Antonio) LGU – P50,000 San Miguel corporation – 1 M HE 4: Wala na ako alam. HE 3: Yung dati YAMOG kasabay GENTUD, UNDP (finances)

	Pagadating AMORE 72 M Barangay counterpart P150,000 YAMOG pa. Ngayon P50,000 LGU HE 2: Proper planning joint organization. Upper Sepaka, GENTUD ang nag oraganized. Nagkaroon konting gulo, natigil. Training materials Provide nila (GENTUD, UNDP at LGU) kaya natuloy project. HE 1: Wala na.
9. What benefits do you now enjoy as a result of the RE-based electrification system? Can you describe these according to how the following family members benefitted from the RE-based electrification system? Household Head (Male) -	HE 1: P570.00 na ngayon mas tumaas pero may refrigerator naman sa tindahan. Katulong ang asawa. HE 2: Mas mabilis kong nagagawa ang mga gawain kaya may panahon pa sa ibang utos ni misis. HE 3: Mas may panahon sa paggawa ng tungkulin sa bahay. HE 4: Madalas katulong na sa pagluluto. HE 5: Maliwanag na ang bahay. Yung gastos ko na P300, P150 na lang. Nakakapahinga, may overtime nagagawa yung hindi nagagawa noon, nakakaharvest, himay mais. HE 6: P450.00 gastos, may 2 computer units para sa computer business para rin sa kaing pamilya.
Household Head (Female) -	HE 1: Nakakagamit ng refrigerator para sa tindahan ko. Pwede mag inom kahit sa gabi na kaya dagdag kita. HE 2: Mas masigla sa paggawa ng mga gawaing bahay. HE 3: Malaking tulong, sa unang switch on ilaw maliwanag. Masaya ang mga bata. HE 4: P210.00 HE 5: Masaya, naglalaba kahit gabi na. HE 6: Mas maraming nagagawa sa bahay ang asawa ko.
Spouse (Male and Female) -	HE 1: Mas may panahon sa aking tindahan. HE 2: Nakikita na buong gabi ang kapaligiran. Nakakapanood na tv, nakakabalita. May confidence, wala ng takot sa paligid na may nagtatago sa dilim at magsisimula ng gulo. HE 3: Hindi na pupunta sa malayong lugar para magpacharge ng cellphone. HE 4: Nakakapaglaba pa kahit alas diyes nan g gabi.

	HE 5: Nalalaman na ang mga nagaganap sa ibang nahagi ng bansa. HE 6: May balita at musika na sa bahay.
Children of school age -	HE 1: Nadagdagan oras sa pag aaral, day care pa lang. HE 2: Nakakapag-aral mga bata. Tumaas ang grades nila. HE 3: Mga bata nakakapaglaro sa liwanag nung pag switch on. Sa pag study, malawak na naabutan. HE 4: Anak hanggat hindi namamatay (switch off) ilaw sa piryahan, hindi umuuwi. Hindi naman ako mag-aalala, maliwanag, wala na sa dilim. HE 5: Nakapag-aral na mga anak. HE 6: Mas matagal magbasa ng mga lilbro.
Other family members (please specify the other members, i.e., grandparents, children of economically working age, etc.)	
Relevance	
10. If you are to choose between spending the same amount for amortization of your electricity service, or other priority needs of your family, where would you spend your money? 10.1 What are these other priority family expenditures?	HE 6: Ibayad sa kuryente. HE 5: Sa akin po, P150 na yun nakareduce ako, P150.00 para sa education ng anak ko HE 4: Hahatiin ko P210 sa pag aaral. HE 3: Ibayad talaga sa kuryente. Naka budget talaga. HE 2: Nagkaroon ng savings, magagamit sa ibang pangangailangan. HE 1: Priority pa rin ang kuryente, malaki naitulong sa akin, pag gawa ng ice candy P25.00 nasi save (alkansya) May Budget sa pagkakasakit ng anak
11. If there were to be another RE-based rural electrification system, what are the things you will change in the way the AMORE 3 was implemented so that it becomes more beneficial and relevant to your needs and priorities?	HE 1: Isa, makapagpatayo ng bahay, para mga appliances makabili pati lutuan maipaayos. Wala naman ako baguhin. HE 2: Sustainability na ilaw and expansion, 87 ang may pailaw. 120 household ang barangay ng Sepaka. HE 3: Expansion, iba wala pa pailaw. Idagdag pondo para sa office building ng SERECDA. Bumili kami lote pa lang. HE 4: Kung halimbawa magkulang .lkights, maghahanap makatulong magkakuryente. HE 5: Nais ko baguhin, kumbinsihin namin yung hindi pa nagpapailaw,para magkaroon na sila. Kumbinsihin sila ng SERECDA.

<table>
<tr><td></td><td>HE 6: Wala na masaya na ako.</td></tr>
<tr><td>Efficiency</td><td></td></tr>
<tr><td>12. How much do you pay per month for the amortization of your electricity system? For the monthly bill of your potable water supply?</td><td>
<table>
<tr><td>Monthly Amortization of Electricity System (Pesos)</td><td>Monthly Bill of Water Supply (Pesos)</td></tr>
<tr><td>1. P750</td><td></td></tr>
<tr><td>2. P230</td><td></td></tr>
<tr><td>3, P150</td><td></td></tr>
<tr><td>4. P150</td><td></td></tr>
<tr><td>5. P150</td><td></td></tr>
<tr><td>6. P150</td><td></td></tr>
</table>
</td></tr>
<tr><td>13. Are you able to pay your monthly amortization? If No, what is the reason?</td><td>HE 1: Oo

HE 2: Oo

HE 3: Lahat pare-pareho nakabayad kasi ka start pa lang namin. 1 buwan pa lang kami nagbabayad.

HE 4: Oo. Free 15 days, Sept 27, 2013 switch on nahinto pa, 1 month na nagkailaw ulit. December pa bayaran.

HE 5: Oo

HE 6: Oo</td></tr>
<tr><td>14. Do you think the amount of monthly amortization for your electrification system is reasonable? Why do you say so? How does this compare with your monthly expenses for lighting before the AMORE 3?</td><td>HE 6: Tamang-tama. Mas tipid kami.

HE 5: Organization ng association, lahat bayad naman.

Tamang tama dahil sa unang buwan ng gamit, libre kami. Wala kaming reklamo.

HE 1 to 4: Tama lang. Kung sobra sa budget, bawasan ang gamit ng kuryente.</td></tr>
<tr><td>14.1 Do you think the amount of monthly bill for your water system is reasonable? Why do you say so? How does this compare with your monthly expenses for water supply before the AMORE 3?</td><td>HE 1: P570 malaki naman naitulong

HE 2:Build up Income, nagkaroon adjustment sa pagbayad

HE 3: P 150 talagang mura na yun, dati P10.00 charge cp within 3 days.

HE 4:Tama lang (wala dahilan)

HE 5: Sapat na lagi pa ako makapag sounds at makanood balita.

HE 6: Makapakinig na balita at sabay sa mga music ng sounds.</td></tr>
</table>

15. Did you have any contribution or counterpart in the installation of the RE-based electricity system (e.g., labor, material, financial)? If Yes, what was your contribution or counterpart?	HE 1: Pameryenda HE 2: Pameryenda HE 3: Pagkabit wala ako sa bahay HE 4: Meryrenda HE 5: Isa lang electrician, nag helper ako sa pagkabit at nagpameryenda. HE 6: Pina meryenda isa lang electrician.
15.1 Did you have any contribution or counterpart in the installation of the water supply system (e.g., labor, material, financial)? If Yes, what was your contribution or counterpart?	
Sustainability	
16. Does your household RE-based electricity system continue to function or operate at present? If No, when did your household electricity system stop to function or operate? What was the main cause of the problem?	HE 6: Kakakabit pa lang kaya oo HE 5: Hindi pa natatagalang magkakuryente kaya gumagana pa. HE 4: Kakakabit pa lang kaya talagang operational pa HE 3: Oo, gumagana HE 2: Gumagana talaga, walang problema HE 1: Oo, operational dahil wala pang tatlong buwan
16.1 Does your water supply system also remain functional or operational? If No, when did your water supply system stop to function or operate? What was the main cause of the problem?	
17. Do you think that your household RE-based electricity system will remain operational for the next five years? If Yes, how can it be sustained? If No, why do you think that it	HE 6: Aalagaan ko kuryente. Tutulong sa paglilinis sa psamayanan from the main source. HE 5: Magkaisa opisyales, clearing every month magbayad ng sakto. Hingi computer para sa SERECDA. HE 4: Wala pa appliances. Sa susunoud magkaroon na kami appliances.

cannot be sustained?	HE 3: Pagkakaisa ng opisyales, konsidersyon ng consumer. Huwag magpalya sa pagbabayad, kasi pano lalago. Opisyal anu mang problema maliit pa lang pag usapan na. huwag putulin mga kahoy. Madagdagan nursey, walang seeds. HE 2: Suportahan maintenance. Pagtanim sa paligid against flood. HE 1: All of the above. Lahat ng sinabi nila ganun din.
17.1 Do you think that your water supply system will remain operational for the next five years? If Yes, how can it be sustained? If No, why do you think that it cannot be sustained?	

Profile of FGD Participants

Name	Age	Gender	No of family members in HH	Yrs living in Community	House ownership status	Main uses of lightning	Livelihood	BRECDA	BAWASA
1. Daripa D. Ganda	24	F	4	5+ years	Renting	Lighting/ Refrigerator	Farming	✓	
2. Moten T. Mantawil	58	M	5	-1 year	Temporary caretaker	Lighting/TV	Farming	✓	
3. Taya P. Dialal		F	10	5+ years	Owned	Lighting	Farming	✓	
4. Gania P. Sumangkang	42	F	5	1 – 5 years	Caretaker	Lighting/ CP charging	Farming	✓	
5. Whahid K. Gogoliltang	40	M	5	1 – 5 years	Renting	Lighting	Farming	✓	
6. Lugiaman Hassim	50	M	5	5+ years	Owned	Lighting / other electrical appliances	Farming	✓	

Focus Group Discussions with Teachers and Students from Schools Supplied with RE-based Electrification System and / or Water Supply System

Magsaysay Elementary School

Date:	January 30, 2014
Time started/ended:	1:35 pm - 3:15 pm
Venue:	Magsaysay Elementary School, Proper Magsaysay, Marilog District
RE Rural Electrification System and Water Supply System	
1. Can you describe the situation in your school before the installation of RE-based electricity system?	SCHOOL 1: Dati-rati, nung wala pa pailaw, mahirap, gasera lang ang gamit. SCHOOL 2: Sa pailaw, madaling maintindihan ang mga lessons, dati mahirap ipaunawa. SCHOOL 3: Medyo mahirap po, walang ilaw. SCHOOL 4: Di gaanong makapag-aral, di klaro. SCHOOL 5: Di ako maka study, walang ilaw. SCHOOL 6: Di po gaanong makapag-aral.
1.1 Can you describe the situation in your school before the installation of the water supply system?	SCHOOL 1: Patubig nahihirapan, malayo ditto, nasa bundok, pag igib tubig. SCHOOL 2: (Hindi pa nagtuturo sa paaralan nang magkaroon ng patubig (hindi AMORE) mula sa Rotary Club of Davao SCHOOL 3: Nahihirapan malayo pinagkukunan tubig, pag ulan yun na lang sasalukin. SCHOOL 4: Sa patubig, wala pa sa maliit na daan matarik hindi makakuha tubig. Maputik pag maulan. SCHOOL 5: Ang tubig malayo sa amin. SCHOOL 6: Malayo rin sa amin ang tubig.
2. How does this situation affect the following: Study hours and performance of school	SCHOOL 1: (hindi sinagot ang performance ng student) SCHOOL 2: (Walang sagot) SCHOOL 3: Hindi maka study busy sa bahay.(gagawin muna lahat gawaing bahay bago makapag aral, gabi na madilim na.) SCHOOL 4: Hindi gaano makapag aral hindi klaro ang lesson.

children?	SCHOOL 5: Hindi makapag study wala ilaw. SCHOOL 6: Hindi gaano makapag aral
Performance of teachers?	SCHOOL 1: Maagang umuwi dahil aabutin ng dilim. SCHOOL 2: Hindi masyadong motivated, pero nagtuturo pa rin.
Health and hygiene of teachers and schoolchildren?	SCHOOL 1: Sa mga bata, may nali late dahil malayo pa ang tubig, minsan hindi na naliligo bago pumasok. SCHOOL 2: Kailangang tipirin ang tubig kaya minsan, hindi na ako maliligo sa teachers' quarters. (Nakatira si 2 kapag may pasok sa eskwela) SCHOOL 3: Magsalok pa ng tubig, kaya minsan late at di na nakaligo. SCHOOL 4: Katulad din nila, para di lagging nagsasalok ng tubig, minsan lang maligo. SCHOOL 5: Tipid sa tubig. SCHOOL 6: Tipid din.
Others, please explain?	
3. When did your schools receive the RE-based electricity system?	SCHOOL 4: 2011 SCHOOL 3: Hindi ko alam. SCHOOL 2: June 2011 SCHOOL 1: 2011, nailawan muna ang school bago ang mga kabahayan. Sa ATV AMORE una na meron at nilagyan na lang samin. SCHOOL 5 and 6: hindi sumagot, hindi alam ang sagot
3.1 When did your schools receive the water supply system?	SCHOOL 1: ATV pailaw una, Patubig huli na, 2011 Rotary ang gumawa, Rotary Club of Davao tao at kagamitan ng rotary ang ginamit sa patubig. SCHOOL 2: Wala pa akonoon pero nakwentuhan ako, mga 2011mid-November. SCHOOL 3 to 6: Hindi matandaan
4. How often do you use the RE-based electricity system per day (number of hours per day)?	SCHOOL 1: Nung gumagana pa ang ATV araw araw, at gabi gabi pinapailawan ATV room at classroom para pag may dumaraan maliwanag, security reason. Hindi n a gumagana controller at wala na battery. May sariling battery ang school, kaya meron pang ilaw dito sa principal's office. SCHOOL 2: Sa teacher's cottage (kung saan ang ibang teacher natutulog at stay in tumitira during school days) Solar lamp galing

	AMORE 3 gumagana hanggang ngayon. P1,250 solar lamp installment ang second batch,ang first batch ay cash. Ako kumuha ng 3 para sa sarili at ibang teacher din kumuha pang sarili. P600.00 downpayment, P150 monthly (8 months to pay)kaya nagagamit 3-5 oras bago matulog. SCHOOL 3: Gumagamit pag nangangailangan, tulad ng tv at dvd, ilaw ilang oras sa gabi, 7 pm to 9pm nakakapag aral pa. SCHOOL 4: 30 minutes nakakanood araw araw dati, ngayon hindi muna, nung grade 4 or grade 5 pa lang ako . SCHOOL 5: 3 oras nakakagamit mag study. SCHOOL 6: 4 oras na study.
4.1 How often do you use the water supply system per day (number of hours per day)?	SCHOOL 1: (Hindi bumanggit ng tungkol sa patubig.) SCHOOL 2: Bago pa lang nag paconnect sa room ng patubig. Nung inayos ang daan at naputol ang linya ng tubo nagkaroon ng problema sa main pinanggagalingan ng tubig. Initiative na lang kuha sa ulan, naglagay PVC papunta sa school. Barangay ang nagpaayos at nagbayad. Kanina may pumunta aayusin daw sa Saturday. SCHOOL 3: (Pailaw lang ang sinagot) SCHOOL 4: (4 oras sa study lang ang binanggit) SCHOOL 5: oras nakakagamit sa pagluto.
5. What part/s of the school premises was/were provided with RE-based electricity supply connection? Please specify how many units of electrical bulbs/florescent were installed in each school and which specific locations of school premises (street, classroom, library, etc.).	SCHOOL 1: Principal's office, sa bandang silid aklatan at ATV, (4 bulb sa loob at 1 bulb sa labas); Principal's office 1 flourescent. Street light meron noon 1 year ago, 1 bulb minsan lang gumagana. One year na hindi gumagana ngayon. SCHOOL 2: 1 flourescent sa cottage teacher, kung ma charge ang battery. Kaya bumili kami ng mga lamps.
5.1 What part of the school premises was provided with water supply connection? (i.e., Where is the water supply system installed?	NOTE: 2 buwan lang may tubig. Nasira na agad ang tubo. Nasa bakuran ng paaralan ang koneksyon ng tubig. Malapit sa principal's office.
6. Approximately how many teachers and schoolchildren are able to access the school electrification and distance education (SEEd) project?	SCHOOL 1: Dati 2011, lahat kami nakakagamit. 7 teachers and 209 mag aaral. NOTE: Si teacher Ronald lang ang sumasagot siya lang ang may alam tungkol dito. Hindi masasagot ng mag aaral.

6.1 Approximately how many teachers and schoolchildren are able to access the water, sanitation and hygiene (WASH) project?	SCHOOL 1: Ang patubig umandar lang ng dalawang buwan. Lahat naman ng 7 teachers at 290 mag aaral ay nakagamit. Ngayon, nasa may ibabang bahagi ng school ang salukan ng tubig. SCHOOL 2: May paalala naman dati sa wastong paghuhugas ng kamay. NOTE: Si teacher Ronald lang ang sumasagot siya lang ang may alam tungkol dito. Hindi masasagot ng mag aaral.
7. What specific assistance did AMORE 3 or other groups (please specify) provide to your school, including teachers and students if any, for the improvement of school children performance in addition to the RE-based electrification system?	SCHOOL 3: Malaking tulong sa amin ang AMORE 3 , meron ng tubig at ilaw sa bahay. Makaka concentratre na sa pag aaral. Nagtaasan naman ang grades ko. SCHOOL 4: Sinabi na sagot ko. (nagtawanan, naisagot na daw ni 3 gusto niya sabihin) naka study na ng mabuti nung may ilaw na. SCHOOL 5: Hindi na malayo igiban ng tubig. SCHOOL 6: Nakakapanood na ng tv, nagsa sounds(music) at nakapag study.
7.1 What specific assistance did AMORE 3 or other groups (please specify) provide to your school, including teachers and students if any, for the operation and maintenance of water supply system?	SCHOOL 1: Katulong ang PTA sa pagmintina. Bawat bata ay tig 10 kada buwan. Hindi lahat ay miyembro ng PTA at kahit dalawa ang anak na nag-aaral, 10 lang ang babayaran. SCHOOL 2: Ang barangay na ang nagpapaayos ng koneksiyon. Natatagalan ito dahil nasa bundok pa ang main source at isang araw lalakarin.
Relevance	
8. How relevant is the RE-based electrification system in improving student learning and performance in school?	SCHOOL 1: Malaking tulong ang naibigay ng ATV, naging epektibo, hindi lang sa bibig galing ang itinuturo. Ginaganahan mag aaral pag nakikita. Napapanood ng DVD, tv at actual. ATV ang naibibigay ay palabas sa agham, bayani.(learning materials) SCHOOL 2: Nung may ATV, mas maganda may competency. Mas maganda at naeenjoy ng mag aaral. Nagmalfunction, nagdala ako portable dvd, naiicharge naman. Visual aids pinaghuhusayan na lang. SCHOOL 3: Gusto ko yung napapanood talaga at yung nagtuturo din ang guro. SCHOOL 4: Gusto ko gagana pa ATV namin. SCHOOL 5: Battery lang
8.1 How relevant is the	(Hindi masagot 2 buwan lang gumana patubig)

water supply system in improving student learning and performance in school?	
9. What would you consider as the important priority needs of the students for effective learning in your schools?	SCHOOL 1: Mga dagdag sa Cds/dvds para sa panonood at pakikinig na rin sa paksa. SCHOOL 2: Maayos na supply ng tubig sana, para hindi na magsalok sa malayo o pumunta sa ibaba, mag-aalala pa akong makipaglaro ang estudyante sa daan kung nagpaalam na iinom lang. SCHOOL 3: Gusto ko ATV. SCHOOL 4: Gusto ko talaga may mapanood sa ATV. SCHOOL 5: Battery na lang, para ATV pa rin. SCHOOL 6: Dagdag ilaw pa. NOTE: May monthly dues P10.00 AMORE beneficiary bawat parents. PTA ang nangangalaga sa maintenance. Active na active.
Effectiveness	
10. Overall, how did RE-based school electrification and distance education (SEed) project contribute to the following? a) Improving learning and teaching	SCHOOL 6:Na observe ko gumaling mga teachers sa pagtuturo SCHOOL 5: Mas gumaling sa paaralan kasi nadagdagan ng 1 oras sa pag aaral. SCHOOL 4: Tumaas ang marka ko, naka study na dahil may ilaw 1 and ½ oras na nag aaral.Mas ginanahan teacer sa pagtuturo. SCHOOL 3: Para sa akin napaganda ngayon, dati walang ilaw, flashlight lang. Si Sir at si Maam ok na ok na ang pagtuturo, mas napapadali ang leksyon para sa amin. Sa bahay sa paghugas ng pinggan napadali. SCHOOL 2: Napaayos at napadali. Less time para gawa ng visual aids. SCHOOL 1: Sa mga bata dati wala pa tv hindi nila alam nangyyayari sa labas. Nung may ATV na mas ginanahan, nakikita realidad at naii explain din naming maigi ang lesson.
b) Increasing school attendance	SCHOOL 2: Mas tumaas talaga ang bilang ng mag aaral kasi galing pa sa liblib na lugar. Mas na enjoy tv at na expose sa realidad at paligid ang mga mag-aaral. SCHOOL 1: Napansin tumaas mag aaral, dati 290 lang, ngayon 300 na.
c) Increasing student hours for studying	SCHOOL 6: 2 hours na ako makapag study. SCHOOL 5: Dagdag sa oras pag-aaral.

	SCHOOL 4: Apat na oras na ako nag-aaral bago matulog. SCHOOL 3: Nakatulong talaga sa akin ang may ilaw kasi mas matagal na akong mag-aral. Nakapakinig na ng balita. SCHOOL 2: Masigurado tumaas talaga oras mag study mag aaral. SCHOOL 1: Nakakasagot sa klase kasi nakapag aral kahit sa gabi.
d) Improving student performance	SCHOOL 1: Nagpapakita mag aaral ng interest.Tulad pag sabihin bukas may panoorin tayo tungkol sa bayani. Nakikita naming nagiging aktibo sila at participative. SCHOOL 2: Nakaka pag participate sila sa klase base sa napanood.
11. What other benefits were derived by students and teachers from the RE-based electrification system?	SCHOOL 6: Nakakaligo na araw araw. SCHOOL 5: Hindi na mahirap mag igib ng tubig. SCHOOL 4: Naliligo na araw araw. May time na maki paglaro.(kasi khit madilim na pagtapos study at gawaing bahay pwede pa maglaro) SCHOOL 3: Nakakapakinig na sa radio. Nakakapag charge ng cellphone. Sa patubig, hindi na mabigat trabaho, malapit na kuha tubig. Nakatulong sa mga program sa sa pag arte sa school. SCHOOL 1: Trabaho namin, instead na sa bahay gawin dito ko na ginagawa sa school. NOTE: Hindi na nakasagot Teacher 2, may bigla nagtanong na co teacher.
11.1 What other benefits were derived by students and teachers from the water supply system?	SCHOOL 2: Nakakatulong sa beautification sa school. Hindi mahirap magdilig ng halaman. Nung may tubig pa dito nadidiligan mga halaman. SCHOOL 1: 20 minutes pa dati bago makakuha ng tubig. Ngayon, malapit na madali makakuha ng tubig.
12. What would you consider as the most effective or useful assistance did AMORE 3 or other groups (please specify) provide to your schools?	SCHOOL 1: Mas napadali at napagaan mga trabaho. Napadali ang pagtuturo, napagaan ang loob namin sa mga mag aaral. Sa kanila (mag aaral) naman mas madali nila naintindihan ang tinuturo. SCHOOL 2: Mas madali natutuhan ng mag aaral ang lesson. Mas madali naman naming naituturo sa mag aaral. SCHOOL 3: Mas madali ang pagkatuto, nung nagkaroon ng patubig at pailaw. SCHOOL 4: Ang pinakamahalaga na naibigay ng AMORE ay ang patubig, mas madali na kami makakuha ng tubig. SCHOOL 5: Sa akin sa pailaw, kapag kumakain may ilaw na mas magana na mag aral.

<table>
<tr><td></td><td>SCHOOL 6: (hindi na makasagot)</td></tr>
<tr><td>13. How would you rate your satisfaction with the RE-based school electrification and distance education (SEEd) and/or water supply, sanitation and hygiene (WASH) projects/ in your schools?</td><td>
<table>
<tr><th rowspan="2">Rating</th><th colspan="2">Number of Participants</th></tr>
<tr><th>SEEd</th><th>WASH</th></tr>
<tr><td>Very satisfied</td><td>Participant 1,2,3,4,5,6,</td><td></td></tr>
<tr><td>Satisfied</td><td></td><td></td></tr>
<tr><td>Undecided if satisfied or not</td><td></td><td></td></tr>
<tr><td>Dissatisfied</td><td></td><td>Participant 1,3,4,6</td></tr>
<tr><td>Very dissatisfied</td><td></td><td>Participant 2 and 5</td></tr>
</table>
</td></tr>
<tr><td>14. What made you feel satisfied or dissatisfied with the RE-based school electrification and distance education (SEEd) project?</td><td>SCHOOL 1: Very satisfied, Mas naiintindihan ng mga bata. Mas napapaliwanag namin ng malinaw. Tumaas ang NAT exam. Dati bago ang AMORE 3, lowest kami sa NAT exam, (LPS - low performing school) ng 30 %. After 2 years na mayroon ng AMORE 3, tumaas na ang NAT ng 50%. Taong 2009, -39% -tumaas ang NAT, 2011- 50%, at ang latest 45% ang taas ng NAT. Nakagawa kami mga review materials. Mas maganda pag nakikita at napapanuod ang lesson sa ATV, mas longer retention.

SCHOOL 2: Sa pailaw, functional talaga sobrang kontento.

SCHOOL 3: Sobrang kontento, malaki kasi naitulong sa pag aaral.

SCHOOL 4: Sobrang kuntento, nakakapag aral na gabi-gabi. Kuntento din sa turo ng guro.

SCHOOL 5: Sobrang kuntento sa pailaw, dahil mabuti nakaka study na maka study na ng mas maayos.

SCHOOL 6: Sobrang kuntento sa pailaw, nakakapag aral na maayos at nakakapagbasa pa.</td></tr>
<tr><td>14.1 What made you feel satisfied or dissatisfied with the water, sanitation and hygiene (WASH) project?</td><td>SCHOOL 1: Hindi talaga kontento sa patubig, kasi nakita namin maganda sana plano pero sub-standard ginamit. Tulad sa washing area namin, lumiit. Joint project ng AMORE at ROTARY, sa USAID ang materials, ang manpower ay sa ROTARY.

SCHOOL 2: Sa patubig, sobrang hindi kuntento, kasi hindi pa maresolve ang sira. Mas maganda talaga kung hindi na kami mag utos sa student sa maalayo para mag igib. Ngayong wala ng patubig, mabuti na lang ngayon umuulan. Sustainability talaga sa patubig.</td></tr>
</table>

	SCHOOL 3: Hindi kuntento nawawala tubig. SCHOOL 4: Hindi kuntento sa patubig, kasi babalik kami sa malayo kumuha ng tubig. Dalawang beses sa isang linggo kami kukuha ng tubig. Sa bahay, tuwing hapon kumukuha tubig. SCHOOL 5: Sobrang dis kuntento, nawawalan na ng tubig sa ilog pag hindi maulan. SCHOOL 6: Hindi kuntento walang tubig.
Sustainability	
15. Does your SEEd project continue to function at present? If yes, what are the factors that are responsible for its continued operation? If No, what are the reasons why the SEEd project is not functional?	SCHOOL 1: Ang pailaw, hindi gumagana sa ngayon. Hahanapan solusyon, ang PTA nagpa participate sa paghahanap paraan sa pag paayos ng sira. Three (3) battery ang kailangan. Sa ngayon hindi pa nabili ang battery kaya hindi pa gumagana. Ang school head, nung December naskabili ng 1 battery, kulang pa 2. Controller ipaayos pa din itry para malaman kung anu talaga ang sira. SCHOOL 2: Marami ng technician galing Davao Lite at AMORE 2, battery daw ang sira. Expert from Davao Lite, solar panel daw ang sira. Na hindi na daw pwede gumana. Dalawang control panel ang sira, malabo na marepair. Expensive around P10,000. Additional burden sa beneficiary, PTA ang nag aasikaso sa sira na battery. Okay lang meron naman energy galing solar energy pannel.Pinarepair na control panel pero hindi pa din ayos.
15.1 Does your WASH project continue to function at present? If yes, what are the factors that are responsible for its continued operation? If No, what are the reasons why the WASH project is not functional?	SCHOOL 2: Sa patubig pupuntahan pa lang sa Saturday. Kung saan kasi source ng tubig, malayo sa may bundok pa layo lalakarin kaya mahirap puntahan. Kung naaayos naman, nawawala lang din agad ang tubig. Mas maganda kasi pag may tubig dito, sa mga bata malayo kuhanan ng tubig, inumin ng mga mag aaral.
16. Do you think that your SEEd project will remain functional or operational in the next five years? If Yes, how do you think this project can continue to function or operate? If No, why do you think that the project cannot continue to function or operate?	SCHOOL 2: Sa akin sa pailaw, sure na mananatili pa kung may ibang source. Charging meron pa. Lamp linisin lang namin, may technician naman kaya mananatili. SCHOOL 1: Siguro gagana pa hanggang 5 years, sa partisipasyon ng PTA kumikilos sila, active at nagbabayad sila. Sisiguruhinng school obligahin parents. Pag naibigay naman na talaga sa school responsibility na namin.
16.1 Do you think that your	SCHOOL 1: Sa patubig hindi na operational. Hahanap na lang

WASH project will remain functional or operational in the next five years? If Yes, how do you think this project can continue to function or operate? If No, why do you think that the project cannot continue to function or operate?	paraan pinaka malapit na source ng tubig. Pag malayo kasi hindi natin alam pinuputol na din mga tubo.
17. What would you recommend to provide better and more sustainable development assistance or services for your schools?	SCHOOL 5: Magtulungan kami. SCHOOL 4: Ayusin ang sir asana. SCHOOL 3: Ako po sana magkaisa lahat para may ilaw at tubig pa rin. SCHOOL 2: Sa amin tulong tulong na lang mga stakeholders, barangay, teachers at parents. Huwag na magrely sa AMORE 3. Sa patubig, wala na magagawa hindi makapunta mga technician sa main source. Follow up na lang kami. SCHOOL 1: Ipagpatuloy magbayad para may patuloy na tulong.

Profile of FGD Participants

Name of Participants	Gender	Name and Location of School	Student Year/Teacher position in school	Years benefitting from SEed and/or WASH
1. Ronald G. Poticar	M	Magsaysay Elem School, Proper Magsaysay, Marilog District	Teacher I	2
2. Ana Love P. Gonzales	F	Magsaysay Elem School, Proper Magsaysay, Marilog District	Teacher I	2
3. Jel V. Ordaniza	F	Magsaysay Elem School, Proper Magsaysay, Marilog District	Grade V	2
4. Shielda G. Balicog	F	Magsaysay Elem School, Proper Magsaysay, Marilog District	Grade VI	2
5. Reynaldo Cuizon, Jr	M	Magsaysay Elem School, Proper Magsaysay, Marilog District	Grade VI	2
6. Rocarl P. Bacalso	F	Magsaysay Elem School, Proper Magsaysay, Marilog District	Grade IV	2

Arcal Elementary School

Date:	February 5, 2014
Time started/ended:	10:00 am - 11:50 am
Venue:	Arcal Elementary School, Sitio Libas, Brgy. Kamanga, Maasim Sarangani
RE Rural Electrification System and Water Supply System	
1. Can you describe the situation in your school before the installation of RE-based electricity system?	SCHOOL 1: Ilaw mahirap talaga, magpacharge pa sa iba. Ngayon pinapailaw ko ang room para maliwanag. SCHOOL 2: Matagal tagal na ako dito, first batch wala pang kuryente. Noon, pag may contest hindi makagamit kuryente kaya hindi kami makasali. SCHOOL 3: Masaya na, may tv malaking tulong SCHOOL 4: Mahirap gumawa ng assignment, walang ilaw, SCHOOL 5: Mahirap talaga ang walang ilaw.

	SCHOOL 6: Madilim sa hapon. Ngayon, nasira ang inverter.
1. Can you describe the situation in your school before the installation of the water supply system?	SCHOOL 1: Marami akong naririnig noon, hindi maayos ang patubig, pila sila sa tubig. SCHOOL 2: Sa patubig kaming mga teacher mismo, mahirap gumamit ng CR at inumin. Nag- aantay lang ng ulan. Ngayong may tubig na, dito na sila sa school iinm, maghu hugas at maliligo. SCHOOL 3: Mahirap noong wala pang tubig, malayo ang pinagkuhaan, malilate pa sa school. Kasi iigib pa bago pumasok. SCHOOL 4: Walang tubig kaya nauuhaw mahirap talaga. 3 to 4 kms ang kuhaan ng tubig SCHOOL 5: Sa SAFFY at REX Ranch, dito ang kuhaan namin ng tubig, malapit sa bahay. (Sabi ni teacher 1, kung saan umiinom din ang mga baka at ibang hayop na alaga ng may-ari ng ranch) SCHOOL 6: Malapit kami sa kuhaan ng tubig.
2. How does this situation affect the following: Study hours and performance of school children?	SCHOOL 1: Noong wala pang ilaw, mahirap mag practice. Nang sumali nakapanalo pa. Nanalo grades 4, 5 at 6 noong December sa paligsahan sa sayaw. Kasali si Ri-an. SCHOOL 2: Pagdating nila dito sa school, pag maputik ang daan, maputik na din sila at marumi. Walang gana sa klase. SCHOOL 3: Apektado ang marka dahil minsan late sa school. SCHOOL 4: Tipid sa pag-inom kaya minsan ayaw kong magrecite. SCHOOL 5: Hindi lang madalas uminom. SCHOOL 6: Ako rin.
Performance of teachers?	SCHOOL 1: Pwede nang makapag stay dito sa school at makapagtrabaho kahit late na. Makakapagpractice na at maiready na ang mga materials pag may activities. Pati ang mga bata nakakapanood pa ng tv habang nagpapractice. SCHOOL 2: Okay na ngayon. Paksa sa mga mga bayan,i may tape na multi media. Bumibili ako dvd para mapanood ng mga bata cartoons at iba pa para matuwa sa panonood. Nakikilala na nila ang ibang uri ng panoorin. SCHOOL 3: Mas ngumingiti sina teachers. SCHOOL 4: Napansin ko din yan. SCHOOL 5: Gusto ko kapag may panoorin kasi mas naiintindihan ko ang itinuturo. SCHOOL 6: Nagpapaliwanag lalo si ma'am.
Health and hygiene of	SCHOOL 6: Nagkakasakit kami at iba pang mga bata. Ako ay

teachers and schoolchildren?	nagka- diarrhea pati kapatid nagkasakit. SCHOOL 5: Sumakit ang ulo ko,marumi ang tangke ng tubig. SCHOOL 4: Maruming tubig, konti lang ang tubig,madalas mauhaw. SCHOOL 3: Nagkasakit, nilagnat. SCHOOL 2: Mga mag aaral, absent dahil sa sakit ng tiyan dahil sa tubig. SCHOOL 1: Palagi silang late dahil iigib pa muna bago pumasok ng school, mimiss nila ang ibang aralin.
Others, please explain?	
3. When did your school receive the RE-based electricity system?	SCHOOL 1: Mas alam ni teacher 1. SCHOOL 2: August 2012 nang magsimula ang construction. Nag operate September 2012 na. Third week of September 2012 switch on. SCHOOL 3: Hindi na maalala kung kailan iyon. SCHOOL 4: Hindi ko alam. SCHOOL 5: Hindi ko po alam. SCHOOL 6: Hindi ko matandaan.
3.1 When did your school receive the water supply system?	SCHOOL 1: October nagsimula ang trabaho. SCHOOL 2: October ang patubig naman ang naconstruct, ginawa ang tangke. November 2012 pa nag operate. SCHOOL 3: Hindi ko na po alam. SCHOOL 4: Hindi ko tanda. SCHOOL 5: Walang alam. SCHOOL 6: Di ko alam.
4. How often do you use the RE-based electricity system per day (number of hours per day)?	SCHOOL 1: Every night, from 5 pm to 6pm, 1hour ko nagagamit preparation sa lesson, sometimes 5 to 8 pm. SCHOOL 2: Twice a week, para sa math and makabayan subjects. Tig 2 hours, so 4 hours in a week. Preparation sa pagtuturo. Hindi na gagawa ng visual aids. Pagkatapos ng pagtuturo, uuwi na. SCHOOL 3: Pareho kay maam. Pag stay siya sa school, nandito din ako. 1 hour nakakagamit. SCHOOL 4: Madalas nakakaganit kasi pag binuksan ang tv pupunta talaga dito sa school, dahil malapit lang ang bahay sa school. SCHOOL 5: Isang oras sa isang araw. Apat na araw gumagamit.

	SCHOOL 6: Isang oras lang din, limang araw sa isang week.
4.1 How often do you use the water supply system per day (number of hours per day)?	SCHOOL 6: May schedule ng patubig. Dalawang beses gagamit sa school pang- inom at panghugas. SCHOOL 5: Isang beses sa isang araw. Isaang balde ang nagagamit SCHOOL 4: Limang beses, panlinis, paliligo. SCHOOL 3: Limang beses, 1 balde pandilig, 2 baso para sa inumin. SCHOOL 2: Hindi araw-araw nagagamit, minsan nagbabaon ng mineral. Pag maulan naman nagagamit ko panlinis sa motor ko, 20 to 30 litro kasi marumi ang motor. Tatlong balde para sa CR, sa isang linggo, 2 to 3 days depende sa panahon. Malinis ang Cr pag mainit hindi mapuputikan. Nakakaroon ng scheduling every other day lang ang supply ng tubig. Sa community naman ang supply ng tubig kapag wala rito. Pag kabit mismo nung 2012. Scheduling na, Chairman siguro ng BAWASA nag assign. Nung nag seminar PTA, malamang dun napag usapan scheduling ng water. Inassume na lang nami na iyon ang utos ng Amore. Kaya sumunod na lang kami. Minsan walang tubig, napuputol ang tubo, sira. (Sabi ni Mr. Loloy, ang coordinator ng FGD mula sa AMORE project, alam nila ang tungkol sa schedule at ito nga ang sistemang napagksasunduan) SCHOOL 1: Three times a day. Pang-inom, pandilig ng halaman, panlinis ng CR, limang balde ang nagagamit.
5. What part/s of the school premises was/were provided with RE-based electricity supply connection? Please specify how many units of electrical bulbs/florescent were installed in each school and which specific locations of school premises (street, classroom, library, etc.).	SCHOOL 1: Marfin Tan building, ito rin ang AMORE office, kung nasaan ang tv at saan nag-ooffice ang school head. 3 bulbs sa loob ng room, 2 sa labas ng room, harap at likod. SCHOOL 2: Yes, ma'am. Ito yung AMORE office (kung saan ginanap ang FGD) SCHOOL 3: Pareho ni ma'am. Dahil nandito ang ATV at panoorin. SCHOOL 4: Ganun din po sagot ni ma'am. SCHOOL 5: Gaya ng sagot ni ma'am. SCHOOL 6: Sagot ni ma'am
5.1 What part of the school premises was provided with water supply connection? (i.e., Where is the water supply system installed?	SCHOOL 1: Sa gilid ng school. Tabi ng AMORE office. SCHOOL 2: Sa tangke, at kumukuha kami ng tubig mula sa gripo. Sa mga araw na sa community ang patubig, may gripong mapag-iigiban sa ibaba malapit sa bahay ng chairman ng asosasyon. SCHOOL 3: Wala pa sa mga rooms. SCHOOL 4: Umiigib pa rin para sa loob ng room. SCHOOL 5: Doon lang sa labas malapit dito.

	SCHOOL 6: Sa labas ang tangke.
6. Approximately how many teachers and schoolchildren are able to access the school electrification and distance education (SEEd) project?	SCHOOL 1: Seven teachers including school head. 195 students SCHOOL 2: Pitong guro, 195 pupils. MInsan-minsang may bisita sa paaralan, tatlo-anim. SCHOOL 3: Pitong teachers, at kami po, mga 190. SCHOOL 4: Mga estudyante 187. Teachers 7 SCHOOL 5: Katulad ng sabi ni ma'am. SCHOOL 6: Hindi lahat sa tubig, pero sa ATV, 192.
6.1 Approximately how many teachers and schoolchildren are able to access the water, sanitation and hygiene (WASH) project?	See answers above.
7. What specific assistance did AMORE 3 or other groups (please specify) provide to your school, including teachers and students if any, for the improvement of school children performance in addition to the RE-based electrification system?	SCHOOL 1: Building donated by Marfin Tan may-ari ng SAFFY Ranch. Two buildings and CR. Coca Cola Co., 3 buildings at nag donate ng CR sa gilid ng AMORE office. SCHOOL 2: DOLE Phils at Mahintana Foundation noong 2007. Mga chairs with arm chair and desk sa iba pang room 100 chairs lahat. Nag conduct din sila ng demo ng sanitation. May namigay ng sabon at toothpaste. Hindi ko matandaan kung sino at anong individual or agency, galing sa District Office yun. SCHOOL 3: Binigyan kami ng panghugas ng kamay. May handwashing facility. 10 students sabay sabay pwede maghugas. School bags, 2years nang namimigay, Jinky and Manny Pacquiao. Mahintana school supplies SCHOOL 4: Coca Cola Foundation, pampinta ibinigay at paint brushes grade 5 ako noon. Para sa pagpinta ng paaralan. Tumulong ako sa pagpulot ng basura, habang nagpipinta ng school. SCHOOL 5: Marfin Tan nagbigay pintura ng school. Itong AMORE office pininturahan. SCHOOL 6: Pareho kami ni ma'am.
7.1 What specific assistance did AMORE 3 or other groups (please specify) provide to your school, including teachers and	SCHOOL 1: Wala sa patubig SCHOOL 2: Maliban sa pagtatayo ng tangke ng tbig, wala. SCHOOL 3: Wala pong alam.

students if any, for the operation and maintenance of water supply system?	SCHOOL 4 to 6: Wala rin.
Relevance	
8. How relevant is the RE-based electrification system in improving student learning and performance in school?	SCHOOL 1: Malaking tulong ang ilaw sa kanila. Mas mabilis matuto dahil sa mga DVDs na gpinapanood namin sa kanila. Kaso, napasukan ng butiki ang inverter, sumabog, hindi na makagamit ng tv. SCHOOL 2: Ngayon hindi na left behind. Ngayon marami na ang teacher na naghahandle kaya nakakasali na sa mga contests. SCHOOL 3: Malaking tulong ang kuryente, lalo at may pinapanood kami. SCHOOL 4: Madali nalang ang paggawa ng assignment. SCHOOL 5: Mas naintindihan ang math dahil sa ATV, pero ngayon, sira. SCHOOL 6: Maliwanag na sa harap ng school. Magdamag ang ilaw sa labas ng AMORE office. Tungkol sa inverter- SCHOOL 1: P5.00 monthly dues, nameeting at na approved ng PTA para sa mga repair ng electricity. P2, 300 na ang naiipon namin, nakay Maam Grace. Walang inverter na compatible. Nasa Davao, ang head naghahanap pa compatible na inverter. 600 watts ang inverter namin. 300 wts lang ang available noong September 2013.
8.1 How relevant is the water supply system in improving student learning and performance in school?	SCHOOL 6: Hindi na po ako at ang kapatid ko nagkakasakit. SCHOOL 5: Hindi na sumakit ang ulo ko, malinis na ang tubig na iniinom. SCHOOL 4: May tubig na, nakakainom na lagi. SCHOOL 3: Hindi na ako nilalagnat dahil sa maduming tubig. SCHOOL 2: Kaunti nalang ang absent sa school. SCHOOL 1: Hindi na madalas malate sa pagpasok. Masigla sa talakayan. Nananalo na kami sa mga contests.
9. What would you consider as the important priority needs of the students for effective learning in your	SCHOOL 6: (Nahihiya parin sumagot) School supplies, gusto pa magkaroon

schools?	SCHOOL 5: Notebooks at ballpen. SCHOOL 4: Gusto ko mapaayos na ang tv. SCHOOL 3: Gusto kong mabakuran ang paligid ng school. Kasi ang mga halaman nasisira ng hayop. SCHOOL 2: Gusto kong malagyan ng kuryente ang bawat room. Para makagamit ng tv at dvd ang bawat room. Kahit ako ang bibili ng sariling tv basta magkaroon kuryente. Sabi ng AMORE hindi pwedng gamitin ang inverter outdoor. May kinder sa school mismo. May extension 8 kms mula dito. Thursday at Friday dito, Monday, Tuesday at Wednesday dun. Madagdagan pa 1 teacher. SCHOOL 1: Bukod sa kuryente, patubig din bawat room kasi isang room lang ang merong pipes. Dapat bawat room para magkatubig. Additional 2 buildings pa. Grades 5 and 6 kasi isa lang building, share sila.
Effectiveness	
10. Overall, how did RE-based school electrification and distance education (SEEd) project contribute to the following? a) Improving learning and teaching	SCHOOL 1: Tumaas talaga ang performance. Inspired na sila mag-aral. Excited pumasok, manood ng tv at sa mga bago na namang papanoorin. Tumaas ang confidence. Kaming mga teacher ginanahan magturo. Inspired din kasi lagi silang pumapasok. SCHOOL 2: Laking tulong, hindi na sila bored. May motivation, nabubuhay pag nakikita na nila sa tv. Sa amin, wala (o kaunti nalang ang) ng visual aids preparation kaya maaga nang nakakauwi. SCHOOL 3: Mas naintindihan ang lesson sa Science. SCHOOL 4: Nalalaman ko ang nangyayari sa ibang lugar. SCHOOL 5: Maraming nalalaman sa lessons. SCHOOL 6: Nakakapanood ng ballita.
b) Increasing school attendance	SCHOOL 1: Present na lagi, excited manood. SCHOOL 2: Excited magsipasok. SCHOOL 3: Laging ng pumapasok. SCHOOL 4: Excited din tulad ng sabi ni Sir. SCHOOL 5: Hindi na pala absent. SCHOOL 6: Mas maraming nasa school
c) Increasing student hours for studying	SCHOOL 1: Mga ibang bata, may portable dvd dito nakakapanood sa school. SCHOOL 2: Pag nakita nilang nasa loob ako nitong office, ang mga malalapit na bata, pumupunta, nanonood, at ang iba, bagbabasa at

	gumagawa ng assignment. SCHOOL 3: Nakakapag aral na ng lesson. Hindi na humihingi ng tubig sa kapitbahay SCHOOL 4: Marami nang nalalaman sa Math. Lumusog na kasi nakakainom na madalas ng malinis na tubig. SCHOOL 5: Hindi na nahihirapan sa tubig. Masaya na sa pag aaral. SCHOOL 6: Isang oras na dagdag sa pagbabasa.
d) Improving student performance	SCHOOL 1: Sumali kami sa dance contest at nanalo pa. Nagrerecite na sila sa klase. Tumaas din ang NAT score. Last year, nasa top 5 kami sa buong district. SCHOOL 2: Nagpaparticipate na sa klase kasi nakikita na nila sa tv. SCHOOL 3: Sumisipag pag inuutusang umigib ng tubig (sa mga araw na walang supply ng tubig sa school)). SCHOOL 4: Nagagamit sa sitwasyon namin ang mga natutunan sa pinanood. SCHOOL 5: Lagi na kaming active sa klase. SCHOOL 6: Nakakapanood ng tv kaya natututo nang maigi sa Math.
11. What other benefits were derived by students and teachers from the RE-based electrification system?	SCHOOL 1: Mas maraming oras sa lesson planning preparation. SCHOOL 2: Maraming benepisyo. Nakikipanood sila ng tv dito pati ang buong community nanonod, ina-allow na lang namin. SCHOOL 3: Alam na ang ibang panoorin dahil kay Sir, nagdadala ng ibang titles. SCHOOL 4: Ako din. SCHOOL 5: Tulad kay ma'am. Kasama niya ako lagi. SCHOOL 6: Gusto ang Math.
11.1 What other benefits were derived by students and teachers from the water supply system?	SCHOOL 1: Pag sa tubig, dito na gagamit, hindi na lalayo pa. SCHOOL 2: Ang garden gumanda, laging nadidiligan. Kapag dito ang supply ng tubig, dito kumukuha ang komunidad, minsan, may mga magulang na kailangang kausapin tungkol sa attitude ng anak, madali nalang kapag nakita naming umiigib ang nanay o tatay. SCHOOL 3: Kalusugan po kasi may tubig na malinis. SCHOOL 4: Hindi na madalas mauhaw. SCHOOL 5: Masigla sa klase. SCHOOL 6: Malinis na kaklase

<table>
<tr><td>12. What would you consider as the most effective or useful assistance did AMORE 3 or other groups (please specify) provide to your schools?</td><td>SCHOOL 6: Classrooms and schools. Maganda ang kinabukasan pag graduate.

SCHOOL 5: Solar, natutuhan ko lalo ang Math.

SCHOOL 4: Karaoke,libro galing Mahintana, kasi maraming natutunan sa pagbabasa.

SCHOOL 3: Patubig, Kasi ang maliit na bata, hindi na pupunta ng malayo gaya ng ginawa ko.

SCHOOL 2: Ang kuryente talaga at ang mga dvds na nagagamit namin sa pagtuturo.

SCHOOL 1: Kuryente at tubig, mas napadali ang mga bagay-bagay sa amin.</td></tr>
<tr><td>13. How would you rate your satisfaction with the RE-based school electrification and distance education (SEEd) and/or water supply, sanitation and hygiene (WASH) projects/ in your schools?</td><td><table>
<tr><td rowspan="2">Rating</td><td colspan="2">Number of Participants</td></tr>
<tr><td>SEEd</td><td>WASH</td></tr>
<tr><td>Very satisfied</td><td>Participant 6, 5, 4.2, 1</td><td>Participant 6,5,4,3</td></tr>
<tr><td>Satisfied</td><td>Participant 3</td><td>Participant 2 and 1</td></tr>
<tr><td>Undecided if satisfied or not</td><td></td><td></td></tr>
<tr><td>Dissatisfied</td><td></td><td></td></tr>
<tr><td>Very dissatisfied</td><td></td><td></td></tr>
</table></td></tr>
<tr><td>14. What made you feel satisfied or dissatisfied with the RE-based school electrification and distance education (SEEd) project?</td><td>SCHOOL 6: Maliwanag na sa gabi. Nakikita ko ang school.

SCHOOL 5: Hindi na po natatakot maglakad.

SCHOOL 4: Dahil sa ATV, kaya sana maayos na.

SCHOOL 3: Kontento, sana pati sa bahay meron.

SCHOOL 2: Malaking tulong sa mga bata ang napapanood namin. Naeengganyo silang mas matuto.

SCHOOL 1: Minsan, nagdadala pa ako ng ibang panoorin tulad ng mga cartoons at animated films.</td></tr>
<tr><td>14.1 What made you feel satisfied or dissatisfied with the water, sanitation and hygiene</td><td>SCHOOL 1: Kontento, mas kontento sana kung lahat ng classrooms may linya ng tubig.

SCHOOL 2: Kontento, kasi hindi sa lahat ng araw, may tubig dito sa school. Sana sa mga susunod na taon, araw-araw may tubig para</td></tr>
</table>

(WASH) project?	na rin sa mga bata. SCHOOL 3: May malinis na inumin SCHOOL 4: Hindi na ako nag-iigib sa umaga. SCHOOL 5: Malinis na tubig SCHOOL 6: Malinis na tubig. Dati, kahati namin ang baka sa tubig.
Sustainability	
15. Does your SEEd project continue to function at present? If yes, what are the factors that are responsible for its continued operation? If No, what are the reasons why the SEEd project is not functional?	SCHOOL 1: Tuwing gabi maliwanag sa labas, naguide na lahat sa gabi. Tv hindi na magamit. Pero naghahanap na ng compatible inverter ang head teacher. Nagbibigay din ng p5 monthly contribution ang mga magulang. SCHOOL 2: Oo, pero ang inverter-koneksiyon para sa TV, hindi muna. SCHOOL 3: May ilaw pa sa AMORE room. SCHOOL 4: Limitado na po sa ilaw. SCHOOL 5: Miss na ang ATV. SCHOOL 6: Opo, pero walang ATV
15.1 Does your WASH project continue to function at present? If yes, what are the factors that are responsible for its continued operation? If No, what are the reasons why the WASH project is not functional?	SCHOOL 1: Ang Patubig, gumagana. pero every other day ang supply. Hindi namin inaaksaya ang tubig. Kung may daloy ng tubig, mag stock na kami sa balde. SCHOOL 2: Maayos na paggamit dito, lalo na at ka share namin ang komunidad. Kung maulan, rain harvesting. SCHOOL 3: Hindi po inaabuso ang paggamit ng tubig. SCHOOL 4: Kasi po inaalagaan naming. SCHOOL 5: Nililinisan ang tangke ng tubig. SCHOOL 6: Inaalagaan.
16. Do you think that your SEEd project will remain functional or operational in the next five years? If Yes, how do you think this project can continue to function or operate? If No, why do you think that the project cannot continue to function or operate?	SCHOOL 6: Opo. (Nahihiya, babalikan nalang sana, katulog si teacher 1 sa pagkumbinsing sumagot) Kasi inaalagaan nila Ma'am at Sir ang kuryente at tubig. SCHOOL 5: Opo, dahil ang kuryente ay maayos pa. SCHOOL 4: Opo kasi maganda ang pamamahala ng mga guro. SCHOOL 3: Meron pa, kasi maayos ang pag aalaga ng guro at may nagbabantay. SCHOOL 2: 5 years from now, meron pa at dadami pa ang faucets at ilaw.Mapapabuti pa lalo ang pag aaral ng mga bata. NAT mataas na, 2012 rank 5 kami sa NAT out of 15 schools. Mapapanatili kung

	lahat ng rooms may dvd at materials. SCHOOL 1: Oo. Marami ang nakatira at maraming projects ang dumarating. Siguro bawat bahay magkakuryente na. Malaking tulong sa community at sa mga bata.
16.1 Do you think that your WASH project will remain functional or operational in the next five years? If Yes, how do you think this project can continue to function or operate? If No, why do you think that the project cannot continue to function or operate?	SCHOOL 6: Opo. (Nahihiya, babalikan nalang sana, katulog si teacher 1 sa pagkumbinsing sumagot) Kasi inaalagaan nila Ma'am at Sir ang kuryente at tubig. SCHOOL 5: Kapag may sira aayusin pa din. SCHOOL 4: Opo kasi magaling mag-alaga mga guro. SCHOOL 3: Meron pa, kasi maayos ang pag aalaga ng guro at may nagbabantay. SCHOOL 2: 5 years from now, meron pa at dadami pa ang faucets. SCHOOL 1: Oo, maraming tao kaya mag demand talaga ng patubig
17. What would you recommend to provide better and more sustainable development assistance or services for your schools?	SCHOOL 1: Gusto ko talaga mabigyan pa kami ng school buildings. Madadagdagan pa ang mga mag aaral kaya kailangan talaga ng rooms. SCHOOL 2: Dormitory para sa mga bata at teachers para maka stay sila dito for 5 days, hindi na uuwi. SCHOOL 3: Gusto ko pa paaralan at more buildings dito sa amin. SCHOOL 4: Mga gamit sa garden, para magkaroon ng mini park at palaruan ang mga bata. SCHOOL 5: More buildings, dumadami na ang pumapasok. SCHOOL 6: School materials at story books.

Note:

- School water supply is on an Every Other Day schedule. The in-betweens are water days for the community.
- The five-building school is not from DepEd. Delfin Tan, ranch owner, donated the AMORE Room (where the power supply is concentrated), and adjacent classroom. Remaining three is from Coca-Cola Foundation.

Profile of FGD Participants

Name of Participants	Gender	Name and Location of School	Student Year / Teacher position in school	Years benefitting from SEEd and/or WASH
1. Bambi Joy P. Morales	F	Arcal elem School, Brgy. Kamanga	Grade IV Adviser	1
2. Jolly Zar K. Nalda	M	Arcal elem School, Brgy. Kamanga	Grade 3 Adviser	3
3. Anthony C. Fuentes	M	Arcal elem School, Brgy. Kamanga	Grade VI	2
4. Ri-an Shaine T. Soliman	F	Arcal elem School, Brgy. Kamanga	Grade VI	2
5. Dante C. Timan	M	Arcal elem School, Brgy. Kamanga	Grade IV	2
6. Roselle M. Timan	F	Arcal elem School, Brgy. Kamanga	Grade IV	2

Cagbalete 1 Annex Elementary School

Date:	February 10, 2014
Time started/ended:	2:00 pm - 4:20 pm
Venue:	Cagbalete 1 Annex Elem Schoool, Cagbalete 1, Mauban, Quezon
RE Rural Electrification System and Water Supply System	
1. Can you describe the situation in your school before the installation of RE-based electricity system?	SCHOOL 1. Noong wala pang AMORE, hindi pa nakakapanood, hinihintay 6pm para magkakuryente, generator galing sa barangay, p10 sa 6-10pm na ilaw kada gabi. SCHOOL 2. Sa pailaw, dati hindi makapagprogram lagi dahil rent lang ng generator, at p300 ang gas. Pag may pondo lang. SCHOOL 3. Hindi maintindihan ang klase dahil maingay ang nasa kabilang classroom, naglalaro sila. SCHOOL 4. Mahirap mag-intindi sa lesson. SCHOOL 5. Hindi maintindihan ang lesson maingay kaklase. SCHOOL 6. Pag mag flag ceremony, hindi makakanta ng Mauban hymn, walang masabayang musika.

1.1 Can you describe the situation in your school before the installation of the water supply system?	SCHOOL 1. Sa tubig, umoorder kami sa bayan, p30 ang isang Jerry can, labor p20, dalawang beses sa isang lingo. SCHOOL 2. Sa patubig, umiigib an gmga estudyante sa poso. SCHOOL 3. Mahirap ng walang tubig, palabas-labas kami para uminom. SCHOOL 4. Nakakaawa ang umiigib ng tubig. Labas nang labas sa room pag nauuhaw. SCHOOL 5. Palabas-labas sa klase, may name miss na lessons. SCHOOL 6. Nagdadala, share-share na lang sa pag-inom.
2. How does this situation affect the following: Study hours and performance of school children?	SCHOOL 6. Nakakareview sa libro lang, kulang sa books at ibang Mterials, minsan mababa ang grades. SCHOOL 5. Sa kawalan ng kuryente, noong wala pang ATV, libro lang ang ginagamit sa pagrereview. SCHOOL 4. Malungkot, wala mapanood, walang narereview. SCHOOL 3. Hindi masyadong maintindihan ang lesson dahil walang nakikitang action. SCHOOL 2. Hindi medaling maintindihana ng paksa. SCHOOL 1. Kailangang talagang paghandaan ang mga gawain para makuha ang atensiyon ng mga bata.
Performance of teachers?	SCHOOL 1. Boring, puro aklat, walang ibang devices. Sa ATV, may pinapanood sila, nadadagdagan ang kaalaman. Tumaas ang resulta ng NAT. SCHOOL 2. Naguguglo ang klase kapag nagpapalam umigib o uminom. Noong walang ATV, medyo maraming gawain para sa visual aids. SCHOOL 3. MAdalas, sila ang nagsasalita. SCHOOL 4. Naiinip ako, salita lang. SCHOOL 5. May pictures din minsan sa pagtuturo. SCHOOL 6. Si titser ang visual aid.
Health and hygiene of teachers and schoolchildren?	SCHOOL 6. Nakakaabsent sng classmate, sa maruming tubig nagkakasakit sila, minsan sa ulo at tiyan. SCHOOL 5. Nagkakasakit ang mga kaklase. SCHOOL 4. Minsan may nalalason sa tubig, matinding sakit, bumubuka ang bibig ngmag-aaral. May nahihigop o naiinom galling sa poso. SCHOOL 3. Matamlay ang mga bata, nauuhaw, hindi makaiom

	kung hindi lalabas. Hindi makasagot pag tinatanong ng titser. SCHOOL 2. Distruction sa kalse dahil iinom sa labas, natatagalang bumalik, nag-aalala ka na at hindi rin nakapakinig ng lesson. SCHOOL 1. Sa patubig, lagi kaming naiistorbo pag may sumakit ang tiyan sa mga bata. Ngayon, may gripo ang bawat room, 16 lahat.
Others, please explain?	
3. When did your schools receive the RE-based electricity system?	SCHOOL 1. 2009, nagamit 1 year, nasira ang fuse ng inverter,isang taon ding di nagamit SCHOOL 2. 2009. SCHOOL 3. 2009 SCHOOL 4. 2009 ilaw. SCHOOL 5. 2009 SCHOOL 6. 2009, ito ang sinabi sa amin gaming guro, grade 3 po ako. (Sa records, December 11, 2011 ang inauguration.)
3.1 When did your schools receive the water supply system?	SCHOOL 1. Isang taon bago dumating patubig, summer 2010 ginawa. SCHOOL 2. Pagkalipas ng isang taong may kuryente na. SCHOOL 3. 2010-2011, natigil operasyon. SCHOOL 4. 2011 tubig. SCHOOL 5. 2011 SCHOOL 6. 2011, grade 4 po ako. (May 9, 2012 ang inauguration-see PDI, May 13, 2012 issue, provincial features section)
4. How often do you use the RE-based electricity system per day (number of hours per day)?	SCHOOL 6. Pagkatapos ng kalse, manonood kami sa Science 1:30 sa hapon, isang oras. SCHOOL 5. 1/2 –isang oras sa isang araw. SCHOOL 4. 30 mins sa isang araw. SCHOOL 3. Sa ilaw, pag dalawa ang panonoorin, isang oras, isang panonoorin, 30 minuto. SCHOOL 2. Charge ng laptop, 2 hours. Kapag manonod at 2 beses, isang oras. SCHOOL 1. Mag-asawa kaming nakatira sa classroom ng misis ko, kumakabit ng ilaw sa gabi sa inverter, 4 hours every night. Sa kalse,

	isang oras.
4.1 How often do you use the water supply system per day (number of hours per day)?	SCHOOL 6. sa isang araw, anim na beses imiinom. SCHOOL 5. Mnsan, dalawa o tatlong beses lang sa isangaraw. SCHOOL 4. Dalawang beses, hapon lang umiinom. SCHOOL 3. Tatlo o limang beses mnsan. SCHOOL 2. Tatlong beses sa isang araw. SCHOOL 1. Sa tubig, panghugas, panligo, pang brush ng ngipin, dalawang oras maghapon.
5. What part/s of the school premises was/were provided with RE-based electricity supply connection? Please specify how many units of electrical bulbs/florescent were installed in each school and which specific locations of school premises (street, classroom, library, etc.).	SCHOOL 1. ATV roo lang an gmay kuryente, di kaya. Limang bulb sockets, dalawa lang ang bulbsang functional. SCHOOL 2. Sa ATV room nga lang. SCHOOL 3-6. Opo, sa ATV room. SCHOOL 2. p10 sa ilaw ang kontribusyon ng bawat mag-aaral sa isang taon.
5.1 What part of the school premises was provided with water supply connection? (i.e., Where is the water supply system installed?	SCHOOL 1. 16 classrooms, may faucet lahat, kinder-grade 6. Sa bawat room, may toilet at sink. SCHOOL 2. Tama si Sir. Sa student, P10 sa patubig sa isang taon. SCHOOL 3-6. Opo, may sink at faucet sa mga rooms naming.
6. Approximately how many teachers and schoolchildren are able to access the school electrification and distance education (SEEd) project?	SCHOOL 6. Marami, mga 510 mag-aaral, 16 teachers SCHOOL 5. Mga bata, 550, 16 mga guro SCHOOL 4. 510 mag-aaral, 16 guro SCHOOL 3. 550 mag-aaral, 16 teachers SCHOOL 2. 574 puils/16 teachers SCHOOL 1. 574 pupils at 16 techers Plus dalawang guwardiya, apat na maintenance (sa araw) at more or less 20 in a week galling sa community, ang iba nagpapacharge ng cellphones.
6.1 Approximately how many teachers and schoolchildren are able to access the water, sanitation and	SCHOOL 6. Marami, mga 510 mag-aaral, 16 teachers SCHOOL 5. Mga bata, 550, 16 mga guro SCHOOL 4. 510 mag-aaral, 16 guro

hygiene(WASH) project?	SCHOOL 3. 550 mag-aaral, 16 teachers SCHOOL 2. 574 puils/16 teachers SCHOOL 1. 574 pupils at 16 techers
7. What specific assistance did AMORE 3 or other groups (please specify) provide to your school, including teachers and students if any, for the improvement of school children performance in addition to the RE-based electrification system?	SCHOOL 6. Aklat Gabay Aruga Tungo sa Pag-Angat at Pag-Asa (AGAPP) Foundation-dalawang classrooms para sa kinder, may 50 monoblock chairs at 25 tables. Welcome kaming makabasa sa mga aklat. SCHOOL 5. AGAPP foundation din, mga babasahin, kuwentong pambata para sa kinder, pwede rin kaming makibasa English at Filipino books. SCHOOL 4. AGAPP foundation, mga laruang pambata. SCHOOL 3. Mayor Llamas: notebooks, tsinelas, bag. Lahat ng pupils, meron. Grade 3 po ako kaya dalawang taon din. SCHOOL 2. ABS-CBN kasama ng AMORE para sa training sa tamang paggamit ng mga educational materials. Noong 2007, building mla kay Mayor lamas. SCHOOL 1. A) CD/DVD, seminar ng ABS_CBN sa wastong gamit ng mga ito: Sine Eskwela, Science, MAths, English, Sibika, Hiraya Manawari, Bayani. Pumunta kaming mga guro sa bayan. B) Mula kina Missinary Fathers Martin, Joseph at Anthony, mga school supplies para sa lahat ng mag-aaral, ngayong February 20 na. Partner nila ang McDonalds. C) Noong nakaraang taon, nagbigay ang Colgate PHils ng mga toothbrush at toothpastes sa mga mag-aaral. Naalala ni Lennie, nabanggit ni Sir Tonette, ang Distrcit Supervvisor: Dalawang TESDA buildings na hindi nila nagamit na, ipinakiusap ni Sir Tonette na hiramin ng school para magamit ng grades 4 at 5, nagagamit na ngayon.
7.1 What specific assistance did AMORE 3 or other groups (please specify) provide to your school, including teachers and students if any, for the operation and maintenance of water supply system?	SCHOOL 1. AMORE, nagbigay ng seminar, paano ang pagkakabit at tamang gamit sa patubig at paglagay ng chlorine. Pagbuo ng organisasyon at kung paano ito ihahandle (CAESWASA) SCHOOL 2. Sa patubig, Alkaline ni Mayor idinagdag sa water station. SCHOOL 3. Wala po akong nalaman. SCHOOL 4. Wala po SCHOOL 5. Wala po SCHOOL 6. Wala po akong nalaman

Relevance	
8. How relevant is the RE-based electrification system in improving student learning and performance in school?	SCHOOL 1. Epekto ng pagkakaroon ng kuryente ang pagkakapanalo sa contest dahil nakakapagpraktis kahit anong oras. SCHOOL 2. Sa pailaw, naging aktibo sa flag ceremony, may tugtog mas marami ang umaattend. Gumagamit kami ng laptops at speaker, at lapels sa klase pag may inaantok. SCHOOL 3. Napapadali ang pag-intindi sa lesson dahil sa ATV. SCHOOL 4. Pag nagpaparaktis, sa ATV room na. SCHOOL 5. Maayos na praktis sa Jubille song prayer sa school. SCHOOL 6. Nagpapraktis, nakakapanood ng Maths at pag may project, nakikita naming ang example.
8.1 How relevant is the water supply system in improving student learning and performance in school?	SCHOOL 1. Nababawasan ang paglabas ng mag mag-aaral, may malinis na tubig-inumin na sa loob ng room. Hindi na problema ang pagsakit ng tiyan ng mag-aaral. SCHOOL 2. Kaunti na ang umaabsent dahil sa sakit ng tiyan. SCHOOL 3. Nakasasagot na, di na matamlay kasi di na nauuhaw. SCHOOL 4. Pag nauuhaw, may tubig na sa classroom. SCHOOL 5. Tumataas ang marka, maayos na pag-inom, di na matamlay. SCHOOL 6. Kahit nagkaklase, naririnig ko pa rin ang lesson kahit iinom ako kasi nasa classroom lang.
9. What would you consider as the important priority needs of the students for effective learning in your schools?	SCHOOL 1. Computer units. Maganda kung mabibiyan kami. May pito nang darating mula sa District supervisor office, sana madagdagan pa. SCHOOL 2. Kapartner ng computer, wifi para mas kumpleto magbigay ng kaalaman. MAtuto magresearch at maghanap assignment. Dagdag kuryente rinpara bawat room may koneksiyon at makagamit ng projector (kapag may magbigay) SCHOOL 3. Computers tlad ng sabi ni Sir. SCHOOL 4. Computers din, walang game na makakaapekto sa pag-aaral. SCHOOL 5. Computer at internet para di na kami magbayad sa internet shop. SCHOOL 6. Books sa bawat classrooms, kahit may technology may makakabasa pa rin sa bahay ng books.

Effectiveness	
10. Overall, how did RE-based school electrification and distance education (SEEd) project contribute to the following? e) Improving learning and teaching	SCHOOL 6. Sa pinanood din po kumukuha ng quiz ang mga titser at gumagaling lami dahil sa ATV. SCHOOL 5. Mas sumigla sa pagtuturo. SCHOOL 4. Ok an gpagtuturo, lalong nasisisyahan kasi may ATV. SCHOOL 3. Lalo po silang ginanahan dahil kaunti nalang ang matamlay sa klase. SCHOOL 2. Sa pagtuturo, nabawasan ang ginugugol sa paggawa ng visual aids at strategy, lesson planning nalang. Pag may panonoorin, pinapanood ko na maps sa kanila, after, quiz na. SCHOOL 1. Nakakaless sa gawain, lesson plan pa rin
f) Increasing school attendance	SCHOOL 6. Attendance ng kamag-aaral, di na lumiliban sa kalse, nalilibang na sa ATV. SCHOOL 5. Mga kaklase,madalas na pumapasok di na lumilliban. SCHOOL 4. Mabuti na attendance, di na lumiliban sa kalse, 39, anim nalang ang lumiliban. SCHOOL 3. Ang absent sa amin, hanggang dalawa sa hapon, wala minsan. SCHOOL 2. Sa attendance, less na absent. Sa umaga, may sakit o kailangan ng magulang ang absent*. Isa o dalawa lang. SCHOOL 1. 100% attendance ng klase pero ang panghapon kong klase, grade 6 na may 15 year olds, mahirap pa ring imotivate. *15 year old and above-katulong ng magulang
g) Increasing student hours for studying	SCHOOL 6. Nanonoodng balita, nagrereview pagkatapos. SCHOOL 5. Sa Math, medaling natutunan. SCHOOL 4. Nakakatulong sa pag-aaral. SCHOOL 3. Naging aktibo ako sa klase. SCHOOL 2. Aktibo na sila. SCHOOL 1. Mas nagging aktibo sa talakayan, nag-uunahan sa pagsagot, excited.
h) Improving student performance	SCHOOL 6. Dahil sa ATV, laong gumagana ang utak ko at nag-aaral pa nang mabuti. SCHOOL 5. Naging aktibo sa tinatalakay.

<table>
<tr><td></td><td>SCHOOL 4. Tumaas ang grades.
SCHOOL 3. Hindi na matamlay, masayang nakikilahok.
SCHOOL 2. Mas aktibo na sila, mas maganang sumagot at marami na ang nagpaparticipate sa sayaw sa programa.
SCHOOL 1. Nag-eexcel na sila, focus sa panonood st quiz pagkatapos.</td></tr>
<tr><td>11. What other benefits were derived by students and teachers from the RE-based electrification system?</td><td>SCHOOL 1. Technician training
SCHOOL 2. Naka attend training sa pailaw, tamang paggamit ng inverter, may kopya para sa amin.
SCHOOL 3. Ok na kasi basta may naibigay sila.
SCHOOL 4. Ok na ang ilaw at tubig na naibigay.
SCHOOL 5. Ok na rin
SCHOOL 6. Ok na rin. Pag may bisita, generator ang gamit.</td></tr>
<tr><td>11.1 What other benefits were derived by students and teachers from the water supply system?</td><td>SCHOOL 1. Natuto akong magkabit ng tubo.at gripo. CAESWASA ang nagmiminti ng patubig.
SCHOOL 2. Mabuting epekto sa kalusugan ng mag bata.
SCHOOL 3. Ok na, may naibigay na.
SCHOOL 4. Ok na patubig.
SCHOOL 5. Malinis na tubig.
SCHOOL 6. Pagkakataong maipanalo ang sports contest</td></tr>
<tr><td>12. What would you consider as the most effective or useful assistance did AMORE 3 or other groups (please specify) provide to your schools?</td><td>SCHOOL 6. Maliban sa ilaw a ttubig po, AGAPP building.
SCHOOL 5. ATV room
SCHOOL 4. Kuryente para makapanood
SCHOOL 3. Tubig at ilaw po talaga
SCHOOL 2. Training ng ABS_CBN sa paggamit ng mga educational materials
SCHOOL 1. Training sa pagiging teachinician</td></tr>
<tr><td>13. How would you rate your satisfaction with the RE-based school electrification and distance education (SEEd) and/or water supply, sanitation and hygiene (WASH) projects/ in your schools?</td><td><table>
<tr><td rowspan="2">Rating</td><td colspan="2">Number of Participants</td></tr>
<tr><td>SEEd</td><td>WASH</td></tr>
<tr><td>Very satisfied</td><td></td><td>2</td></tr>
<tr><td>Satisfied</td><td>6, 5, 4, 3</td><td>6, 5, 4, 3</td></tr>
</table></td></tr>
</table>

	Undecided if satisfied or not Dissatisfied 2, 1 1 Very dissatisfied DOH cleared water safe for drinking in 2011
14. What made you feel satisfied or dissatisfied with the RE-based school electrification and distance education (SEEd) project?	SCHOOL 6. Kuntento dahil nakakapanood, gadgets ng mga teachers nakakacharge cp SCHOOL 5. Kuntento mas higit nauunawaan ang lesson SCHOOL 4. Kuntento, mas naiintihan ang mga lessons, nakakatulong sa pag-aaral SCHOOL 3. Kuntento dahil nakakapanood SCHOOL 2. Di kuntento, gusto ko may ilaw sa room ko. SCHOOL 1. Una, nagpapasalamat ako sa pailaw at patubig ng AMORE3. Di kuntento kasi gusto ko bawat classroom meron. Lalo na sa room ko, madilim, Pag tag-ulan, hindi ko Makita ang mga bata.
14.1 What made you feel satisfied or dissatisfied with the water, sanitation and hygiene (WASH) project?	SCHOOL 6. Napapakinabangan namin. SCHOOL 5. Hindi na kami matamlay, nakakainim nan g mallinis na tubig. SCHOOL 4. Kung walang tubig, matamlay kami. SCHOOL 3. Kuntento, may malinis na tubig. SCHOOL 2. Sa tubig, ok na. Nagagamit naming araw-araw. SCHOOL 1. Hindi kuntento, bumibili pa rin ng inuming tubig dahil isang taon ng walang chlorine. (Natigil ang paglalagay ng chlorine dahil sa Alkaline water system ni Mayor Llamas na tumagal lang ng dalawang linggo)
Sustainability	
15. Does your SEEd project continue to function at present? If yes, what are the factors that are responsible for its continued operation? If No, what are the reasons why the SEEd project is not functional?	SCHOOL 6. Pagpapanatili ng kaayusan sa paggamit ng ATV. SCHOOL 5. Maayos ang pangangalaga ng mga titsers. SCHOOL 4. Maayos na ginagamit, inaalagaan ang ATV. SCHOOL 3. Pinangangalagaan ang kuryente. SCHOOL 2. Pagsunod sa oras ng paggamit ng kuryente. Magbigay ng p10 contribution.

	SCHOOL 1. Patuloy ang nag-ooperatedahil nagtutulungan ang mga titsers, pinipilit alagaan kahit mahirap.
15.1 Does your WASH project continue to function at present? If yes, what are the factors that are responsible for its continued operation? If No, what are the reasons why the WASH project is not functional?	SCHOOL 6. Pagpapatuloy ngkalinisan, kasama ako. SCHOOL 5. Maayos ang pag-aalaga ng mga titsers. SCHOOL 4. alaga ng mga naglilinis. SCHOOL 3. Sabin g mga titser, huwag aksayahin ang tubig, di lagging mayroon nito. SCHOOL 2. Patuloy na paglilinis ng utility. Magbigay ng p10 contribution para sa mga pangangailangan tulad ng repairs at maintenance. SCHOOL 1. Schedule, pag walang init, mag-ipon muna.
16. Do you think that your SEEd and WASH projects will remain functional or operational in the next five years? If Yes, how do you think this project can continue to function or operate? If No, why do you think that the project cannot continue to function or operate?	SCHOOL 1. Siguro sa akin, habang nandito kami, pangangalagaan namin. Kung wala na kami sa Cagbalete 1 sa 2019, ipapasa namin sa iba ang responsibilidad. SCHOOL 2. Di tiyak, dahil depende sa nangangalaga, at kung nandito pa rin kami. SCHOOL 3. Kung patuloy pangangalagaan, opo. SCHOOL 4. Opo dahil palaging mag-aalaga ang mga teachers. SCHOOL 5. Opo, kasi tulad ng sabi ni Joevel, patuloy na pangangalagaan. SCHOOL 6. Di ko lang alam, baka meron pa, di natin alam ang panahon kung may supply pa ng tubig.
16.1 Do you think that your WASH project will remain functional or operational in the next five years? If Yes, how do you think this project can continue to function or operate? If No, why do you think that the project cannot continue to function or operate?	Please see 16
17. What would you recommend to provide better and more sustainable development assistance or services for your schools?	SCHOOL 6. Lumahok sa mga programang pangkaunlaran sa paarala tulad ng inter school sportsfest. SCHOOL 5. Pagkakaroon ng computer units with wifi. SCHOOL 4. Sports-magkaroon ng gymnasium o covered court na

	may facility tulad ng volleyball at basketball. SCHOOL 3. Computers para sa research SCHOOL 2. science lab, library, HE building SCHOOL 1. Ako ang sports coordinator, magagaling ang mga bata sa laro kaya covered courts para makapraktis para sa Congressional Meet. (Nanalo ang Cagbalete 1 Elem School noong nakaraan)

Profile of FGD Participants

Name of Participants	Gender	Name and Location of School	Student Year / Teacher position in school	Years benefitting from SEEd and/or WASH
1. Gary O. Sevila	M	Cagbalete I Annex, Cagbalete I, Mauban	T-I	4
2. Mary M. Candido	F	Cagbalete I Annex, Cagbalete I, Mauban	T-I	4
3. Joevel Erika D. Reyes	F	Cagbalete I Annex, Cagbalete I, Mauban	Grade V	3
4. Jayven V. Corpus	M	Cagbalete I Annex, Cagbalete I, Mauban	Grade V	3
5. Xyriz Joy A Ngujo	F	Cagbalete I Annex, Cagbalete I, Mauban	Grade VI	4
6. John Patrick V. Bote	M	Cagbalete I Annex, Cagbalete I, Mauban	Grade VI	4

Villamonte Elementary School

Date:	February 10, 2014
Time started/ended:	1:00 pm - 3:04 pm
Venue:	Villamonte Elementary School, Brgy. Villamonte, Lebak, Sultan Kudarat
RE Rural Electrification System and Water Supply System	
1. Can you describe the situation in your school before the installation of RE-based electricity system?	SCHOOL 1: *If we get water it takes us a long time to go back in school because the well is too far. We can't understand our lesson because we can't see and hear.* SCHOOL 2 and 4: *We can't understand our lesson because we can't see and hear.* SCHOOL 3: Visual aids at audio –*They understand but lessons are more interesting with the e- media. It is difficult for us especially when we have programs, we had to borrow a battery operated cassette with DVD/CDS, which is more expensive.* SCHOOL 5: *It's difficult for us especially during the night time when the light is off.* SCHOOL 6: *No need to use chalk now.*
1.1 Can you describe the situation in your school before the installation	SCHOOL 1: *We can see already the water in our room.* SCHOOL 2: *We felt tired because we fetched water for more than*

of the water supply system?	*300 meters.* SCHOOL 3: *We can clean ourselves, no need to fetch water.* SCHOOL 4: *It's difficult for us to fetch. The children got sick because their body is dirty.* SCHOOL *5: Our school surroundings were dirty.* SCHOOL *6: We came to school late because we still had to fetch water.*
2. How does this situation affect the following: Study hours and performance of school children?	SCHOOL 4: It *is difficult for them to practice because they go wherever just to borrow things.* SCHOOL *3: The children participate but it's still lacking. They are not active in doing their activities. They feel that it's hard to do visual aids because they have to buy the materials from far places and they are so expensive. We only used chalk and our mouth.* SCHOOL *6: If we were dismissed late and it's already dark, we can't see what our teacher wrote.* SCHOOL *5: It's difficult for us to find the meaning of words from the books.* SCHOOL *6: We felt sad because we can't see.*
Performance of teachers?	SCHOOL *1: Our teacher can explain it, by writing it on the blackboard but we can understand more if we use e-media.* SCHOOL *2: We can see the e-media* SCHOOL *3: We gave more effort before we had e-media. The children are now more attentive with the e-media as their guide.* SCHOOL *4: It's difficult for us to teach each subject like science and math, to give more knowledge to them. We learned that with e-media it is easier for them to learn.* SCHOOL *5: We lost our interest, we can't understand until we had the e-media, all became easier because they can see how to solve problems.* SCHOOL *6: We need to write more and always buy chalk.*
Health and hygiene of teachers and schoolchildren?	SCHOOL 1*: The children easily got sick because there was no water. They were always getting medicine in school because of dirty water* SCHOOL *2: Many got sick in our place and had no water to use for cleaning.* SCHOOL *3: Wash room to wash our hand, wash tank to wash our feet, dental for brushing. We had water for our CR, a little difficult because no water to wash the children muddy feet that came from far places.*

	SCHOOL *4: It's difficult for us to clean our CR. It is not safe for drinking sometimes children get stomach pains.* SCHOOL 5: *We were dirty when we go to school, sometimes some of us were absent because of illness.* SCHOOL *6: We can't wash our feet, our room is dirty. It was difficult for us to clean.* SCHOOL *3: When we had a program the children hesitated to fetch water to use in cleaning the stage.* SCHOOL *6: We always felt thirsty in our school because we had no water to drink*
Others, please explain?	
3. When did your schools receive the RE-based electricity system?	SCHOOL 4: grade 4 2010 Oct e-media
3.1 When did your schools receive the water supply system?	SCHOOL 4: January 2011 ang WASH March turn over
4. How often do you use the RE-based electricity system per day (number of hours per day)?	SCHOOL 4: *For light - 6pm (one until morning)* - *For school safety* - *Sometimes when they have a visitor* - *E-media every day, 90 minutes a day* - *If weekends they use light*
4.1 How often do you use the water supply system per day (number of hours per day)?	SCHOOL 3: *If we have classes, if children are in school*
5. What part/s of the school premises was/were provided with RE-based electricity supply connection? Please specify how many units of electrical bulbs/florescent were installed in each school and which specific locations of school premises (street, classroom, library, etc.).	SCHOOL 4: *Computer room from AMORE, 3 bulbs inside and 2 bulbs outside. We have generator before AMORE for our computers (6 units from DEPED)*
5.1 What part of the school premises was provided with water supply connection? (i.e.,	SCHOOL 4: *Outside the classroom of our technician with a key for safety. Every room had water, 17 rooms all had Cr, faucet, and sink. Theirs had a rain water reservoir at the back of the room.*

Where is the water supply system installed?	
6. Approximately how many teachers and schoolchildren are able to access the school electrification and distance education (SEEd) project?	SCHOOL 4: teachers 18 SCHOOL 3: students 622
6.1 Approximately how many teachers and schoolchildren are able to access the water, sanitation and hygiene (WASH) project?	SCHOOL 4: teachers 18 SCHOOL 3: students 622
7. What specific assistance did AMORE 3 or other groups (please specify) provide to your school, including teachers and students if any, for the improvement of school children performance in addition to the RE-based electrification system?	SCHOOL 6: Computer – No SCHOOL 4: *For the children but we no longer use it because of lack of current supply. And the generator can't give the supply needed. The generator is already old. By 2014 opening maybe we will use it because there's a current. Use it to teach those teachers who don't know.*
7.1 What specific assistance did AMORE 3 or other groups (please specify) provide to your school, including teachers and students if any, for the operation and maintenance of water supply system?	SCHOOL 1*: Books, English and Science* SCHOOL *3: The DepEd Christmas training information dissemination was for those children who lost their interest in going to school (always absent, and cutting classes). They gave free school supplies and rice.* SCHOOL *4: Feeding program from DSWD/DepEd (2010) months only, like Arrozcaldo, lugaw here in our school* SCHOOL *5: Medicine from health center, antihelmintics from DOH*
Relevance	
8. How relevant is the RE-based electrification system in improving student learning and performance in school?	SCHOOL 1: *We understand our lessons now* SCHOOL *2: We were more interested to study because we can see it* SCHOOL *3: They were more interested to go to school. We can pause and rewind our lessons.* SCHOOL *4: They can easily understand and get high grades.* SCHOOL *5: We can easily understand the lessons taught by our teacher.* SCHOOL *6: We were happy because we see and hear our lessons*

8.1 How relevant is the water supply system in improving student learning and performance in school?	SCHOOL 1*: We no longer easily get sick.* SCHOOL 2*: We are already clean in going to school.* SCHOOL 3*: It is no longer difficult for the childrenwho had to fetch water; they have time now to study.* SCHOOL 4*: They are now focused and not tired from fetching water.* SCHOOL 5*: Don't feel thirsty in school.* SCHOOL 6*: We can easily clean our classroom.*
9. What would you consider as the important priority needs of the students for effective learning in your schools?	SCHOOL 1*: E-media, books, school supplies, helps us learn easily* SCHOOL 2*: E-media because we can easily learn if we see and hear it* SCHOOL 3*: It's very effective learning if there's visual aid. More beautiful if there's audio.* SCHOOL 4*: Visual aids because they don't understand audio visual materials* SCHOOL 5*: School supplies so that we can write and books* SCHOOL 6*: Books are more important so that we can read*
Effectiveness	
10. Overall, how did RE-based school electrification and distance education (SEEd) project contribute to the following? i) Improving learning and teaching	SCHOOL 6*: During night time we can stay in school for practice* SCHOOL 4*: For more understanding of the lessons we taught them, we review the e-media.* SCHOOL 3*: We always review our NAT. It is a big help for the children to understand more in area, ratio, etc.* SCHOOL 5*: In e-media we can see our lesson and easily learn* SCHOOL 2*: If we had celebration we can practice even in the night.* SCHOOL 1*: If our teacher doesn't know our lesson, he/she can check in e-media* SCHOOL 4*: The answer can be shown to them and can be paused.*
j) Increasing school attendance	SCHOOL 3: *It's a big help, almost 90% go to school even if they are sick. They are more interested to study.*
k) Increasing student hours for studying	SCHOOL 5*: I will make a review to increase my knowledge.* SCHOOL 1*: We can't see what we write if it is dark, now there's a light.* SCHOOL 2*: There's was already a light so we can study.*
l) Improving student	

<table>
<tr><td>performance</td><td></td></tr>
<tr><td>11. What other benefits were derived by students and teachers from the RE-based electrification system?</td><td>SCHOOL 1: None

SCHOOL 3: In general our problem is light, but even if we have kerosene lamp it's difficult to make a lesson plan using my eye glasses. In teaching it's okay but difficult to prepare.

SCHOOL 4: It's difficult if there's no light, if there's a light there's a limit to two hours, I can go overtime doing my report</td></tr>
<tr><td>11.1 What other benefits were derived by students and teachers from the water supply system?</td><td>SCHOOL 4: Not only for the classroom but also for the plants

SCHOOL 3: While classroom construction still ongoing it is not difficult for them to fetch water</td></tr>
<tr><td>12. What would you consider as the most effective or useful assistance did AMORE 3 or other groups (please specify) provide to your schools?</td><td>SCHOOL 1: E-media

SCHOOL 2: All

SCHOOL 3: For me both e-media helps in learning; Water for health of the children

SCHOOL 4: For the teacher both, to help the children learn; We are not only benefited in water system but also the people outside</td></tr>
<tr><td>13. How would you rate your satisfaction with the RE-based school electrification and distance education (SEEd) and/or water supply, sanitation and hygiene (WASH) projects/ in your schools?</td><td><table>
<tr><td rowspan="2">Rating</td><td colspan="2">Number of Participants</td></tr>
<tr><td>SEEd</td><td>WASH</td></tr>
<tr><td>Very satisfied</td><td></td><td></td></tr>
<tr><td>Satisfied</td><td></td><td></td></tr>
<tr><td>Undecided if satisfied or not</td><td></td><td></td></tr>
<tr><td>Dissatisfied</td><td></td><td></td></tr>
<tr><td>Very dissatisfied</td><td></td><td></td></tr>
</table>
SCHOOL 1: VS and VS

SCHOOL 2: S and VS

SCHOOL 3: Not satisfied because lack of current supply, Satisfied with water system

SCHOOL 4: Not satisfied because no light in our classroom, Satisfied with water system

SCHOOL 5: satisfied and satisfied

SCHOOL 6: satisfied and satisfied</td></tr>
</table>

14. What made you feel satisfied or dissatisfied with the RE-based school electrification and distance education (SEEd) project?	SCHOOL 1: *I want all classrooms to use the e-media, each room has one faucet. We used to clean ourselves because of e-media* SCHOOL *4: Lacking, if possible all classroom has its own light, we need a big source of water system for our new classroom, we might experience a shortage.* SCHOOL *5: Classroom should have its own faucet. Can't use the computer* SCHOOL *6: Use to wash feet and hands and for drinking; Able to watch e-media*
14.1 What made you feel satisfied or dissatisfied with the water, sanitation and hygiene (WASH) project?	Refer to previous answer.
Sustainability	
15. Does your SEEd project continue to function at present? If yes, what are the factors that are responsible for its continued operation? If No, what are the reasons why the SEEd project is not functional?	SCHOOL 4*: There's a defect but can be replaced.* SCHOOL *1: Yes, because sir maintains it.* SCHOOL 2*: Yes, because sir maintains it and replaces those which are defective.* SCHOOL *3: Yes, it still functions, especially the water system because we tell the children that they should take good care of it and use it properly. There's e-media: before the children get inside they are given reminders so that they will be prevented from destroying the things.* SCHOOL *4: Yes, it is still functional because of the knowledge I share to them. If there's a little defect I easily fix it, and replace it immediately if there's a leakage.* SCHOOL *5: Yes, it is still functional, we can use it because sir was taking good care of it.* SCHOOL *6: Yes, we always watch the e-media because we take good care of it. Sir is always saying not to destroy this*
15.1 Does your WASH project continue to function at present? If yes, what are the factors that are responsible for its continued operation? If No, what are the reasons why the WASH project is not	

functional?	
16. Do you think that your SEEd project will remain functional or operational in the next five years? If Yes, how do you think this project can continue to function or operate? If No, why do you think that the project cannot continue to function or operate?	SCHOOL 4*: Yes if we take good care and tell the children how important this is.* SCHOOL *3: Yes, if we use it properly and take good care of it.* SCHOOL *2: Yes, we take good care.* SCHOOL *1: Yes, if the children follow the teachers instruction it will not get destroyed.* SCHOOL *5: Yes, we used it properly.* SCHOOL *6: Yes, because we don't cut the hose.*
16.1 Do you think that your WASH project will remain functional or operational in the next five years? If Yes, how do you think this project can continue to function or operate? If No, why do you think that the project cannot continue to function or operate?	
17. What would you recommend to provide better and more sustainable development assistance or services for your schools?	SCHOOL 1: *More tapes, CDS/DVDS* SCHOOL *2: More lights* SCHOOL *3: Additional computer if SUKELCO materializes.* SCHOOL *4: Lights in every room, a ceiling fan in every classroom to protect the children, high tech gadgets* SCHOOL *5: Additional e-media in every room* SCHOOL *6: Give school supplies because others can't buy*

Profile of FGD Participants

Name of Participants	Gender	Name and location of school	Student year or teacher position in school	Number of years benefitting from SEED/WASH
1. Christine Joy Ticnon	F	Villamonte Elementary School	Grade 6	3
2. Elliah Jade Bernadio	F	Villamonte Elementary School	Grade 6	3
3. Julieta Solorem	F	Villamonte Elementary School	Teacher Grade 1 adviser	3
4. Paterno Magno Jr	M	Villamonte Elementary School	Grade 6 adviser	3
5. Kyle Pamumallon	M	Villamonte Elementary School	Grade 6	3
6. Arvin cortez	M	Villamonte Elementary School	Grade 6	3

Salangsang Elementary School

Date:	February 11, 2014
Time started/ended:	1:35 pm - 3:45 pm
Venue:	Salangsang Elementary School, Salangsang, Lebak, Sultan Kudarat
RE Rural Electrification System and Water Supply System	
1. Can you describe the situation in your school before the installation of RE-based electricity system?	SCHOOL *1: If we had a program we would borrow a generator in the barangay.* SCHOOL *2: If we had a convocation we couldn't hear whose talking because we had no sound system.* SCHOOL *3: It is surprising because they can't identify swimming pools and basic things that can be seen thru multi-media.* SCHOOL *4: It's difficult because if we have scouting there's no light.* SCHOOL *5: It is difficult because we need to borrow generator so that we have light for our activity.* SCHOOL *6: We can't have a film viewing because we need to borrow a generator.*
1.1 Can you describe the situation in your school before the installation of the water supply system?	SCHOOL *1: It's difficult because we get water from a far place.* SCHOOL *2: When the children felt thirsty they needed to go somewhere so that they can drink.* SCHOOL *3: No proper hygiene especially in our CR because there was no water.* SCHOOL *4: It's difficult without water because we couldn't drink after we ate.* SCHOOL *5: I rented before. I asked the children to fetch water and pay them because the source was very far.* SCHOOL *6: If we felt thirsty during recess we needed to go to a far place so that we can drink. When they asked us to wash the plates we go to a far place also.*
2. How does this situation affect the following: Study hours and performance of school children?	SCHOOL *1: If we have assignments we need to research on them.* SCHOOL *2: In the night if we have assignments before we don't know. If we have scouting we can't see what we wrote and we can't understand.* SCHOOL *4: During class hour, if somebody uses the CR, we can smell it.* SCHOOL *5: They felt difficult to cope up with the class especially if the*

	teacher asked them to do some errands. They lacked time to teach.
Performance of teachers? .	SCHOOL *1: If our visitor needs water, our teacher asks us to get water and waits for us before continuing.* SCHOOL *2: If somebody was wounded, our teacher asked us to get water from a far place.* SCHOOL *3: Personally, it is easier to understand the lesson, learning is easier when there is hands on experience. Everybody's concern is health because it affects the child.* SCHOOL *4: We always get out because our CR had a bad smell.* SCHOOL *5: When the children ask to get water, they need to get out*
Health and hygiene of teachers and schoolchildren?	SCHOOL *1: In cleanliness, for example we need to go far to get water so that we can wash, if got sick we get water from a far place.* SCHOOL *2: Before we don't have water we go far to get water so that we can drink. We were so many, so the water in the well was exhausted.* SCHOOL *3: The program for water system and electrification brings goodness to our school.* SCHOOL *6: Sometimes we can't brush our teeth because of no water, other students come late because they still fetched water.* SCHOOL *5: It is difficult to inculcate if they can't see it, like how to wash hands, how to brush teeth. The teacher can now rest and students get high mean percentage scores (MPS).*
Others, please explain?	
3. When did your schools receive the RE-based electricity system?	SCHOOL 3: 2012 bet June-August
3.1 When did your schools receive the water supply system?	SCHOOL 5: *After electrification, it was followed by water system between August- September 2012.*
4. How often do you use the RE-based electricity system per day (number of hours per day)?	SCHOOL 3: based on training e media 3 hours/day including light Schedule is given provided electric bulb where e-media is overnight yung ilaw 5pm-6am
4.1 How often do you use the water supply system per day (number of hours per day)?	SCHOOL *3: All classrooms have pipelines and faucet. Because of the destructive community, we are afraid that the hose and faucet will get stolen or the pipes destroyed. The 4 WASH systems were already defective, so if there are no classes we get the faucets.*
5. What part/s of the school	SCHOOL 5: *From AMORE, the office has 3 bulbs inside and 2 bulbs*

premises was/were provided with RE-based electricity supply connection? Please specify how many units of electrical bulbs/florescent were installed in each school and which specific locations of school premises (street, classroom, library, etc.).	*outside. The e media can be found in the office which is inclusive of TV and dvd.*
5.1 What part of the school premises was provided with water supply connection? (i.e., Where is the water supply system installed?	SCHOOL 3: *Before, all new classrooms have a water supply but now only the office and 3 comfort rooms do. We have classrooms with faucets that are still functional, the grades 2 & 3. Our computer room has current from SUKELCO, but our school doesn't. We have a water tank behind the computer room*
6. Approximately how many teachers and schoolchildren are able to access the school electrification and distance education (SEEd) project?	SCHOOL 3: 17 teachers SCHOOL 5: 649 students
6.1 Approximately how many teachers and schoolchildren are able to access the water, sanitation and hygiene (WASH) project?	SCHOOL 3: 17 teachers SCHOOL 5: 649 students
7. What specific assistance did AMORE 3 or other groups (please specify) provide to your school, including teachers and students if any, for the improvement of school children performance in addition to the RE-based electrification system?	SCHOOL1: *Last 2010, GMA gave bags to all the students.* SCHOOL *3: DVDs for science, TV, speakers, and microphone from Sineskwela.* SCHOOL 3: computer from DEP ed, 7 PC, 1 printer, 1 projector and 7 regulators, PRIME feeding program, SBM school base management distribute school supplies worth P8000 for 200 students last December 2013 SCHOOL 5: ongoing construction 3 sets of CR 9 in total from Dep Ed, with wash through SCHOOL 3: groups of private individuals also gave school supplies to some students
7.1 What specific assistance did AMORE 3 or other groups (please specify) provide to your school, including teachers and	

students if any, for the operation and maintenance of water supply system?	
Relevance	
8. What would you consider as the important priority needs of the students for effective learning in your schools?	SCHOOL 1: *Food because sometimes when they go home for lunch they no longer come back.* SCHOOL 2: *If they don't bring food they go home with a stomache ache.* SCHOOL 4: *School supplies because they are excited if they have new school supplies. I don't have school supplies to use because we are poor.* SCHOOL 3: *School supplies. Food because the children lack self-confidence if they have no food. They are ashamed if they only have salt and soy sauce as their viand. Sometimes I see them eating from up a tree because they felt shy.* SCHOOL 5: *Food because once a week they were absent because of no food.* SCHOOL 6: *School supplies especially if we have project I borrow from my classmate. If we have a quiz, we don't have paper so we will ask.*
Effectiveness	
9. Overall, how did RE-based school electrification and distance education (SEEd) project contribute to the following? m) Improving learning and teaching	SCHOOL 6: *We can't understand our lesson before because of no light.* SCHOOL 5: *Teaching e-media lessens the burden of the teacher. While teaching the teacher can stop the e- media and ask questions. Teaching is efficient.* SCHOOL 4: *I learned how to write on the projector. We learned more.* SCHOOL 3: *The DepEd centered the achievement of pupil thru e-media; slowly they learned a new approach of teaching. More development happened.* SCHOOL 2: *Before, we couldn't understand the lecture of our teacher about division, multiplication, and addition. We easily understand it now because we saw it. We don't know how to use the computer.*
n) Increasing school attendance	SCHOOL 1: *If they know that there's a film viewing, they felt excited and they will not be absent anymore.* SCHOOL 2: *She is right. If there's no film viewing we are absent, if there's a computer we are all present.* SCHOOL 3: *It increased the number of students coming to school every day because it is very effective in motivating them.*

	SCHOOL *6: My classmates study more if there is film viewing. Sometimes we watch TV in the barangay.* SCHOOL *4: We were happy because we gather if we have film viewing, it is a big help for our education because we can easily answer our exam.* SCHOOL *5: A big thanks for us especially if my film viewing they immediately go to watch.*
o) Increasing student hours for studying	SCHOOL *3: It lessens the time spent to introduce the lesson but they easily grasp the lesson.* SCHOOL *5: They will be interested to stay in school if there's a light. Immediately they can make their homework. If they have research work, it is easier to teach if they saw the e-media.* SCHOOL *4: We will no longer be disturbed and we can go our lesson continuously.* SCHOOL *2: We can get water easily, we can add more time because the water is very near.* SCHOOL *1: The student time is longer in school if we have film showing, so I'd stay also.* SCHOOL *6: Our time will be longer if we were the cleaners. Kate said we will not go home yet because we will watch a film.*
p) Improving student performance	SCHOOL 3: *There's an improvement in their performance, it increase their skill.* SCHOOL *4: I couldn't really understand what they taught because I couldn't see it, but now we can research and see it. Our grades immediately increased.* SCHOOL *5: I was thinking that there's already an improvement because of the higher order thinking skills that they are asking, learning is easier.* SCHOOL *2: Yes, I got high grades with the help of e-media, we understand now what our teacher taught.* SCHOOL *6: For me, we can't understand what our teacher says, we only guess our answer, but now we understand already.* SCHOOL *1: Yes, I got higher grades.*
11. What would you consider as the most effective or useful assistance did AMORE 3 or other groups (please specify) provide to your schools?	SCHOOL *1: School supplies* SCHOOL *2: Additional school for us.* SCHOOL *4: Water, if no water* SCHOOL *5: All agencies contribute a big help for the student and to all*

<table>
<tr><td></td><td>teachers, they can easily do a research.

SCHOOL 6: School supplies</td></tr>
<tr><td>12. How would you rate your satisfaction with the RE-based school electrification and distance education (SEEd) and/or water supply, sanitation and hygiene (WASH) projects/ in your schools?</td><td>
<table>
<tr><th rowspan="2">Rating</th><th colspan="2">Number of Participants</th></tr>
<tr><th>SEEd</th><th>WASH</th></tr>
<tr><td>Very satisfied</td><td></td><td></td></tr>
<tr><td>Satisfied</td><td></td><td></td></tr>
<tr><td>Undecided if satisfied or not</td><td></td><td></td></tr>
<tr><td>Dissatisfied</td><td></td><td></td></tr>
<tr><td>Very dissatisfied</td><td></td><td></td></tr>
</table>

SCHOOL 6: Satisfied and very satisfied. It helps us, we learned and we see. They no longer requested us to fetch water.

SCHOOL 5: Very satisfied and very satisfied. Everything is there already.

SCHOOL 4: Very satisfied and very satisfied. We learn more because of the light. We can now fetch water for our CR.

SCHOOL 3: From electrification then to water system gives us comfort, the pupils are enjoying it. They are very much enjoying while learning.

SCHOOL 2: Very satisfied at very satisfied; Because of no water, we can't wash our hand and feet. We learned more.

SCHOOL 1: Very satisfied and very satisfied. We already have drinking water. We can show film viewing.</td></tr>
<tr><td>14. What made you feel satisfied or dissatisfied with the RE-based school electrification and distance education (SEEd) project?</td><td>Please refer to previous answer.</td></tr>
<tr><td>14.1 What made you feel satisfied or dissatisfied with the water, sanitation and hygiene (WASH) project?</td><td></td></tr>
<tr><td>Sustainability</td><td></td></tr>
<tr><td>14. Does your SEEd project continue to function at present? If yes, what are the</td><td>SCHOOL 5: Yes, use in all operation.

SCHOOL 3: Together the teachers and the parents work hand in hand</td></tr>
</table>

factors that are responsible for its continued operation? If No, what are the reasons why the SEEd project is not functional?	*so that it will not be destroyed. Theirs a monthly contribution for maintenance.*
14.1 Does your WASH project continue to function at present? If yes, what are the factors that are responsible for its continued operation? If No, what are the reasons why the WASH project is not functional?	Yes
15. Do you think that your SEEd project will remain functional or operational in the next five years? If Yes, how do you think this project can continue to function or operate? If No, why do you think that the project cannot continue to function or operate?	SCHOOL *3: They will continue as long as there's a unity between pupils, parents, and teachers.* SCHOOL *5: We will help each other to contribute because time will come we replace parts. Also the maintenance.*
15.1 Do you think that your WASH project will remain functional or operational in the next five years? If Yes, how do you think this project can continue to function or operate? If No, why do you think that the project cannot continue to function or operate?	SCHOOL *3: Yes, if they protect and help each other.* SCHOOL *5: Yes, if they use it properly and maintain it. Set funds for the maintenance.*
16. What would you recommend to provide better and more sustainable development assistance or services for your schools?	SCHOOL *3: DepEd and Republic of the Philippines should design everything to achieve education for everyone. Everything is evaluated. Strengthen more relationship from higher to lower in DepED. Implementation work hand in hand and practice honesty*

Profile of FGD Participants

Name of Participants	Gender	Name and location of school	Student year or teacher position in school	Number of years benefitting from SEED/WASH
1. Ma. Loiza Ramos	F	Salangsang Elementary School	Grade 6	2
2. Henryck Vermen Jr	M	Salangsang Elementary School	Grade 6	1
3. Mennard Nico Esmundo	M	Salangsang Elementary School	Teacher Reliever	2
4. Calvin Adjanes	M	Salangsang Elementary School	Grade 5	3
5. Lynne Talatag	F	Salangsang Elementary School	Grade 6 teacher	3
6. Anjelyn Abaran	F	Salangsang Elementary School	Grade 5	3

Focus Group Discussions with Barangay Renewable Energy and Community Development Associations

Marilog Clusters 47 Women's Solar Association

Date:	January 30, 2014
Time started/ended:	10:40 am - 1:45 pm
Venue:	Baganihan, Marilog District Davao City
Organization, Capacity Building, and Operation of BRECDA	
1. When was your organization (BRECDA) formally organized and registered with Government registering authorities (SEC,	BRECDA 1: *[BRECDA] was organized in November 28, 2011 here in our barangay and we registered it in DOLE in January 22, 2012.* BRECDA 3: 2011

DOLE, etc.)? Note: Identify the registering authority	The rest of them affirmed what was said.
2. At the time of registration, how many were the members of your association? At present, how many are the members? What could be the reason/s for the increase or decrease in number of your association members?	BRECDA 1: *There were 44 [members] when it started. We were mixed with Upper Sabang. All in all there are four sitio (Sumilok, Upian, Malikongkong and both upper and lower Sabang). All in all we have 266 [members]. We are now few, only 130 [members]. Usually when [a member] has paid [solar] fully they no longer attend the meetings.* BRECDA 2: *[Reason for decrease in number] Financially because houses are located far and the fare is Php 100.00 one way which means that they have to pay Php 200.00 for the entire trip. The main solar is very far.* BRECDA 6: *Monthly meeting. Attendee of the meeting has decreased because there are members who have been absent for three times consecutively.* Note: no response as answer were already given and synched to what they know Additional notes: BRECDA 1: *If they are already fully paid [their solar] they no longer attend the meetings. For them since they have already fully paid [the solar] they no longer have any obligation [to the organization]* - *[Even if they no longer attend the meeting] I did not strip them off their membership [to the organization]. I even continued serving them so that they will continue to be [members in the organization]. I personally provide them service.*
3. Do you have a committee or group that manages the day-to-day operation and maintenance (O&M) of the delivery of RE-based electric supply to individual households? If Yes, how do you call that committee or group? What are its authorities and responsibilities? If None, who is responsible in managing the regular O&M of the delivery of RE-	BRECDA 1: *Yes we have officers in our BRECDA. Our officers in BRECDA will inform us if there are problems. If there are members who were not able to pay his dues for three consecutive payments they will be given a notice and if still they could not pay the organization will take the solar unit and will look for member who can assume the unit and its dues.* BRECDA 2:*The chairman* BRECDA 3:no response BRECDA 5: *We have our chairman* BRECDA 6: no response BRECDA 7: si Sir Jesse

based electric system to households? What are the authorities and responsibilities of that responsible person?	
4. What kind of assistance did your association receive from AMORE 3 Program or other groups (please specify) to build your capacity to manage, operate, and maintain the RE-based electrification system, if any?	BRECDA 1: *There was an orientation on solar electrification held in Upper New Sabang. It was Sir Dane from AMORE [who did the orientation]. It was a one day orientation and everyone attended. We were CI-ed first if we fit the qualification to become a member. They were looking at our capacity to pay. They were looking also at our level of interest. And they also invited us to some training. And then they gave us the [solar] unit.* *It depends on the evaluation of the CI. If they find that you have a higher income then they will offer you the bigger [solar] unit.* *There were those [who were interviewed] who declared that they have a small income and so they were only given the small [solar] unit.* *Those who declared who have small income and were given a small [solar] unit got mad because why were they given the smaller unit when in fact they have the capacity to pay for a bigger unit. Because of this situation this has led to a decrease in number in the membership.* *To address the situation, I gave them the unit (the high unit) just to clear the issue.* *There were only a handful of units distributed among the members and we try to make them [members] understand but instead they got angry.* *AMORE could not provide all [the units. There were only 110 units distributed and AMORE could not provide 300 more.]* *We purchased some of the units through credit so that we can give them to the other members. The guarantor used the money so that we can loan [in CARD].* *When AMORE came they trained the Chairman, Vice Chairman, Secretary, Treasurer, Auditor, and Bookkeeper at the Mergrande.* *CARD was introduced. CARD then introduced someone even though…* *Discussed on spiritual and devotion* BRECDA 2: Well of Life. *They will take care on those who do not have a CR.* BRECDA 3: *We like it [AMORE] because its good to have light/electricity. In Valencia we have four [lights]. But for the filter, only those who like [to avail].* BRECDA 5: *They conducted seminars. There is a limitation in CARRD Bank.*

<table>
<tr><td></td><td>BRECDA 6: Water filter, there are 6 filters in Upper Sabang

BRECDA 7: For health, even if they are situated far they can still make their own CR that doesn't require much water. In partnership with AMORE they turn over [the project] to the Well of Life and then the WoL will manage the project.

Before we start in a meeting we begin it with some words of encouragement to help strengthen the relationship of the group (Well of Life).</td></tr>
<tr><td>5. Do you think these assistance are sufficient for your association to effectively fulfill your responsibilities and deliver your services? Please explain your answer.</td><td>BRECDA 1: In our BRECDA, even if you are not a member as long as you have the capacity to pay you can avail the [solar] unit. Non-members can benefit from the electrification program but they have different payment terms. For example for a non-member the terms of payment requirement is 3 months compared with the member which is 6 months. Almost everyone has light.

BRECDA 5: There are still [members] who do not have a light in their house. We have stopped purchasing the [solar] units because we don't want to be in debt for now.

There are already so many non-members and for non-members they will not do cutting (?) if they cannot pay.</td></tr>
<tr><td>6. What kinds of services does your association provide to beneficiary households?</td><td>BRECDA 1: [It brought] clear light and harmony in the family. We no longer have to buy gas for our light. Our light will not turn off that easily unlike the gas.

BRECDA 3: To be able to watch TV. We no longer need to pay to have our cellphone charged.</td></tr>
<tr><td>7. How much do you charge for each type of service and how were these rates derived?</td><td><table>
<tr><td>Type of Services</td><td>Charges (Pesos)</td><td>Basis for Charges</td></tr>
<tr><td colspan="3">BRECDA 1:</td></tr>
<tr><td>Mag charge/charging station

Sa Sumilop gi convert nako para sa dako</td><td>5 (cell phone)

15 (small battery) para sa motor

30 (big battery) para sa truck , para sa karaoke</td><td>NA</td></tr>
</table></td></tr>
</table>

BRECDA 2:			
8 watt peak 10 watt peak	150 150	NA NA	
BRECDA 3:			
25 and 35 watt peak	300	NA	
BRECDA 4:			

Basis for charging was dictated by AMORE

Supplementary notes:

BRECDA 1: *There is a 15% add on because we have expenses [in the group].We will get our expenses there [15% add on] so that we will not get money from our capital. So that the association will have some savings. All of the income generated will go to BRECDA.*

Additional notes:

CARRD

High P5,000/unit payable in 22 months

Medium P4,145/unit payable in 6 months

Low P1750/ unit payable in 6 months

Technician fee:

Low 50/visit

Medium 75/visit

High 100/visit

8. What is your association's present policy and procedure for collection and/or payment of monthly amortization for PV	BRECDA 1: *To pay for the unit we have a collection every month. The collection is done per cluster. We do accept leeway from paying the dues but 90 % pay on time. The reason for this is because they are afraid that if they will not pay on time we will take the unit away.*

<table>
<tr><td>products from households?

Notes: please refer to previous number for more specifics</td><td>BRECDA 2: affirmed what # 1 said

BRECDA 3: agreed what was mentioned by #1

BRECDA 4: agreed what was mentioned by #1</td></tr>
<tr><td>9. What are the sources of income of your association? On the average, how much does your association earn in a year for the period 2009-2012?</td><td>
<table>
<tr><td rowspan="2">Income Sources</td><td colspan="4">Association Income Sources for 2009-2012 (Pesos)</td></tr>
<tr><td>BRECDA1</td><td>BRECDA2</td><td>BRECDA3</td><td>BRECDA4</td></tr>
<tr><td>1</td><td></td><td></td><td></td><td></td></tr>
<tr><td>2.</td><td></td><td></td><td></td><td></td></tr>
<tr><td>3.</td><td></td><td></td><td></td><td></td></tr>
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<tr><td>5.</td><td></td><td></td><td></td><td></td></tr>
<tr><td>6.</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Average Income</td><td></td><td></td><td></td><td></td></tr>
</table>

Additional notes:

They didn't categorize their income but tallied it as a whole

BRECDA 1: charging and repairs of unit, there is no additional charge if they cannot pay charging and repairs per unit

BRECDA 5: CARRD payment total income in

2012 47K plus

2013 100k plus

2014 not yet counted since only beginning
</td></tr>
<tr><td>10. What is the current expenditure of your association for your different organizational activities, including the O&M of the electrification system?</td><td>
<table>
<tr><td rowspan="2">Activities</td><td colspan="4">Association Expenditures for 2012 (Pesos)</td></tr>
<tr><td>BRECDA1</td><td>BRECDA2</td><td>BRECDA3</td><td>BRECDA4</td></tr>
<tr><td>1.</td><td></td><td></td><td></td><td></td></tr>
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Note: Ask for the amount of total expenditures and the specific expenditures for O&M of the electrification system	2. | | | | | 3. | | | | | 4. O&M | | | | | 5. | | | | | 6. | | | | | Total | | | | | BRECDA 5: *If we deposit to that back [our fare] is Php 100 back and forth and that is every month (Php 100 X 12 mos = Php 1200 yearly expenses for fare) and we also pay Php 1200 every year to CARRD* 2012 – 1,200 for bank deposits fare 2012 – 1,200 for CARRD 2012 – 8k payag para sa charging station 2013 – 1,200 for bank deposits fare 2013 – 1,200 for CARRD 2014- NONE BRECDA 2 –*Including food for those who worked in the charging station*
RE Rural Electrification System	
11. What type of RE technology (micro hydro power, solar home system or battery charging system) does your association provide to households for RE-based electrification system?	BRECDA 1:home solar system BRECDA 2:affirmed what was mentioned BRECDA 3: affirmed what was mentioned by #1 and 2 BRECDA 5: battery charging system
12. How much is the monthly amortization for PV products by those households who availed those products?	BRECDA 1: *It depends in the unit. There are members who no longer pay their dues on the due date because they have paid ahead.* CARRD Low P1750 member/non-member Down payment 500 6 months to payP 200/monthly

	Medium P4145 member/non-member Down payment 1000 12 months to pay P524/monthly High P5000 member/non-member Down payment 1500 44 months to pay P883/monthly AMORE Low - P120 monthly down payment of P200 Medium – P160 monthly down payment of P300 High – P200 monthly down payment of P600
13. Are you able to collect the payment for monthly amortization for PV products from households? If yes, what is the collection/payment rate for amortization of PV products? Are you satisfied with this rate? What could be the reasons for this collection/payment rate?	BRECDA 1: *Sometimes at the meeting. There are some who would not pay their dues because they will claim that their unit is no longer functioning.* BRECDA 2: *They go to the house [of the members] to collect the payment of the unit. It's a debt so they need to be collected for their payment* BRECDA 5: *Every meeting*
14. What is your mark up price for these systems? How did you derive these?	BRECDA 1: *15% so that we will have an income* Note: the rest agreed in unison
15. How did you benefit from the RE-based electrification system?	BRECDA 1: *You have availed the service.There is money saved in the bank. We were able to extend help even to non-members.If I have many errands during the day I can only fix the battery at night.* BRECDA 2: *It has helped [a lot]. Happy because there is light. We can now work even at night because we now have a light.* BRECDA 3: *The [solar] unit was able to produce light.* BRECDA 4: *Big [help]. It helped particularly the students because they*

	can now work on their assignments at night. Unlike before when we use gas, it easily ran out. BRECDA 5: *Unity among the women's association.[The RE] is good particularly in taking care of a child. [The RE] is good it will not affect the lungs. I am happy because we now have light through solar that does not run out* BRECDA 7: *There is peace and order in the barangay. Incidents of theft have lessened because it's now brighter [at night]. Some store owners can now extend their store operation at night because there have a light already. Life is much easier now. You can have your cellphone charged in your house. Getting connected is much easier.*
Effectiveness	
16. Do you gather feedback from households regarding their level of satisfaction with your services? If Yes, what are the positive and negative feedback? How do you address the negative feedback?	BRECDA 1: *My mother got [a unit/solar for "kahulayon"* - *For those who are still not contented with their light in their house they still avail for a new [solar] unit that has a higher wattage capacity* - *We get to listen to all their complains during our meetings* - *They are very contented because the electrification has helped them a lot and they do not have to spend more for it* - *We do not have any negative [feedback]* BRECDA 3: agreed what was mentioned BRECDA 4: agreed with what was mentioned BRECDA 5: …*whatever was discussed in the meeting about the [solar] unit* BRECDA 6: agreed with what was mentioned BRECDA 7: agreed with the others
17. Do all RE-based electrical systems installed in individual households continue to function or operate at present? If Yes, how do you maintain the operation of these systems? Please provide further details on your answer. a) Undertake regular maintenance work	BRECDA 1: *As the chairman and technician [of BRECDA] if their unit keeps on having a problem in order for them to take care of it I will not fix it.* - *They would rather look for other technicians to fix [their unit] if they will not take care of the unit* - *There are other units that are not broken* - *90% of the units both by the members and non-members are still working.* - *In the meeting, I told them [members] that if there is something wrong with their unit they should not fix it by themselves. They should wait for me to take a look at the unit.*

b) Provide adequate maintenance budget c) Conduct consultations with households d) Others (please specific)_____ If No, what percentage of households with RE-based electricity system stopped to operate at present? What was the main cause of the problem? What would you consider as the most effective way to bring back the operation of RE-based electricity system in those affected households?	- *Yes, there is no budget for maintenance* - *AMORE has a budget, if they are done they will not get a replacement* - *It has a one year warranty* - *Even if they won't be able to pay I still allow them to continue as members* - *If something is wrong with the battery they can come and request to us for a replacement* - low P540, medium P1000 plus and high sobra pa sa P1000 - *The 10% who have not gone to BRECDA are the one who were not serviced [by BRECDA]* BRECDA 3: *It should be well taken care of* BRECDA 5: *When they got their unit they were told that they should not try to touch or open the unit. They should carry the unit and put it in one place. Those [members] who have been with the organization for quite some time now are the being visited by the technician and [their unit] will be surveyed. There should be a budget [for maintenance] so that when the time comes when there are units that require fixing, the technician can fix it immediately like battery replacement.* *There is a Php 10.00 charge for repair, Php 30.00 for battery replacement, and Php 10.00 for service fee for the technician after a year the unit was not claimed. Only 10% will not have their units fixed because they can not afford to have it fixed.*
18. What are some of BRECDA's operational issues in implementing RE-based electrification system?	BRECDA 1: *I guess so mam, During the time it was implemented there was no problem. The project won't succeed if no one will start working on it. It's difficult if you don't have an income.* BRECDA 2: dili namo sila pugson BRECDA 6: *The issue is if the implementation would not be 100% well implemented*
Efficiency	
19. Do you think your association's operations are efficient in the way it is delivering its services? If Yes, in what way? If No, what are the reasons?	BRECDA 1: *Yes. During the time when we delivered the unit [to the members] we gave them an orientation on how to operate the unit. The panel [solar] should be cleaned once a month. We give orientations to both members and non-members.* *For the non-members, if they have a request we immediately address them. There are other non-members whom we invite but because they are busy attending to their business they could not participate in the meeting*

	All of them agreed to what was mentioned by number 1
20. Did your association provide counterpart in the installation of the RE-based electricity system (e.g., labor, material, financial)? If Yes, what was your counterpart?	BRECDA 1: *We are required to take care of our unit, work hard so that our association will prosper. And we should be active members.* *All they require us to do it to listen during the meeting and orientation, take good care of the unit and help the organization to prosper.* BRECDA 3: wala mam Note: everybody affirmed that nothing was asked from them in return.
21. Do you think that RE-based electricity system is the most cost efficient for lighting and learning purposes? If Yes, what is your evidence? If No, what do you think is the best alternative?	BRECDA 1: *Yes, it's the one. The gas is Php 10.00 per day. We cosume 2 to 3 liters every month. For the solar only the sun provided us with the energy* BRECDA 2: *Its cheap. It was meant to be cheap so that many can avail* BRECDA 3: siya BRECDA 5: *We charge during the day and the light could not be turned off by the wind.* BRECDA 7: *Yes, it's the one* Note: everything agreed that AMORE's solar system is the most efficient lighting system
22. In what other ways do you think the same services can be delivered to households?	BRECDA 1: nothing to add BRECDA 2: nothing to add because they said they are satisfied with the services AMORE gave BRECDA 3: *We can haggle* BRECDA 5: *Another orientation for those who have not benefited the solar are informed that its beneficial if they have solar in their household.* *Just try to let them understand the diffirence between good and bad, gas versus solar.* BRECDA 7: *They should expand [program]. To showcase to them what are the benefits of having a solar at home. Show evidence that there is harmony and peace in life if solar is installed in the house* Expansion orientation *Will run out [solar] because we have already made some earning* *Will see what they can do or their capacity* *It is needed in livelihood such as raising chickens. Chicks needs light to survive.*

Sustainability	
23. Do you think that your association can sustain the technical support for households in the O&M of RE-based electricity system in the next five years? If Yes, how can it be sustained by your association? If No, why do you think your association cannot sustain it?	BRECDA 1: *For me it should be continued and should prosper and every year it should change its leaders because the prosperity will depend on who will run the organization. We have already trained two technicians. Many have not been paying for the unit.* *They have not used what they have learned from the training that is why it will not prospser.* *I have someone who I tag along and train but he/she still needs more experience and I cannot leave him/her alone yet.* *It would have been better that the person [running the group] has the interest of the group in mind.* BRECDA 5: *It can sustain but chairman should have a technician that can assist him. People who want to avail the unit should be screened. Many have shown their interest in the solar.*
24. What AMORE 3 approaches or strategies to sustain the RE-based household electrification system can be considered good practices (e.g., in terms of sustainable financing, technological innovation or institutional mechanism)? Please describe the good practices.	BRECDA 1: *Training because it is where I will learn how to operate an organization* BRECDA 2: Organizational management, business management BRECDA 5:recording ug financial management BRECDA 7: training ang technician
25. What would you recommend to provide more effective and sustainable development assistance or service for your barangay?	BRECDA 1: *In our BRECDA not only that we provide them with solar, we also want to provide them livelihood [programs]. As a BRECDA it should prosper. More funds for other projects and all members should be given with solar. If all members have availed the solar already then we can now move on to another projects.* BRECDA 2: *There should be a [government or ngo] that will support us* BRECDA 5: *We hope that we will have livelihoods that will sustain our daily needs. Not only do we benefit from solar but also from livelihood programs. We can not earn using the solar.* BRECDA 7: *If there are agencies or BGO that will help us for our livelihood programs, programs with counterpart and that will help us prosper.* Note: for the others they have nothing to add.

Profile of FGD Participants

Name	Age	Gender	Civil Status	Position	Main responsibilities	Education	Number of years in the position	Amore 3 trainings attended	Main livelihood
1. Jesebel M Tugap	34	F	M	President	Financial Management and record keeping	High school	1-2	Organizational development Financial management	Farming
2. Mary Jane Babao	27	F	M	PIO	Tagpahibalo sa miyembro	High school	1-2	Organizational development	Farming
3. Rowena N. Casillo	41`	F	M	Auditor	Financial management/audit	High school graduate	1-2	None	Retail store operation and farming
4. Guillerma Sabejon	65	F	M	Member	Wala	Grade school	1-2	None	Farming and retail operation
5. Alicia Lagintao	37	F	M	Treasurer	Financial management	Grade school	3-4	Financial management	Farming
6. Eugenio Lazo	56	F	M	Secretary	Records keeping/management	Elementary graduate	1-2	Wala	Farming
7. Elsie A. Revillas	50	F	M	wala	Wala	College (1-4)	Over 5 years	Organizational development, financial management and O&M	Farming

Kiblon Solar Home Lighting Association

Date:	February 1, 2014
Time started/ended:	2:32 pm – 4:35 pm
Venue:	Coronon, Sta. Cruz, Davao del Sur
Organization, Capacity Building, and Operation of BRECDA	
1. When was your organization (BRECDA) formally organized and registered with Government registering authorities (SEC, DOLE, etc.)? Note: Identify the registering authority	BRECDA 1: October 26, 2012 na register sa DOLE BRECDA 3: *Organized on May 12, 2012*
2. At the time of registration, how many were the members of your association? At present, how many are the members? What could be the reason/s for the increase or decrease in number of your association members?	BRECDA 1: twenty seven; *forty one, they all want to have light [in their house]* BRECDA 3: forty plus BRECDA 4: *Others have it already.*
3. Do you have a committee or group that manages the day-to-day operation and maintenance (O&M) of the delivery of RE-based electric supply to individual households?	BRECDA 1: *Only us in our group KISHA. [We have our] President and other officials who help/assist our president.* *[The president] address the issue if there are problems with the solar/light.*

If Yes, how do you call that committee or group? What are its authorities and responsibilities? If None, who is responsible in managing the regular O&M of the delivery of RE-based electric system to households? What are the authorities and responsibilities of that responsible person?	*If there is a problem with the solar/light he will go to the member's [house to check]. Sometimes during meetings he would sermon [us].* *The unit/solar will be confiscated if one cannot pay their dues. And if they have paid their dues that is the time that they can get the unit/solar back.* *Seek for financial assistance to Mayor Lopez to pay for the participation fee (down payment) for the solar unit and other needs [for the group].* BRECDA 2: *Read the manual.* BRECDA 3: *Participation fee (down payment) of Php50,300 is still with the barangay. It can only be released if the OR or the Official Receipt from the BIR has arrived.* BRECDA 4: *The call for a meeting* BRECDA 8:*The officials. There is penalty twice a month.*
4. What kind of assistance did your association receive from AMORE 3 Program or other groups (please specify) to build your capacity to manage, operate, and maintain the RE-based electrification system, if any?	BRECDA 1: *No training. Only my cousin because he was the one who participated [in the training].* *The technicians check if the solar/light is still functioning.* Orientation *Take good care of the solar/light. They should not touch or do something with the unit if there is no need for them to do it.* BRECDA 2: *Once the money has been collected we record it and then have it deposited in the bank. We do this because it is difficult if we got hold of the money ourselves, tendency is we will spend the money.* BRECDA 3: *During the seminar in the barangay [bukid] it was Sir Joel [who conducted it] and it was in June. He taught us how to properly manage our association and how we would sustain it. It was held in Mer Grande last August 22, 2012. Different seminars for different positions were conducted.* BRECDA 8: *How to take care of the solar/light. No one should touch the wirings [of the solar].*
5. Do you think these assistance are sufficient for your association to effectively fulfill your responsibilities and deliver your services? Please explain your answer.	BRECDA 4: *If there are other things that they can provide or give us [programs or project] we will be very thankful. It would be very beneficial for us. And it is effective as well.* *We were worried then because we were living in darkness, when the solar came into our community we can now see at night because of it.*
6. What kinds of services does your association provide to	BRECDA 1: *They told us that we should not touch or try to fix it on our own. There was information [learned] during the training. They have not*

<table>
<tr><td>beneficiary households?</td><td>seen it [solar/battery] because it was just recently replaced.

BRECDA 2: If there is something wrong with the unit the technician will come and fix it.

BRECDA 4: And also AMORE gave us [???] and we don't have enough money. Technician

BRECDA 8:Solar/light</td></tr>
<tr><td>7. How much do you charge for each type of service and how were these rates derived?</td><td>
<table>
<tr><td>Type of Services</td><td>Charges (Pesos)</td><td>Basis for Charges</td></tr>
<tr><td colspan="3">BRECDA 1:</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">BRECDA 2:</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">BRECDA 3:</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">BRECDA 4:</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
Information service lang walay charge

BRECDA 1: Repair cost is Php 20.00 to 30.00. But we also accept any amount.</td></tr>
<tr><td>8. What is your association's present policy and procedure for collection and/or payment of monthly amortization for PV products from households?</td><td>BRECDA 1: We have our meetings every month, twice a month. We collect the dues during the meeting. If they cannot pay during the meeting they can still pay some other time with the secretary. For 3 months no interest but if they still could not pay on the 3rd month they their unit will be confiscated.

Because the houses are located very far.

BRECDA 3: There is quite a number [of people who pay]. Maybe half have not paid because they live very far.</td></tr>
<tr><td>9. What are the sources of income of your association? On the average, how much does your association earn in a year for the period 2009-2012?</td><td>
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	4. | 5. | 6. | Average Income BRECDA 1: *Monthly ammortization* BRECDA 2: *No income in 2012. In 2013 around Php 40,000* BRECDA 4: *The one given by the Mayor*
10. What is the current expenditure of your association for your different organizational activities, including the O&M of the electrification system? Note: Ask for the amount of total expenditures and the specific expenditures for O&M of the electrification system	Activities | Association Expenditures for 2012 (Pesos) | BRECDA1 | BRECDA2 | BRECDA3 | BRECDA4 1. 2. 3. 4. O&M 5. 6. Total BRECDA 2: *When we went to Digos we paid Php 1,500 for registration to DOLE.*
11. What is the present financial status of your association? Is your association in a net positive or negative financial status based on your 2012 financial reports? Please explain.	BRECDA 1**:** *None/NA. We do have a purchase order but we still do not have to money/funds.*
RE Rural Electrification System	
12. What type of RE technology (micro hydro power, solar home system or battery charging system) does your	BRECDA 3: *Not yet full* Question is not really applicable to them

association provide to households for RE-based electrification system?	
13. How much is the monthly amortization for PV products by those households who availed those products?	BRECDA 1: *Relying on the money that was given by the municipality. There was no policy the last time. I told our president last December 2013. No funds yet. Still in crisis. Farming is the only source of livelihood.* BRECDA 2: *There are still 7 [members] who have not paid for the 20 watt peak [unit/solar]. There are 7 20 watt peak. Others have not paid for the down payment.* BRECDA 3: *Only 3 out of the 7 paid their dues. There are still 4 units who have not paid.*
14. Are you able to collect the payment for monthly amortization for PV products from households? If yes, what is the collection/payment rate for amortization of PV products? Are you satisfied with this rate? What could be the reasons for this collection/payment rate?	NA no response as it doesn't apply to them
15 . How did you benefit from the RE-based electrification system?	BRECDA 1: *The people in the community should unite so that we can avail of the solar/light* BRECDA 2,4,7,8: No Response BRECDA 3: *Was able to help one household. It has brought nothing but good [in their household]. The student can now study at night in our community.* BRECDA 5: *It provided the people with learnings.* BRECDA 6: *The houses in the community now have sola/light.*
Effectiveness	
16. Do you gather feedback from households regarding their level of satisfaction with your services? If Yes, what are the positive and negative feedback? How do you address the negative	BRECDA 1:*The technician is the one who fixes the unit [solar/light]. Could do nothing for the 20 watt peak. The medium[solar panel] got lucky. They keep on telling us that we should take good care of it [solar/light]. All by ourselves. The light produced is not so bright.* BRECDA 2: Yes, *of course* BRECDA 3: *The wires should be changed*

feedback?	BRECDA 4:*Yes, it should be well taken care of* BRECDA 5: *It is nice because it would not turn off as long as it is well maintained unlike the one [unit] of our neighbor. They [neighbor] could not respond directly to their needs.* BRECDA 7: *20 watts peak in Trade Master. They cut off the wires.* BRECDA 8: *They were asking [Trade Master] if the solar/light are okay. Some of it [solar/light] would turn off at times.*
17. Do all RE-based electrical systems installed in individual households continue to function or operate at present? If Yes, how do you maintain the operation of these systems? Please provide further details on your answer. a) Undertake regular maintenance work b) Provide adequate maintenance budget c) Conduct consultations with households d) Others (please specific)	BRECDA 1: *There are 3 cases of the 20 watt that has a loose thread. They would like to know what was under [the unit of the solar] to see what was it that was the problem caused by mishandling of the unit [by the member].* BRECDA 3:14.5% BRECDA 4: *It is not well taken care of* BRECDA 5: *That is the problems of Filipinos, they mishandled the units by trying to fix it on their own. There are 41 solar units.* BRECDA 8:*They try fixing it on their own.*
18. What are some of BRECDA's operational issues in implementing RE-based electrification system?	BRECDA 1: *The members would not follow what the president has told them to do* BRECDA 2, 3, 4, 6, 7, 8: No Response BRECDA 5: *Still needs more seminar for the implementation on the proper installation of solar/light of the members* The others were not very responsive to the question.
Efficiency	
19. Do you think your association's operations are efficient in the way it is delivering its services? If Yes, in what way? If No, what are the reasons?	BRECDA 3: *It will be delivered if they will get it from the barangay. They will be given immediately* BRECDA 4: *Will try to address the needs of the members immediately so that we can give what they want.*
20. Did your association provide counterpart in the installation of the RE-based	BRECDA 1: *There are technicians who have managed to fix the 20 watt peak [unit]*

electricity system (e.g., labor, material, financial)? If Yes, what was your counterpart?	BRECDA 2: *[Provide] coffee for them to drink and food* BRECDA 3: *Financial. For the 20 watt peak you need to pay Php 300.00 for the installation and Php 200.00 for the fare of the person who will install the unit that includes his food.* BRECDA 4: *None. Of course I would appreciate and thank them* BRECDA 5: hospitability sa pinoy
21. Do you think that RE-based electricity system is the most cost efficient for lighting and learning purposes? If Yes, what is your evidence? If No, what do you think is the best alternative?	BRECDA 1: *Yes. All.* BRECDA 2, 3, 6, 7, 8: No Response BRECDA 4: *Yes, if you have paid all the dues then the unit will be yours.* BRECDA 5: *Yes. If it would not been for the solar/light we would have not known. You would have paid for it once.*
22. In what other ways do you think the same services can be delivered to households?	BRECDA 1: *Canvass it Sibolom. We would tell our president. Make a negotiation with the other BRECDAs* BRECDA 2, 3, 4, 6, 7, 8: No response BRECDA 5: *I would promote it [solar program]. I would tell those people who have not used solar about it.*
Sustainability	
23. Do you think that your association can sustain the technical support for households in the O&M of RE-based electricity system in the next five years? If Yes, how can it be sustained by your association? If No, why do you think your association cannot sustain it?	BRECDA 1: *I think so if our officials would cooperate* BRECDA 4: *Yes of course* BRECDA 5: *Yes. Operation [of the group] is very important. Good leadership so that our association would sustain and prosper* BRECDA 6: *No. It's the members who would not cooperate*
24. What AMORE 3 approaches or strategies to sustain the RE-based household electrification system can be considered good practices (e.g., in terms of sustainable financing, technological innovation or institutional mechanism)? Please describe the good practices.	BRECDA 1,2,4,6,7,8: No Response BRECDA 3: *Would call all members from the barangay and provide awareness about the solar* BRECDA 5: *Since we had our solar we are not forced to pay. [cost effective]*
25. What would you recommend to provide	BRECDA 2: *Unity*

more effective and sustainable development assistance or service for your barangay?	BRECDA 3: *Unity among the members* BRECDA 5: *Unity for a better future. Conduct more training sponsored by AMORE in the barangay. BRECDA should convince more people that they should avail for the solar program. To stop the tapping of electricity from the main post, just like me.*

Note: The president and vice chair were not around since they were sent to Tacloban for a mission to cut trees that are blocking the main roads. The group is mostly composed of IPs hence they are not used to having interviews.

Profile of FGD Participants

Name	Age	Gender	Civil Status	Position	Main responsibilities	Education	Number of years in the position	Amore 3 trainings attended	Main livelihood
1. Isabel Albaracin	25	F	M	Bookkeeper	Records keeping mana	Elementary graduate	1-2 years	Wala	Housewife
2. Milagros Dulay	62	F	M	Treasurer	Financial management	Grade school 1-6	1-2 years	Financial management	Farming
3. Zenaida Edianon	57	F	M	Secretary	Record keeping/management	Elementary graduate	1-2 years	Organizational development	Housewife
4. Pedro Bayanon	81	M	Widowed	Board member	Board	No grade	1-2 years	Wala	Farming
5. Dolson Adlog	33	M	Married	Member	Membership education and participation	High school 1-4	1-2 years	Wala	Private sector employee
6. Jerry Gamboa	25	M	S	Member	Membership education and participation	Grade school 1-6	1-2 years	Wala	Private sector employee
7. Nomelita Donte	35	F	M	Member	member	Grade school 1-6	1-2 years	Wala	Housewife
8. Ronilo Vereno	20	M	S	Member	Member	High school graduate	1-2 years	Wala	Private sector employee

Barrio San Antonio

Date:	February 3, 2014
Time started/ended:	10:10 am - 2:45 pm
Venue:	Gender and Development Center, Barrio San Antonio, Sergio Osmena, Zamboanga del Norte
Organization, Capacity Building, and Operation of BRECDA	
1. When was your organization (BRECDA) formally organized and registered with Government registering authorities (SEC, DOLE, etc.)? Note: Identify the registering authority	BRECDA 2: 2005 BRECDA 3: phase one April 2005 sa DOLE BRECDA 4: April 2004 na organisya, June 2005
2. At the time of registration, how many were the members of your association? At present, how many are the members? What could be the reason/s for the increase or decrease in number of your association members?	BRECDA 1: *[Only the] Low [unit] has arrived. They were in need of the 20 watt peak solar/light but it has not arrived.* BRECDA 2: *Their reason was they were already having problems paying the dues for the low unit which is Php 120.00 what more for the high unit which is Php 250.00. They would rather have the gas.* BRECDA 3: *When we started, the unit/solar/light has not arrived yet.* BRECDA 4: *The organization is still functioning but it's not as efficient as it should be. Many were discouraged from trusting [the organization]. Many [members] believed that the organization has neglected their obligations and performed a bad performance when the 20 watt peak did not arrive because it was out of stock. Many [members] were asking if this project would continue or not.* *They [member] would like to avail for the expensive [high] unit but until now it has not arrived* *Sir Luloy has the contact number but it's out of stock. The [units] have not arrived for the 30 households. All they did was to have a demo. And that's it. The 32 [members] are not active because we have not meet in the meeting yet. They asked us to choose during the demo but the unit that arrived is not the same as the one in the demo.* BRECDA 5: *The orders of the members has not arrived. The one that has arrived is not the same with what was ordered by the members.*
3. Do you have a committee or group that manages the day-to-day operation and	BRECDA 2: *No one will do the maintenance. We don't have a technician. [The would be trained technician] were not able to attend the training because there was a storm that day and then the other one attended a fiesta. There was no other training for technicians that was scheduled.*

maintenance (O&M) of the delivery of RE-based electric supply to individual households? If Yes, how do you call that committee or group? What are its authorities and responsibilities? If None, who is responsible in managing the regular O&M of the delivery of RE-based electric system to households? What are the authorities and responsibilities of that responsible person?	BRECDA 4: *We don't have a committee.*
4. What kind of assistance did your association receive from AMORE 3 Program or other groups (please specify) to build your capacity to manage, operate, and maintain the RE-based electrification system, if any?	BRECDA 1: *Such as financial management, monitoring and evaluation, operational management, and organizational development. BAWASA has a communal [water system] but it is situated in the house.* BRECDA 2: *On how to operate the solar/light that they distributed. Orientation for all solar users.* BRECDA 3: *On how to maintain [the unit]. Sustainability for our organization. Financial [training]; Communal System on Lighting, Street Light (3); There are 6 [solar] panels; An inverter and an EC was made [either attached or added to the unit] that is why we can use a TV and DVD [player] from [unit] AMORE; There are 6 batteries; BRECDA Officials four hours a day;* San Antonio Elementary School (educational tape/cds); *Panel and Battery; Level 3 BAWASA water system inside the house;* Level 2 communal BRECDA 4: *On how to operate an organization and how to generate income and more income. How to provide services to members such us providing them loans. How to maintain [the unit]. On Financial Management. We were not able to implement [project] because we have no funds. Registered BAWASA in 2011; [Dues] Php 30.00 per month per household and Php 10.00 pero month for the communal* BRECDA 5: *Coming from the top [area] to the down [area] there are seven households*
5. Do you think these assistance are sufficient for your association to effectively fulfill your responsibilities and deliver your services?	This is confusing. The people who were interviewed were BRECDA officials but they are discussing about BAWASA. BRECDA 1: *It's already ok. We received the help. We were trained. They have provided what we needed. We have maintained our water system. We have been trained. The training was just right for us.*

<table>
<tr><td>Please explain your answer.</td><td>BRECDA 2: It is a big help. We just hope that they will continue to help us so that our organization will prosper.

BRECDA 3: Correct. We are very thankful to USAID and to AMORE. They have installed six CR in the school. If we run our organization well we hope that we could provide livelihood programs [in the community/members]. They have more access to water

We can't handle the maintenance of the battery. The maintenance of the solar is very expensive. For the battery we will be needing Php 6,000. We cannot support even one battery. But for BAWASA we can fix the tap stand or replace the faucet in the tap stand.

BRECDA 4: They have helped us a lot. The officials, in return, should fulfill their responsibilities which they have not complied with.

BRECDA 5: The solar/light and water system is just right for us. It is very okay. The water system fee is manageable in terms of its monthly dues.</td></tr>
<tr><td>6. What kinds of services does your association provide to beneficiary households?</td><td>BRECDA 1: None

BRECDA 3: There are only a few households that benefited from [the program]. One has received the unit but it was the low capacity [unit]. To organize the BAWASA water system in the household (seven household.</td></tr>
<tr><td>7. How much do you charge for each type of service and how were these rates derived?</td><td><table>
<tr><th>Type of Services</th><th>Charges (Pesos)</th><th>Basis for Charges</th></tr>
<tr><td colspan="3">BRECDA 1:</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">BRECDA 2:</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">BRECDA 3:</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">BRECDA 4:</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
BAWASA

1: You provide the hose. You provide the materials

3: The starting was Php 30 but we do know how [to charge]. For the installation it depends on how much the honorarium is for the installation. [There are times that] our expenses exceeded. There are times that there is no water because the source dried out.</td></tr>
</table>

	4: *In 2013 for the water installed, the starting collection [for dues] was Php 30.00 per month. At Php 20.00 per month (Php 260) there are complaints in the reservoir and intake box* We used BAWASA instead since this is where they get most of the funds not in BRECDA
wa8. What is your association's present policy and procedure for collection and/or payment of monthly amortization for PV products from households?	BRECDA 1: *The officer was at fault because they did not follow the rules/laws.* BRECDA 2: *Such a pity and shameful* BRECDA 3: *It has been politically motivated. The officials [of the organization are ashamed to face the people including officials from the barangay* BRECDA 4: *Majority of the officers of the organization have not paid their dues. For me, because our officers have not paid their dues so why would I pay mine? If they have not paid for three months we will confiscate the unit. Then they will be given a month to pay for their unpaid dues.There is a policy but they have not implemented it. Including the collection [of the dues]*
9. What are the sources of income of your association? On the average, how much does your association earn in a year for the period 2009-2012?	

Income Sources	Association Income Sources for 2009-2012 (Pesos)			
	BRECDA1	BRECDA2	BRECDA3	BRECDA4
1.				
2.				
3.				
4.				
5.				
6.				
Average Income				

1: *Pay [the dues] every month*

4: *There are but not the whole year. For the low system you can fully pay it for 2 years. Other had paid only half of the down payment*

80% have not paid in 2013

20% have not paid

There have been no collections yet for 2014

2009 P1500 plus

<table>
<tr><td></td><td>2010 P2000 plus
2011 P6000 plus
2012 P16000 plus (No more individual payers)</td></tr>
<tr><td>10. What is the current expenditure of your association for your different organizational activities, including the O&M of the electrification system?

Note: Ask for the amount of total expenditures and the specific expenditures for O&M of the electrification system</td><td>
<table>
<tr><th rowspan="2">Activities</th><th colspan="4">Association Expenditures for 2012 (Pesos)</th></tr>
<tr><th>BRECDA1</th><th>BRECDA2</th><th>BRECDA3</th><th>BRECDA4</th></tr>
<tr><td>1.</td><td></td><td></td><td></td><td></td></tr>
<tr><td>2.</td><td></td><td></td><td></td><td></td></tr>
<tr><td>3.</td><td></td><td></td><td></td><td></td></tr>
<tr><td>4. O&M</td><td></td><td></td><td></td><td></td></tr>
<tr><td>5.</td><td></td><td></td><td></td><td></td></tr>
<tr><td>6.</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td></td><td></td><td></td><td></td></tr>
</table>
5 BAWASA
2011 P360
2012 P250
2013 No expense

4: BRECDA has no expenses
1: BAWASA snack na P200</td></tr>
<tr><td>11. What is the present financial status of your association? Is your association in a net positive or negative financial status based on your 2012 financial reports?Please explain</td><td>This question doesn't apply to them</td></tr>
<tr><td colspan="2">RE Rural Electrification System</td></tr>
<tr><td>12. What type of RE technology (micro hydro power, solar home system or battery charging system) does your association provide</td><td>This question doesn't apply to them</td></tr>
</table>

to households for RE-based electrification system?	
13. How much is the monthly amortization for PV products by those households who availed those products?	Wala in unison
14. Are you able to collect the payment for monthly amortization for PV products from households? If yes, what is the collection/payment rate for amortization of PV products? Are you satisfied with this rate? What could be the reasons for this collection/payment rate?	Not applicable to them
15. How did you benefit from the RE-based electrification system?	BRECDA 1: *They have enlisted themselves. Learn information on solar/light.* BRECDA 2: *Be a member and get benefits.* BRECDA 3: *We cannot achieve success in the Barangay.* *When the light was installed we no longer lived in darkness. The young ones also enjoyed the light at night and they can also watch some TV.* BRECDA 4: *We can now play basketball at night because we have a street light installed near the court. We can now enjoy watching TV and DVD movies particularly the kids. Our organization is legal. We can now save from buying gas. Our expenses have lessened.*
Effectiveness	
16. Do you gather feedback from households regarding their level of satisfaction with your services? If Yes, what are the positive and negative	BRECDA 1: *None at all* BRECDA 4: *None at all* BRECDA 5: wala *None*

feedback? How do you address the negative feedback?	
17. Do all RE-based electrical systems installed in individual households continue to function or operate at present? If Yes, how do you maintain the operation of these systems? Please provide further details on your answer. e) Undertake regular maintenance work f) Provide adequate maintenance budget g) Conduct consultations with households h) Others (please specific)_____ If No, what percentage of households with RE-based electricity system stopped to operate at present? What was the main cause of the problem? What would you consider as the most effective way to bring back the operation of RE-based electricity system in those affected households?	BRECDA 1: *Low [unit] can sustain until the morning. The wire is the problem.* BRECDA 2: *How the battery was used. It is functioning but it easily runs out of power. One light will only run for 3 hours.* BRECDA 3: *It's just us. We do not know what was the reason. Provide budget for repair.* BRECDA 4: *Only 4 is functional and 1 is not* High system – 2 functional Medium 3 functional 2 not Low 2 functional 2 not *For the 20 watt peak the lights should not be turned off. It should be turned on for two hours.* *We tell them what to do.* *I will check [the unit]. I just adjust the wirings because they have loosened.* *It was just starting [the organization] and already have not paid [their dues]* *Since they have taken good care of it [unit] it will have no system defect for a lifetime* *We plan to have it fixed to the technician. We have to canvass the cost, like how much is the labor and the materials so that we can prepare.* *The controller [of the unit] is the common problem [that needs fixing].* *We just hope that there will be action before the month ends.* *There are 14 units in total and 10 are functioning while the remaining 4 are not.*
18. What are some of BRECDA's operational issues in implementing RE-based electrification?	BRECDA 1: *We still hold meetings so that our organization will continue to function even thought there is SANECO present in the community.* BRECDA 2: *To provide service among its member and to have a better future for the association.* BRECDA 3: *To implement our organization. We will try to resolve issues as much as we can so that they will be solved. To be responsible as an official.*

	BRECDA 4: *Lacking in policy implementation in the organization. There are no yearly reports to DOLE.*
Efficiency	
19 . Do you think your association's operations are efficient in the way it is delivering its services? If Yes, in what way? If No, what are the reasons?	Everyone said no to this question due to how it is run by the current officials.
20. Did your association provide counterpart in the installation of the RE-based electricity system (e.g., labor, material, financial)? If Yes, what was your counterpart?	BRECDA 1: *Through hard work and assistance. Helping in carrying stuff.* BRECDA 2: *Helping in carrying the materials. It happened that it was already dinner time that is why I provided them food.* BRECDA 3: *None* BRECDA 4: *None* BRECDA 5: *None*
21. Do you think that RE-based electricity system is the most cost efficient for lighting and learning purposes? If Yes, what is your evidence? If No, what do you think is the best alternative?	BRECDA 1: *It's good to have solar because it will not turn off when there is wind unlike the gas. It is also good for the children when they are studying at night.* BRECDA 2: *We can now save. Unlike before when we were still using the gas one kid doesn't like to share the light with the other kids when they are studying. They don't want to share. Now since the light is so bright they can equally share it when they go studying. The light from the solar is bright.* BRECDA 3: *The expenses have lessen. I can now used three lights.* 160/month sa solar 5 litro/ 300 month sa gas BRECDA 4: *It is really inexpensive. We can pay the down payment. It is very cheap [solar]. [For the gas] we pay Php 60 per week. If we compute it per month we pay Php 240 for the gas expenses per month while in the solar we only get to pay Php 120 per month only.* BRECDA 5: *It is really cheap [solar] and we can save because one liter of gas is expensive. The solar is really affordable.*
22. In what other ways do you think the same services can be delivered to households?	BRECDA 1: *Cannot provide [more solar unis]. Even the solar that we ordered have not yet been delivered.* BRECDA 2: *We always have meetings/sessions so that we will have a common understanding. Continue the collection [of dues].* BRECDA 3: *Our own way.We will encourage our people to avail [units] particularly those who do not have access to the solar. We will try hard to*

	provide our services. BRECDA 4: *AMORE has no plans to provide us with more units. Implement the policy so that we will have income. Expand and continue the program for those who have units. Arrive at a consensus and then have it approved by the chairman. The officials should set an example. If a member fails to pay its dues after 3 months they [officials] should have the unit transfered to other members who can assume the responsibility for paying the remaining dues.* BRECDA 5: *Those who are not yet members should be given an orientation on thre rules of the organization. From the meeting to their house.*
Sustainability	
23. Do you think that your association can sustain the technical support for households in the O&M of RE-based electricity system in the next five years? If Yes, how can it be sustained by your association? If No, why do you think your association cannot sustain it?	BRECDA 1: *If the organization will support then yes. It depends on how they will use [the unit].* BRECDA 2: *It should continue if we have a good technician that will help us fix the units.* BRECDA 3: *If the maintenance is good then yes but if not it will never thrive. We will work hard so that it will thrive.* BRECDA 4: *I am not sure that it will thrive if there is no action. We were already given assistance but stll they have not provided us with more units. If they will not change their ways it [organization] will not thrive.* BRECDA 5: *The policies should be implemented. It should continue to thrive so that others will avail the units. I will not thrive until the policies will be implemented.*
24. What AMORE 3 approaches or strategies to sustain the RE-based household electrification system can be considered good practices (e.g., in terms of sustainable financing, technological innovation or institutional mechanism)? Please describe the good practices.	BRECDA 1: *To have light in the house. Easy access to solar/light and water system* BRECDA 2:pasuga *Solar/Light. Our prayers to God have been answered that we will become beneficiaries [of the program] that doesn't require our barangay to spend. Water is very important to us. Before the children would travel far inorder for them to wash. They can even drink water now in the school.* BRECDA 3: *It is now brighter at night. It has provided harmony among the people and to the students. It is much easier in terms of access now that the water system is accessible* BRECDA 4: *They gave us the project without asking for anything in return. The communal [water system] is entertaining. They also provided solar in the school. Even though we are not performing well in the solar project they still chose our barangay as beneficiary for the BAWASA project. They provided CR in the school. It felt like the water they have installed is a distilled one but the project is still ongoing. There are also 11 cellphone charging stations which we requested in the municipality.*
25. What would you recommend to provide	BRECDA 1: *Help one another. Our leaders should be role models so that*

more effective and sustainable development assistance or service for your barangay?	*others will follow.* BRECDA 2: *We will suggest that we should purchase water sealed toilets in the barangay to prevent us from getting sick. The BOD should help each other for the organization. They should work for themselves rather for others (?) so that the organization will thrive.* BRECDA 3: *Should have an assembly for the members. Should help each other. Implement the system and should implement the policy* BRECDA 4: *It should not be limited to the same project. They should add more projects such as livelihood.* BRECDA 5: *The officials should provide orientation to the people so that they will understand and know.*

Profile of FGD Participants

Name	Age	Gender	Civil Status	Position	Main responsibilities	Education	Number of years in the position	Amore 3 trainings attended	Main livelihood
1. Jean Pabuaya	35	F	M	O&M Officer	O&M electricity/water supply	High school graduate	3-4 years	Wala ko nakatraining sa BRECDA sa BAWASA lang	Government employee
2. Flora Tamparong	40	F	M	O&M Officer	O&M electricity/water supply	High school graduate	3-4 years	Wala pero sa BAWASA meron	Government employee
3. Aquilinno Pab	47	M	M	President	Overall supervision and management	Vocational gen-radio communication operator	3-4 years	Organizational development and O&M	Farming
4. Sannie Sagario	31	M	M	Treasurer/ secretary	Financial management/ records keeping/ management	High school graduate	3-4 years	Organizational development, financial management and O&M	Farming, retail store operator and government employee
5. Lilia Tumagaw	45	F	M	Treasurer	Financial management	Elementary graudate	3-4 years	Financial Management (BAWASA)	Farming

Lubo Renewable Energy and Community Development Association

Date:	February 4, 2014
Time started/ended:	2:00 pm - 4:10 pm
Venue:	Upper Sepaka, Surallah, South Cotabato
Organization, Capacity Building, and Operation of BRECDA	
1. When was your organization (BRECDA) formally organized and registered with Government registering authorities (SEC, DOLE, etc.)? Note: Identify the registering authority	BRECDA 3: October 19, 2010, nabuo ang organization. Naregister sa DOLE October 2, 2012 (Secretary's records) Dahilan sa tagal ng pagpaparehistro sa DOLE BRECDA 7: Requirements BRECDA 6: Malayo kasi ang lugar namin, sa Marbel pa magpaparegister. BRECDA 5: Nadelayed kahoy at requirements. BRECDA 4: Kulang pa sa requirements noon. BRECDA 3: Requirements ng members BRECDA 2: Hindi pa nabuild up project, nag election na ng officer.

	BRECDA 1: Mga reqirements hindi agad nacomply. Sa application ng bawat members, matagal. June 2013 nabuo at nag full operate.
2. At the time of registration, how many were the members of your association? At present, how many are the members? What could be the reason/s for the increase or decrease in number of your association members?	BRECDA 7: Hindi ko alam ang eksaktong bilang. BRECDA 6: Lampas 100 na kami. BRECDA 5: Alam ng secretary namin BRECDA 4: 108 na ngayon. BRECDA 3: 100 (secretary) Kasi nagpamember na pero wala pang ilaw (wala pa kuryente). Wala pa silang pambayad, pag harvest na. BRECDA 2: Hindi nababawasan, nadadagdagan pa. BRECDA 1: 108
3. Do you have a committee or group that manages the day-to-day operation and maintenance (O&M) of the delivery of RE-based electric supply to individual households? If Yes, how do you call that committee or group? What are its authorities and responsibilities? If None, who is responsible in managing the regular O&M of the delivery of RE-based electric system to households? What are the authorities and responsibilities of that responsible person?	BRECDA 7: Meron po, kami lahat in charge. BRECDA 6: Electrician Committee – 10 members, nag devide into two groups, ako ang namamahala. Natrain mga kasamang member. YAMOG ang nagtrain sa amin. BRECDA 5: Book keeper BRECDA 4: Managerial Committee- consists of (management committee, financial, treasurer, book keeper, secretary) lahat ng BOD may working assignment DAM Committee – may assign na Board Of Directors Power House Committee – mag look out ng problems na ma encounter ng operators. BRECDA 3: Household and Consumer Committee - tutok sa problema ng bawat household, terminal na hindi gumagalaw. Magreport sa meeting. BRECDA 2: Titingin sa book keeper at secretary ang Monitoring and Evaluation Committee. Maty meeting every first Sunday of the month. BRECDA 1: BOD – Ako ang incharge sa BOD, ako ang mag check sa kanila. At problems na ibabahagi nila sa akin, ako ang gagawa ng paraan
4. What kind of assistance did your association receive from AMORE 3 Program or other groups (please specify) to build your capacity to manage, operate, and maintain the RE-based electrification	BRECDA 1: Nagbigay ng isang unit ng computer para sa office ng LURECDA. Nakatulong sa book keeping at financial record at installation. Tumulong ang LGU mga poste at 50k. BRECDA 2: Nagtapos ng project budget total cost 7.7 M nanggaling sa USAID. BRECDA 3: Nagbigay ng training CAPABILITY BUILDING at financial Management.

system, if any?	BRECDA 4: Malaking tulong, funding galling ng AMORE, naging successful dahil sa budget na ibinigay at computer. Ginamit at napadali financial report. May intact na record. BRECDA 5: Novemer 13, 2013 pa lang ako nag officer. Hindi pa nag-undergo training. Sa pag monitor ako. Tumulong sa amin isang organization hindi ko lang alam, anu yun. BRECDA 6: May tumulong, financial at computer. BRECDA 7: Yun na lahat.
5. Do you think these assistance are sufficient for your association to effectively fulfill your responsibilities and deliver your services? Please explain your answer.	BRECDA 1: Para sa akin, hindi pa sapat, Gusto naming madagdagan pa ang tulong na makaabot sa amin. Dapat trainings sa function ng bawat isa-sa roles and responsibilies. BRECDA 2: Magkaroon pa needs naming kuryente at income generating project. At training kung paano gampanan ang income generating project. Hindi namin alam kanino hihingi ng tulong. BRECDA 3: Training sa simple book keeping at recording. BRECDA 4: Hindi pa sapat, need pa ibang agency, magbigay at makapuno ng pangangailangan para ma hand eye paggawa financial. Training para sa akin, treasurer. BRECDA 5: Dapat madagdagan pa kaalaman. Ngayon pa lang nakaka-encounter ng ganitong tungkulin. Madagdagan pa ang training. BRECDA 6: Kulang pa sa gamit sa electrical supply at aayusin pang iba para sa kuryente. Malaki pa voltage at pwede pang masuplayan ng transformer. BRECDA 7: Malaki pa pwedeng masuplayan. Need pa financial, poste at wiring. (May kapasidad pa ang planta na magbigay ng kuryente sa higit isandaan pang pamilya pero wala pang pondo sa pagpapalawak)
6. What kinds of services does your association provide to beneficiary households?	BRECDA 7: Maraming tulong, pinapalitan ang sirang kuntador. Monthly magbabayad sa technician, na ang bayad ay P20.00 para sa labor ng technician. BRECDA 6: Binibigyan sila (consumer) ng 1 month free pailaw. P500.00 membership approved ng board. Pagkatapos ng 1 month, magbabayad na sila ng monthly bill. BRECDA 5: Itinatabi ang mga resibo. BRECDA 4: Nagbigay 1 month pailaw, after nun, may 1 month billing na matatanggap depende sa konsumo, minimum P150.00-5kw exceeding kw is P10.00. Yung P500.00 na membership fee, hindi totally in full babayaran. Installment P100.00 ipapatong sa billing, P100 monthly ang pwedeng

<table>
<tr><td></td><td>ibayad.

BRECDA 3: Ilang household ang willing magpakabit ng kuryente. Survey ng DOLE 108 consumer ang (gustong magpakabit ng kuryente).

BRECDA 2: Pag may gustong magpakabit ng kuryente, pupuntahan ng technician.

BRECDA 1: General Assembly once a year ginaganap. Nagpa raffle ang LURECDA may 1st, 2nd at 3rd prizes. Libre ang 1 month electricity minimum usage.</td></tr>
<tr><td>7. How much do you charge for each type of service and how were these rates derived?</td><td>
<table>
<tr><td>Type of Services</td><td>Charges (Pesos)</td><td>Basis for Charges</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td>Pag-aayos ng kuntador</td><td>P20.00</td><td>Agreement ng organization</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td>Membership</td><td>P500.00</td><td>Para masuportahan ang iba pang pangangailangnan. Ipinaliwanag sa mga miyembro</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3"></td></tr>
<tr><td></td><td></td><td></td></tr>
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</table>
</td></tr>
<tr><td>8. What is your association's

Present' policy and procedure for collection and/or payment of monthly amortization for PV products from households?</td><td>BRECDA 7: P20.00 ang agreement ng organization sa pag-ayos ng kuntador. Ang posteka pag nasira at hindi na pwedeng irepair, papalitan ng puno. Binibili ang puno sa mga may ari ng puno.

BRECDA 6: P500.00 monthly para masuportahan pa ang ibang pangangailangan. Free 1 month kuryente. Sa kabila/karatig- Sitio galing ang punong pamposte. P500 ang bili namin sa puno plus P100 delivery/labor, babayaran ng association.</td></tr>
</table>

BRECDA 5: Sa LURECDA income kukunin ang pambili ng puno.

BRECDA 4: Ang Household committee ang magrequest ng additional bulb pa at outlet, may tariff (bayad) P100. Pag sira ang kuntador sila (household) ang magbabayad sa authorized technician. Pag association ang magrequest, association ang magbabayad. On call ang electricians, 8 sila. P600.00 na poste sa LUBO, 2 poste ang nasira, budget galing sa organization. Tao ang pupunta sa office ng LURECDA pag may nasira.

BRECDA 3: Pailaw na P150.00 minimum, kahit hindi makaabot 5 kw pag excees 5kw, P10.00 per kw.

BRECDA 2: Pailaw talaga at meron na kaming appliances like refrigerator. December ang daming pinailaw P2, 261 ang bill ko. P2, 200 noong January. Doon sa isang bahay ko, boarding house, P700.00 lang.

BRECDA 1: Sa Christmas lights kasi kaya malaki ang binayaran.

BRECDA 4: Monthly amortization, Pag naconsume 5kw, babayaran P500.00 minimum, exceeding P10.00.

First and every 5th day of the month ang payment/schedule ng pagbabayad. Three (3) days grace period pag hindi nakabayad hanggang 5 to 8 days-kapag hindi pa din nakabayad pagdating ng 9th day disconnection na talaga. Sinasabi ito sa General Assembly. May reminders din sa billing statement. May naputulan na talaga. P100.00 surcharge sa electricity. Magpupunta sa LURECDA office, para hindi maputulan, pwedeng magbayad muna ng P100.00 kahil (halimbawa) p300 ang total na babayaran.

BRECDA 1: Additional income sa organization yun. Kasi may nagtitinda gamit ang refrigerator. Additional sa organization, additional bayad din sa kanila.

9. What are the sources of income of your association? On the average, how much does your association earn in a year for the period 2009-2012?

Income Sources	Association Income Sources for 2009-2012 (Pesos)			
	BRECDA1	BRECDA2	BRECDA3	BRECDA4
1.				
2.				
3.				

4.				
5.				
6.				
Average Income				

BRECDA 4: 7 months pa lang

April to May wala pang collection (libre ang unang buwang gamit ng kuryente)

June gross income P30, 000 less salary ng apat na operators, p3K each/month.

(Nagkasundo ang anim pang kalahok na treasurer ang sumagot sa tanong para sa wastong datos)

10. What is the current expenditure of your association for your different organizational activities, including the O&M of the electrification system?

Note: Ask for the amount of total expenditures and the specific expenditures for O&M of the electrification system

Activities	Association Expenditures for 2012 (Pesos)			
	BRECDA1	BRECDA2	BRECDA3	BRECDA4
1.				
2.				
3.				
4. O&M				
5.				
6.				

	Total				

P30,000 gross income less salary of operators

4 ang LURECDA operators (P12,000)

Administrative Cost: Treasurer's honorarium P1,500/monthly

BOD 150/monthly

LURECDA office supply: P200 monthly

Within 5 months na collection P169,000 less expenses Admin/LURECDA

Cash out P67,000

P35,000 total deposit sa bank on November 2013

11. What is the present financial status of your association? Is your association in a net positive or negative financial status based on your 2012 financial reports? Please explain.	BRECDA 4: P3, 000 na lang nakadeposit sa bank on December dahil sa mga binayaran. (Treasurer lang ulit ang sumagot, sinigurado ng moderator na sang-ayon sila sa ibinigay na informasyon) Nabanggit ulit: BRECDA 2: 2009 nagsimula ang construction, kulang ang funds, kaya hindi natuloy. May tubo na, hollow blocks at kanal. BRECDA 3: Gumawa ng project proposal, 2013 ng January umpisa ulit ng construction, nadelayed pa din, March 2013 nagresume ang trabaho. April 18, 2013 turn-over. Lahat nilibre 1 month privilege sa unang pagkakailaw namin.
RE Rural Electrification System	
12. What type of RE technology (micro hydro power, solar home system or battery charging system) does your association provide to households for RE-based electrification system?	BRECDA 1: Micro hydro power BRECDA 2: Micro hydro power BRECDA 3: Micro hydro power BRECDA 4: Micro hydro power BRECDA 5: Micro hydro power BRECDA 6: Micro hydro power

	BRECDA 7: Micro hydro power
13. How much is the monthly amortization for PV products by those households who availed of those products?	BRECDA 1: p150 BRECDA 2: 150 BRECDA 3: 150 BRECDA 4: P150.00 minimum usage, P10.00 additional per 6 kwts BRECDA 5: 150 BRECDA 6: 150 BRECDA 7: 150
14. Are you able to collect the payment for monthly amortization for PV products from households? If yes, what is the collection/payment rate for amortization of PV products? Are you satisfied with this rate? What could be the reasons for this collection/payment rate?	BRECDA 1: Oo, magagaling magbayad BRECDA 2: Lahat nagbabayad BRECDA 3: Walang problema, at kontento BRECDA 4: 100% collection. Ayaw nilang maputulan. BRECDA 5: Oo, pwedeng p100 muna para hindi maputulan BRECDA 6: Nakakakolekta BRECDA 7: Nasa record ng treasurer
15. What is your mark-up price for these systems? How did you derive these?	BRECDA 1: Agreement namin. BRECDA 2: Ito rin sa ibang lugar. BRECDA 3: Sa AMORE, mungkahi. BRECDA 4: P10.00, sa kuntador babasehan BRECDA 5: Parehas lang. BRECDA 6: P10 BRECDA 7: P10
16. How did you benefit from the RE-based electrification system?	BRECDA 7: Malaking tulong. Walang ilaw dati, madilim. High tech na ngayon, may transistor radio. May ilaw na. BRECDA 6: Sa ngayon kulang sa funding. BRECDA 5: Napasaya ang mga tao, naging maliwanag ang sitio. Nadagdagan pa ang mga pangangailangan. Naprovide nila ang pangangailangan. BRECDA 4: Nabigyan kami ng maraming chances, nagkatrabaho sa

	organization. Maraming ideas and knowledge natutuhan. BRECDA 3: Sa pamamagitan ng pakikidialog namin sa contractors, nakita nila-YAMOG (isang organization) na may potential kami. Nagturo sila sa amin kung anong dapat gawin. BRECDA 2: Kiung walang AMORE, walang LURECDA, AMORE ang puno ng lahat ng ito. BRECDA 1: All of the above. (tawanan)
Effectiveness	
17. Do you gather feedback from households regarding their level of satisfaction with your services? If Yes, what are the positive and negative feedback? How do you address the negative feedback?	BRECDA 1: Tulad ng Special General Assembly nalaman namin na yung iba kuntento. Nag open forum tinatanong sila sa kalagayan ng kuryente. Gusto nila mababa pa sa P150.00 ang minimum na bayad sa singil ng kuryente. Sa mga informal feedback, tinatanggap at pinag-aaralan para masolusyunan. Bawat BOD ay may nakahandang sagot sa mga problema at reklamo. BRECDA 2: Iyong iba kuntento, yung iba hindi. Mataas daw ang bill, malakas daw ang ikot ng kuntador. Sa kapitbahay daw mababa, sa kanila, malaki ang binabayaran. Ang sagot naming, iba-ibang consumption, hindi dapat magcompare. BRECDA 3: Nag feedback sa association, kuntador na luma, napull out na ginamit ulit, nagkaroon ng problema nasira na. May refrigerator at ang daming gamit ng iba. 8 kuntador ang may sira na. Nagplanong palitan ng board ang mga kuntador. Nareplace na ang mga lumang kuntador. BRECDA 4: Ako ang tulay, kasi ako lagi ang nakikita nila, pinapa abot hinaing sa BOD, binibigyan naman nila ng solusyon. Like factory defect na mga kuntador. May solusyon na. BRECDA 5: Ang mga negative na members, pinaghahambing ang konsumo ng iba. Hindi maiwasang hindi pare pareho. BRECDA 6: Batay sa obserbasyon namin, gagawa kami ng massive inspection para malaman kung ilan ang naconsume sa kuryente nila. I-explain sa kanila kung magkano ang minimum sa uri ng aplliances. BRECDA 7: Napalitan na ang mga luma. Ayaw pa sana ng mga may-ari dahil 'mura' ang konsumo, pero napaliwanagan naman.
18. Do all RE-based electrical systems installed in individual households continue to function or operate at present? If Yes, how do you	BRECDA 1: Walang problema ang organization namin. Nagbabayad lahat. Magagaling. BRECDA 2: Maayos ang pamamahala, may pagkakaisa ang asosasyon. BRECDA 3: Inaalam din naming kung may problema ang miyembro.

maintain the operation of these systems? Please provide further details on your answer. i) Undertake regular maintenance work j) Provide adequate maintenance budget k) Conduct consultations with households l) Others (please specific)_____ If No, what percentage of households with RE-based electricity system stopped to operate at present? What was the main cause of the problem? What would you consider as the most effective way to bring back the operation of RE-based electricity system in those affected households?	BRECDA 4: May budget sa repairs at ibang gastusin. BRECDA 5: Walang malaking problema, pinag-uusapan ang reklamo. BRECDA 6: Ang mga luman gkuntador, napalitan na. BRECDA 7: Sang-ayon sa lahat.
19. What are some of BRECDA's operational issues in implementing RE-based electrification system?	BRECDA 1: Wala. Napag-uusapan sa Annual Assembly at monthly General Assembly. BRECDA 2: Mataas na singil daw. BRECDA 3: Dati, 500 membership fee. BRECDA 4: May honorarium ang ibang officers, sana magkaroon lahat. BRECDA 5: Wala naman. BRECDA 6: Kulang sa gamit para sa extension BRECDA 7: Nasabi na nila.
Efficiency	
20. Do you think your association's operations are efficient in the way it is delivering its services? If Yes, in what way? If No, what are the reasons?	BRECDA 1: Yes. Napagtutulungan, bayanihan, kaya lahat ay satisfied at nagbabayad lahat ng monthly bill. BRECDA 2: Oo, nagtutuungan talaga. BRECDA 3: Oo, maayos ang palakad. BRECDA 4: Masaya kami sa mga tungkulin namin. BRECDA 5: Bago lang ako pero wala akong reklamo.

	BRECDA 6: Napag-uusapan ang problema. BRECDA 7: Oo talaga
21. Did your association provide counterpart in the installation of the RE-based electricity system (e.g., labor, material, financial)? If Yes, what was your counterpart?	BRECDA 1: DAGYAW(tawag sa bayanihan) BRECDA 2: 4 Ps beneficiaries and womens group, nagtatabas BRECDA 3: Lahat sumama sa bayanihan BRECDA 4: Mga bata tumulong sa paglilinis, pagtatanim ng seedlings BRECDA 5: Partisipasyon sa gawain BRECDA 6: Suporta BRECDA 7: Pagbuhat ng materyales
22. Do you think that RE-based electricity system is the most cost efficient for lighting and learning purposes? If Yes, what is your evidence? If No, what do you think is the best alternative?	BRECDA 7: Oo, malaking tulong BRECDA 6: Oo, pero kulang sa funding BRECDA 5: Masaya ang mga tao. Nagliwanag ang buong paligid. BRECDA 4: Oo, at nagkatrabaho kami sa LURECDA office. BRECDA 3: Nakita ring may potential kami. BRECDA 2: Kung walang AMORE wala kami. BRECDA 1: All of the above pa rin. (Dalawang beses nang nagsabi kung pwede na silang umuwi)
23. In what other ways do you think the same services can be delivered to households?	BRECDA 1: Magkaroon ng smooth relationship ang bawat isa. BRECDA 2: Hangga't andito pa kami, magsisilbi. BRECDA 3: Mareplace ang mga bulbs. BRECDA 4: Magandang pag hands on ng management. BRECDA 5: Mas mapaganda at mamaintain pa ang maayos na pamamalakad. BRECDA 6: Marepair lahat ng sira. BRECDA 7: Palitan na lahat ng sira.
Sustainability	
24. Do you think that your association can sustain the technical support for households in the O&M of RE-based electricity system in the next five years? If Yes, how can it be	BRECDA 7: Matagal pa yan. Napalitan na ang mga poste at sira. BRECDA 6: Narepair na kaya matagal pa. BRECDA 5: Yes na yes, 5 years from now hindi lang ganyan mas gaganda at mamaintain. BRECDA 4: 100% yes, hangga't maganda pag hands on naming

sustained by your association? If No, why do you think your association cannot sustain it?	management, makikita pa ng Sepaka at ng iba pang lugar. BRECDA 3: Para sa akin, matagal pa sang ustainability, 10 years at sobra pa, importante lang management at financial leadership. At pang replacement ng mga bulbs. Ang watershed, dapat maprotektahan din. BRECDA 2: Yes hangga't may tubig pa ang creek, mamaintain hangga't nandito pa kami. BRECDA 1: 100% yes through BOD, cooperation, consumer at smooth relationship magtatagal.
25. What AMORE 3 approaches or strategies to sustain the RE-based household electrification system can be considered good practices (e.g., in terms of sustainable financing, technological innovation or institutional mechanism)? Please describe the good practices.	BRECDA 1: Kasayahan sa pamilya BRECDA 2: Pag ilaw sa buong community BRECDA 3: Additional income BRECDA 4: Bigay-saya at buhay. BRECDA 5: Napasaya ang pamilya. BRECDA 6: Malaking kaugnayan, napasaya ang lahat ng tao. Naka influence sa ibang nakakita sa amin, at pakikitungo. BRECDA 7: Pagbuo ng ilaw, malaking tulong, hanapbuhay namin, naging okay, naging mas masaya. (Nakasentro sa kasiyahang dulot ng pagkakaroon ng kuryente sa lugar ang 'good practices', maliban sa 6 na lumawak sa magandang impluwensiya sa pakikipag-ugnayan at pakikipagrelasyon' sa iba).
26. What would you recommend to provide more effective and sustainable development assistance or service for your barangay?	BRECDA 1: Para sa akin, para masustain at mapatagal ang serbisyo, maghanap pa ng funding agency para lumago pa ang kabuhayan at LURECDA. BRECDA 2: Pangkabuhayan at puhunan para sa kabuhayan. Self-support para sa kabuhayan. BRECDA 3: Para maka-sustain, continuous training, professinal na mga information. BRECDA 4: Ma-engage ang pagkakaisa sa sitio namin. Pag walang tamang communication at pag-uusap, hindi maayos. BRECDA 5: Mapanatili ang pagkakaisa ng LURECDA. BRECDA 6: Additional sa sinabi nila, maging ihemplo (good example) sa ibang tao at ibang lugar at mapalawak namin ang serbisyo. BRECDA 7: Magtagumpay hanggang sa dulo ng walang hanggan. (Tawanan, Masaya ang lahat. Halatang proud ang lahat sa kanilang LURECDA organization)

Profile of FGD Participants

Name	Age	Gender	Civil Status	Position	Main Responsibilities	Education	Number of years in the position	Amore 3 trainings attended	Main Livelihood
1. Eva G. Lacra	42	F	M	President	Overall supervision and management	College graduate	1-2 years	Capability Building	Government employee/Daycare worker
2. Ninfa L. Diwaten	59	F	M	VP	Membership education and participation	Master of Arts in Education	1-2 years	__	Government employee
3. Fernando A. Simpao Sr.	56	M	M	Secretary	Records keeping/management	High School graduate	1-2 years	Capability building	Tailoring
4. Eunice P. Cuales	28	F	M	Treasurer/Finance officer	Financial management	College graduate	1-2 years	__	Farming
5. Emme Rose E. Rojo	32	F	M	Bookeeper	Records keeping/management	College (1-4)	1-2 years	__	Farming
6. Roel S. Garnica	39	M	M	BOD	Electrical Committee	High School graduate	1-2 years	Capability building	Farming
7. Allan Romano	41	M	M	BOD	Power House Committee		1-2 years	Capability building	Farming

Notes:
1 and 2 were newly elected officers, but both were BOD before
4-5 No trainings attended, recently joined organization. Expressed interest to attend training on Basic Accounting

Focus Group Discussions with Barangay Waterworks and Sanitation Associations

Panampalay Water Association

Date:	February 4, 2014
Time started/ended:	10:42 am - 01:28 pm
Venue:	Legarda Function Hall, Municipality of Roxas, Zamboanga del Norte
Organization, Capacity Building, and Operation of BAWASA	
1. When was your association (BAWASA) formally organized and registered with Government registering authorities (i.e., DOLE)?	BAWASA 3: 2010 February 20, Murag 2011 sa DOLE BAWASA 6: *We conducted a census then but only at the barangay proper. We needed 25 members for registration.*
2. At the time of registration, how many were the members of your association? At present, how many are the members? What could be the reason/s for the	BAWASA 2: *Near the water [system]* BAWASA 3: *During the [first] registration there were 25 [members] but at present we now have 45 [members]. [Many] got encouraged and learned [about the water system] and the finances [of BAWASA] were well managed.*

increase or decrease in number of your association members?	BAWASA 4: *Create a small fishpond.* BAWASA 5: *They moved near the school.* BAWASA 6: *One sitio, in Purok 3, Lumisik and Centro/Proper of the 7 sitios. They were forced because there were [people] bringing "kabo[1]" because they can't /don't use "kabo". It can sustain [water source] because it doesn't dry or run out of water.* BAWASA 7: *They realized how useful the water [system is]. They were able to see how helpful [the water system]is. And its location is near.*
3. What are the functions and responsibilities of your association?	BAWASA 3: *Every month the treasurer collects our monthly [dues].* BAWASA 4: *We can now wash our clothes every day. We can now clean [our house].* BAWASA 5: *The tap stand is near, it should be clean.* BAWASA 6: *It has saved me time. Now BAWASA has 8 faucets [tap stand]. 50 meters for each faucet [tap stand]. The water located in the school is now drinkable by the student.*
4. How does your association manage the community-based water supply system?	BAWASA 3*: The BOD creates the rules/law, twice a month the members will help [clean]. The members were then grouped and each group will clean [tap stand] twice a week. Problem is that some [members] will ask for some leeway in paying [dues]. They will pay but they just ask for leeway.* BAWASA 6: *There is a civic activity every month. This is already scheduled. Receipt issued by the treasurer. I present in the meeting the rules that was created by the organization. If one cannot pay [dues] they won't be able to fetch water. If one cannot fulfill his/her duties in helping clean [the water system] for three consecutive times, on the third time he/she was not able to help she/he will be penalized and must pay 50 pesos. Attendance is taken in every civic activity of the group.* BAWASA 7: *Report is done every meeting*
5. What services do you provide to promote and support proper hygiene and sanitation among users of the water supply system?	BAWASA 3: *Before, [it was] chlorine. The president used to[put chlorine] in the intake tank, but that was only at the beginning. It has been three years since the last treatment [with chlorine] of the water.* BAWASA 6: *That was before.* Note: their answers to this question are synonymous to their responses to question number 4.
6. What kind of assistance did your association receive from AMORE 3 Program or other groups (please specify) to build	BAWASA 3: *The Rotary Club conducted a seminar for the officials of the BAWASA. Training for five technicians. Applied for connection of the tap stand including those disconnected hose(s).We were trained on how to manage [the water system] the right way.*

[1] Kabo = Tabo in tagalog

<table>
<tr><td>your capacity to manage, operate, and maintain the water supply system?</td><td>BAWASA 6: A seminar was conducted on financial management attended by the treasurer, bookkeeper, the president, and vice president.

The Rotary [donated?] a latrine. [Training on?] How to sterilize the water to kill the germs, which we still apply until now.</td></tr>
<tr><td>7. Do you think such assistance were sufficient for your association to effectively deliver services? Please explain your answer.</td><td>BAWASA 3: There is still a need for [assistance] to improve. Assistance in access to road, barangay road, dirt road. When there is rain [the road] is difficult. so that we won't have the difficulty [when the rain comes] when we buy materials that we need.

BAWASA 6: Financial because if there is a big repair [for the water system] we won't be able to finance it.</td></tr>
<tr><td>8. What are the sources of income of your association? On the average, how much does your association earn in a year for the period 2009 - 2012?</td><td>
<table>
<tr><td rowspan="2">Sources</td><td colspan="2">Sources of Income 2009-2012</td></tr>
<tr><td>BAWASA 1</td><td>BAWASA 2</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Average Annual Income (Pesos)</td><td></td><td></td></tr>
</table>
Note: there are 45 households in the center

Bawasa 3: 2011- 1,280
2012 – 1,660
2013 – 95: Only had a meeting once [in that year] that is why we only had a small collection.
2014 – N/A
100 only happened once.

BAWASA 4: Have not collected the membership [fee]

BAWASA 6: No one pays during collection

BAWASA 7: Pays every month [fee]

BAWASA 8: For members
</td></tr>
<tr><td>9. What is the current expenditure of your association for your different organizational activities, including the O&M of the water supply system?</td><td>
<table>
<tr><td rowspan="2">Activities</td><td colspan="2">Association Expenditures 2012 (Pesos)</td></tr>
<tr><td>BAWASA 1</td><td>BAWASA 2</td></tr>
<tr><td>1.</td><td></td><td></td></tr>
<tr><td>2.</td><td></td><td></td></tr>
</table>
</td></tr>
</table>

	3. | | | 4. | | | 5. O&M | | | Total | | | BAWASA 3: *Faucet* BAWASA 4: *Faucet [tap stand] rapair Php 920.00. Paid DOLE Php 75.00 (in 2011), Fare Php 200.00, Paid food at Php 400.00 for those who bought the materials*
WASH Project	
10. What type of water supply system technology (spring development, rainwater harvesting, hydraulic ram pump, solar PV-powered) does your association manage?	BAWASA 3: *Spring development*
11. How many household and individual beneficiaries are served by your water supply system?	BAWASA 3: *45 households* BAWASA 6: *Usually 5 people. Around 225 [all in all]*
12. How does your association operate the water supply system to ensure equal access by household beneficiaries?	BAWASA 3: *Members were informed. It was agreed that there should be three in every household.* BAWASA 4: *The water is collected and once it is full [in the tank or container] we turn it off [the water] so that [households] the people below can use the water.* BAWASA 5: *If the bucket is already full we turn it off [the tap stand] so that water will not wasted and others can have their turn to fetch the water.* BAWASA 6: *Eight [tap stands] will be affected. [The water source] is good for drinking. The busiest day the water is used is Saturday and Sunday.* BAWASA 7: *Not everyone was equally informed by the officials that not all tap stands deliver the same volume of water.*
13. Does the household beneficiaries pay certain fee or tariff to have access to (or use of) water supply system?	BAWASA 1: *Source of income: Ginger* BAWASA 3: *Not all members can afford to pay [the dues] that is why they can only pay Php 10.00. Members of the organization find it difficult to comply with [the dues]. They can only pay what they can afford. They even find it difficult to pay the Php 10.00*

If Yes, how is this fee or tariff determined per household (fixed or variable depending on volume of water consumed) per month? On the average, how much is this fee or tariff for each household? What is the collection rate of this fee or tariff in 2012? What is the main reason for high or low collection rate? If No, what is the source of your association's budget for O&M of the water supply system?	BAWASA 4: *Do not budget* BAWASA 6: *Only a few can afford* Note: Collection is done monthly not by volume, main source of living for most of them is lutya (similar to taro). 2011 – 38: *Only 38 out of 45 household have paid* 2012 – 38: *38 have paid* 2013 – 99%: *99% have not paid*
14. What are some operational issues that your association face in operating and maintaining the water supply system?	BAWASA 1: *Others just wait to be approached for the collection [dues]* BAWASA 2: *There are months with no income.* BAWASA 3: *During collection not everyone pays* BAWASA 4: *Cannot collect [because there is no money]* BAWASA 5: *Having hard time collecting [dues]* BAWASA 6: *It is not enough what they earn from their livelihood that is why, at times, I will not collect their dues. They could not even buy the needs of their children what more in paying their dues. I sympathize with them.*
15. What specific assistance did AMORE 3 or other groups (please specify) provide to your association for the operation and maintenance of water supply system?	Note: This question was not asked as it is similar to question number 6
16. How did your association benefit from the assistance?	BAWASA 1: *The children can now fetch the water by themselves. I can now work on my garden.* BAWASA 2: *The water is now near [the house]. There is no need for me to budget my time.* BAWASA 3: *It is now easy to clean the motorcycle because they water is now accessible.* BAWASA 4: *We are now greedy in using the water. We can now water our plants in the garden because the water is near.* BAWASA 5: *Before we would take a bath once every week. Now we can*

	do it every day because the water is near. BAWASA 6: *Our student [children] will no longer be late for school because they can now easily wash up. The municipal looked into the barangays which have the difficulty in terms of access to water and they identified our barangay as on top of the barangays which have the difficulty in water accessibility* BAWASA 7: *Our CR is now water sealed.* BAWASA 8: *Even if it is already dark we still have access to the water because it is now near unlike before where our water source was the creek/spring*
Effectiveness	
17. Does the community-based water system managed by your association continue to function or operate at present? If Yes, how do you maintain the operation of this system? Please provide further details on your answer. a) Undertake regular maintenance work b) Provide adequate maintenance budget c) Conduct consultations with household beneficiaries d) Others (please specific)_____ If No, what was the main cause of the problem? What would you consider as the most effective way to bring back this system into operation?	BAWASA 3: *Not so* BAWASA 4 *No pay (volunteer); Every tap stand there is a leader. The leader leads in the maintenance [of the tap stand]* BAWASA 6: *The intake box gets cleaned twice a month. Including the reservoir/tank and tap stand. The leader must initiate the cleaning of the tap stand otherwise the tap stand will not function as such if not well maintained.*
Efficiency	
18. Does your association earn income from the management and operation of the water systems? If	BAWASA 3: *There are earnings but the collectors should collect. They should force the collection.* BAWASA 6: *Penalty for not paying should be exercise. Appoint someone to*

Yes, where do you attribute such earning? If No, what are your plans for improving efficiency and cost effectiveness?	*do the collection. The collector should be honest and can be trusted and should bear the interest in the aims of the organization.*
19. Did your association provide counterpart in the installation of the water supply system (e.g., labor, material, financial)? If Yes, what was your counterpart?	BAWASA 1: *None* BAWASA 2: *None* BAWASA 3: *Only labor* BAWASA 4: *None* BAWASA 5: *Only the time when the materials were delivered* BAWASA 6: *When the materials were delivered; AMORE has seen that our counterpart [for the project] is just labor.* BAWASA 7: *None* BAWASA 8: *None*
20. Do you think that the WASH technology installed in your barangay is the most cost efficient for generating safe potable water? If Yes, what is your evidence? If No, what do you think is the best alternative?	BAWASA 3: *Yes, we paid for a small amount and we get fresh water.* BAWASA 7: *It is as if it was almost for free considering we only get to pay Php 10.00 [for the water].*
Sustainability	
21. Do you think that your association can sustain the water supply system in the next five years? If Yes, how can it be sustained by your association? If No, what is the reason that the association cannot sustain the water supply system operation?	BAWASA 2: *Yes, no one should burn things near the hose.* BAWASA 3: *The members should be informed and should help. If they see damage [to the water system] they should immediately fix it and should not leave it as damaged.* BAWASA 4: *They should take care of it* BAWASA 5: *Yes, they should make an effort* BAWASA 6: *If one sees that the hose is disconnected or there is a leak, they should fix or patch it up.* BAWASA 7: *They should take care of it* BAWASA 8: *They should help and take care of it.*
22. What AMORE 3 approaches or strategies to sustain the water supply system can be considered	BAWASA 3: *The collection* BAWASA 6: *Each member should clean [the water system] every month; Volunteer [in cleaning the water system]because we have no money to pay*

good practices (e.g., in terms of sustainable financing, technological innovation or institutional mechanism)? Please describe the good practices.	*their service*
23. What would you recommend to provide more effective and sustainable development assistance or service for your barangay?	BAWASA 2: *Raise pig, goat and chicken* BAWASA 3: *Plant a coconut tree and other things to plant that could help [a household/person] get income. Income generating plants such as rubber trees, coconut.* BAWASA 6: *[Promote] tourism [in the area] so that people will come and visit our community. We have waterfalls in our community. But even the DENR would not visit our place because it is very far.* BAWASA 7: *Learn how to plant. A plant that will grow in a few months after it was planted just like "bisol", ginger so we can earn from it immediately.*

Profile of FGD Participants

Name	Age	Gender	Civil Status	Position	Main responsibilities	Education	Number of years in the position	Amore 3 trainings attended	Main livelihood
1. Maximo Galtac	49	M	M	Member	Cleaner of intake box/tank	Grade school 1-6	1-2 years	Wala	Farming, government employee(tanod)
2. Pedro Tangga	80	M	M	Member	Cleaning and maintenance	Grade school 1-6	1-2 years	Wala	Farming
3. Celestino Romanggo	38	M	M	Vice president	Overall supervision and management	High school graduate	3-4 years	Organizational development and financial management	Farming
4. Marites Aran	32	F	M	Member	Cleaning of intake box/tank	Elementary graduate	3-4 years	None	Farming
5. Gemma Sumangay	34	F	M	Member	Cleaning of intake box/tank	High school graduate	3-4 years	None	Farming
6. Samie Ganduyo	34	M	M	Member	Cleaning of intake box/tank	College graduate	3-4 years	Financial management	Government employee
7. Joelma Romanggo	33	F	M	Member	Cleaning of intake box/tank	High school	3-4 years	None	Farming and retail store
8. Arsenio Sumangay	37	M	M	Member	Cleaning of intake box/tank	Elementary graduate	3-4 years	None	Farming /habal habal driver

Mawato Water Association

Date:	February 1, 2014
Time started/ended:	10:20 am - 12:15 pm
Venue:	Sitio Mawato, Bantol, Davao del Sur
Organization, Capacity Building, and Operation of BAWASA	
1. When was your association (BAWASA) formally organized and registered with Government registering authorities (i.e., DOLE)?	BAWASA 1: Hindi ko alam nasa record yun. BAWASA 2: Hindi ko alam kasi hindi ako ang naghawak. BAWASA 3: May 11, 2011 Rehistro sa DOLE BAWASA 4: Oo BAWASA 5: Pareho May 2011 nga. BAWASA 6: Oo, tama.
2. At the time of registration, how many were the members of your association? At present, how many are the members? What could be the reason/s for the increase or decrease in number of your association members?	BAWASA 6: 12 lang talaga ang nagbabayad ng tariff pero 23 members lahat. BAWASA 5: 14 or 15, kasi 15 members ang required ng DOLE. BAWASA 4: Hindi ako sigurado. BAWASA 3: 20 plus ang members, non- active yung iba. 12 lang ang active na members. BAWASA 2: Pareho ng sagot ni president. BAWASA 1: 12 lang.

3. What are the functions and responsibilities of your association?	BAWASA 6: Nagpapameeting. Ako ang nagkokolekta ng tariff. Gumagawa ng financial report. Sasabihin ko sa kanila kung ano ang nagastos at saan nagastos. BAWASA 5: Sa aking pagkamember,sumusuporta ako sa mga projects. Marami kaming projects. Hindi lang sa monthly tariffs kami umaasa. Income Generating Project (IGP). Farm ng MAWASA- bayanihan ng miyembro, 9 na members may tanim na bayabas. Yung iba walang area na matamnan sa bayanihan kaya hindi sila kasali. Minimeeting kami nng President. Nagtatanim kami ng tanglad(lemon grass), bayabas, cocoa. Lemon grass ang pinaka pinagkukunan ng income P2.50 per bundle. Sa isang buwan P2,000 ang kita. May nursery ng lemon grass sa lugar. BAWASA 4: May ginagawa sa patubig, repair ng pipeline at pag maintain. At pagtatanim ng bayabas dun kami kumukuha ng pang gastos sa repair. Hindi naman madalas masira ang patubig. BAWASA 3: Ang gusto ko lang ipaalam, simula nang dumating ang AMORE3 para sa patubig, gumanda ang pagsasama ng buong samahan dito sa lugar namin. Nabuo ang asosasyon. Sa tubig hindi na nahirapan. Laking tulong talaga ng USAID AMORE. Marami na kaming training na naattend. Tulung-tulong at encourage ko mga kasama, at iyon ang nagpapalakas sa asosasyon. Magplano ng ano pang ibang bagay na mapagkakakitaan. BAWASA 2: Kapag nasira ang pipeline, ako ang nag aayos. Sasabihan ko ang mga kasama kung sino ang may sira at ipapaalam sa buong barangay at kasamahan. BAWASA 1: Kung malaki ang sira, minsan isang buwan namin bago magawa. Sobrang sira, nawashed out, isang buwan din bago natapos gawin repair, kasi naghukay pa kami nang malalim. Nahirapan kami sa pagtatrabaho ng repair, kasi walang tools at walang pakain sa mga kasamahan. Dalawa kaming technician, lalakarin pa namin from main source.
4. How does your association manage the community-based water supply system?	BAWASA 1: Kung sino ang miyembro na magpapakabit ng trubig, magmimeeting muna kaming association, magpapatawag si chairman ng meeting. P10.00 ang tariff. BAWASA 2: Depende sa distansya. May P 10.00, P15.00 pag medyo malayo. Kung 200m from the main source/faucet P10.00, pero pag nakabit na sa bahay P25.00 na. BAWASA 3: Marami ang may lupa pero hindi sila nakatira dito. Wala silang bahay dito, nagfarm lang. BAWASA 4: Katulong ni president sa pagpapatupad at paglalakad ng grupo. BAWASA 5: Bilang miyembro, humihingi ng tulong sa asosasyon

	kung may problema ang koneksiyon. BAWASA 6: Reminders sa kailangang magbayad
5. What services do you provide to promote and support proper hygiene and sanitation among users of the water supply system?	BAWASA 6: Dinudoktor, nilalagyan chlorine. Nililinisan ang pinaka source. Mga lalaking miyembro monthly nililinisan. BAWASA 5: Sa pag gamit namin ng tubig, wala kaming nararamdamang masama simula na naimplement, walang ganoon. BAWASA 4: Maglinis ng mga pipeline, bayanihan ang paglinis. BAWASA 3: Ang ginagawa naming, every 3 months, nililinis ng chlorine, gilid- gilid nililinis ang ibaba ng reservoir. Nakakasigurong malinis talaga. Wala pang umangal sa tubig. Sa pag simula, pumunta at na check ng DOH noong 2010. Kumuha ang DOH ng tubig at dinala sa Davao para icheck. BAWASA 2: As technician, malaking pasasalamat talaga sa AMORE, kasi ang hirap kung pa sa ilog kukuha ng tubig. BAWASA 1: Every 3 months, pati reservoir nilillinis, lalagyan ng chlorine. May instruction from AMORE kung paano at gaano karami ang ilalagay na chlorine.
6. What kind of assistance did your association receive from AMORE 3 Program or other groups (please specify) to build your capacity to manage, operate, and maintain the water supply system?	BAWASA 1: Malaking tulong sa patubig, ang trabaho tuluy -tuloy na. Malapit na ang tubig at malinis na ang katawan, nakakaligo natutuwa na misis mabango na. (Tawanan lahat) BAWASA 2: Pasalamat talaga ako sa AMORE, marami ng trabaho ang nagagawa kasi malapit na ang tubig. Dati kasi 1 ½ hours pa bago makakuha ng tubig. BAWASA 3: Nang una talaga ibinigay, umpisa pa lang, ang nasalihan ko dalawang trainings. 1.) Monitoring and evaluation ng patubig 2.) Technicians training. Mga meeting at orientation tungkol sa maintenance sa malinis na patubig. Pag gustong maligo kaagad na makaligo. Mas okay na, may pandilig na sa mga tanim. BAWASA 4: Sa akin dati, di pa sapat ang tubig, hindi ako masyadong maabot ng patubig, 2hours magtabo pa ng tubig. Kaya pasalamat talaga ako ngayong nagbigay ang AMORE ng patubig. Ngayon madali na agad ako makagamit ng tubig. BAWASA 5: Sa akin ang patubig ng AMORE, noon manganganak ako mahirap sa tubig. Ngayon hindi na kami nahihirapang maligo. Madali na lang makaligo sa bahay nat hindi na sa ilog na malayo. BAWASA 6: Maganda talaga ang AMORE, nagbigay talaga ng tubig, naging malinis na kami.At talagang kailangan at laging ginagamit ang tubig. Madali na kaming makaluto, makalinis ng kulungan ng baboy at manok. Nakatulong talaga kasi naging madalas na linisin at lumusog ang mga hayop. Nakakabayad na kami sa monthly namin sa

<table>
<tr><td></td><td>patubig.</td></tr>
<tr><td>7. Do you think such assistance were sufficient for your association to effectively deliver services?Please explain your answer.</td><td>BAWASA 6: Hindi pa sapat, may plano kaming gumawa pa ng basakan (rice terraces). Dapat masuplayan pa ng tubig para makapagtanim.

BAWASA 5: Sa akin, sa banda sa amin, meron pa dapat matamnan ng palay pero hindi masuportahan ng tubig, kasi mataas ang lugar namin. Dapat mas malaking tubo at reservoir.

BAWASA 4: Hindi pa sapat, may tubig nga pero pang konsumo lang. Dapat may pang rice fielld din para sa kabuhayan.

BAWASA 3: Sa amin, pantubig-inumin at panluto tama lang. Pero sa pangangailangan ng pangkain hindi pa kuntento. Ang plano ng association, nag iisip magtanim ng cococa at bayabas pa para may magawang programa at project. Kada isa miyembro may sinasaka mga bayabas at cocoa. Every member, P1 per kilo from bayabas at cocoa ibibigay sa association. Dahan-dahan lang tag iisa, pambili din ng pipe. Malaki din, 50 m hose at materials ang kailangan. P2,000 plus ang per rolyo ng hose. 35 hectares ang gusto naming madevelop para makapagbigay hanapbuhay sa iba pang nangangailangan. Palay ang itatanim sa 35 hectares hindi pwede bayabas.

BAWASA 2: Nagpapasalamat ako sa AMORE, laking tulong, ang dami naming plano. Kailangan talaga namin ang suporta para sa aming association Salamat pumunta dito ang AMORE at sana ay matulungan pa kami.

BAWASA 1: Hindi pa sapat, sa tubig inumin sapat na, pero para sa pamumuhay hindi pa kuntento.</td></tr>
<tr><td>8. What are the sources of income of your association? On the average, how much does your association earn in a year for the period 2009 -2012?</td><td>
<table>
<tr><td>Sources</td><td colspan="2">Sources of Income 2009-2012</td></tr>
<tr><td></td><td>MAWATO</td><td></td></tr>
<tr><td></td><td>2010 = P350.00 (Oct 2010/11 members)</td><td></td></tr>
<tr><td></td><td>2011=P1,210

(11members)</td><td></td></tr>
<tr><td></td><td>Jan-Dec 2012=P1,720</td><td></td></tr>
<tr><td></td><td>2013 = P2,000</td><td></td></tr>
<tr><td></td><td>(14 members)</td><td></td></tr>
<tr><td>Average Annual Income (Pesos)</td><td>5280</td><td></td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td></td><td>BAWASA 1: TREASURER lang ang makakasagot.

BAWASA 2: Siya kasi ang may record.

BAWASA 3: Sa meetings naman, may financial reports, pero para sigurado, tingnan.

BAWASA 4: Koleksiyon at lemon grass income.

BAWASA 5: Alam lahat ng treasurer.

BAWASA 6: Ang lahat ng nakarecord sa notebook ko, naiireport naman.</td></tr>
<tr><td>9. What is the current expenditure of your association for your different organizational activities, including the O&M of the water supply system?</td><td>
<table>
<tr><td rowspan="2">Activities</td><td colspan="2">Association Expenditures 2012 (Pesos)</td></tr>
<tr><td>MAWATO</td><td></td></tr>
<tr><td>1.Nasira ang tubo (Apr 23, 2011)</td><td>P253</td><td></td></tr>
<tr><td>2. 2012, tubo</td><td>P130</td><td></td></tr>
<tr><td>3. 2013, tubo</td><td>P321</td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>P 704</td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
BAWASA 6: Kadalasan, sa tubo lang ang gastos.

BAWASA 5: Pag may meeting, hindi na kakain.

BAWASA 4: Maliit lang.

BAWASA 3: Mabuti at hindi pa malaki ang gastos, nakakaipon ang asosasyon para sa mas malaking gagastusan.

BAWASA 2: Gamit lang naman, labor, sa may bahay na ang gastos.

BAWASA 1: Ganoon din, sama kami lagi pag nag-aayos.</td></tr>
<tr><td>10. What is the present financial status of your association? Is your association in a net positive or negative financial status based on your 2012 financial reports?</td><td>BAWASA 6: Positibo, may pera pa sa bangko. Remaining money at the bank – P4,576

BAWASA 5: May pera pa naman.

BAWASA 4: May record nga ng koleksiyon.

BAWASA 3: Ina update naman lahat sa finances.</td></tr>
</table>

	BAWASA 2: May pera kaya positibo BAWASA 1: Positibo
WASH Project	
11. What type of water supply system technology (spring development, rainwater harvesting, hydraulic ram pump, solar PV-powered) does your association manage?	Note: All the respondents answered "spring development."
12. How many household and individual beneficiaries are served by your water supply system?	BAWASA 6: 12, dati 15. BAWASA 5: Tatlong kabahayan lang dito sa amin sa bukana ng sitio. BAWASA 4: 12 BAWASA 3: Lahat-lahat, 12. BAWASA 2: Katulad nila, 12. BAWASA 1: 12 household
13. How does your association operate the water supply system to ensure equal access by household beneficiaries?	BAWASA 6: Buwan buwan may meeting, makikita ang hindi nakabayad ng utang, masisingil talaga. BAWASA 5: May aplikasyon, at pag-uusapan ng mga opisyal ang tungkol sa aplikasyon. BAWASA 4: May kampanya sa benepisyo ng tubig. BAWASA 3: Nag-aapply ang gustong maging miyembro, ipinaliliwanag sa kanila ang pakinabang ng malinis na tubig, at ang mga babayaran. BAWASA 2: Kami ang magkakabit. BAWASA 1: Pag ok na ang aplikasyon.
14. Does the household beneficiaries pay certain fee or tariff to have access to (or use of) water supply system? If Yes, how is this fee or tariff determined per household (fixed or variable depending on volume of water consumed) per	BAWASA 6: Meron, iba-iba, depende sa layo o lapit ng bahay sa reservoir. BAWASA 5: P10.00 bahay na malayo, P15.00 malapit, P25.00 gripo na may taas (30m,10m,/50 m) BAWASA 4: 5 household ang sinisingil ng P10.00 BAWASA 3: 4 household ang sinisingil ng P15.00 BAWASA 2: 3 household ang sinisingil ng P25.00pag malapit lang, p10, malayu-layo, p15.

month? On the average, how much is this fee or tariff for each household? What is the collection rate of this fee or tariff in 2012? What is the main reason for high or low collection rate? If No, what is the source of your association's budget for O&M of the water supply system?	BAWASA 1: Nauubusan ng pera BAWASA 2: Depende sa layo ng lugar BAWASA 3: Inuuna ang bigas BAWASA 4: Hihintayin muna ang panahon ng pag-ani. BAWASA 5: Ulam muna. BAWASA 6: Naiintindihan naman namin. Kahit hindi nakakabayad, hindi naman napupultulan ng supply ng tubig.
15. What are some operational issues that your association faces in operating and maintaining the water supply system?	BAWASA 1: Wala pang problema. BAWASA 2: Wala pang problema sa ngayon namomonitor naman namin pipeline, kaya walang problema. Kung may sira at hindi na namin maayos manghingi kami ng tulong sa Amore. BAWASA 3: Ang na experience naming problema nung bumagsak ang lupa, nahinto ang supply ng tubig, trinabaho namin, nasira yung pipe, 1 roll ang patungo sa reservoir na nawala di na magamit. Kaya humingi kami ng tulong sa AMORE. yung mga excess walang panggawa dito. 1ft. yung kailangang lalim ng hukay. Mula noon hanggang ngayon airlock lang BAWASA 4: Halos isang buwan ding walang tubig dahil sa sinabi ni chairman. BAWASA 5: Maayos na naman ngayon. BAWASA 6: Sa paniningil, wala naming malaking problema. Lahat naman nakakabayad kahit may delays.
16. What specific assistance did AMORE 3 or other groups (please specify) provide to your association for the operation and maintenance of water supply system?	BAWASA 1: Training sa pagkabit ng tubo at gripo. BAWASA 2: Technician's training. BAWASA 3: Hindi epektibo ang pag manage kung hindi kami na trained. BAWASA 4: Organizational development training. BAWASA 5: Wala po akong training. BAWASA 6: Natrained kami para maayos ang mga financial na report.
17. How did your association benefit from the assistance?	BAWASA 6: Maipakita at transparent ang financial report. Natutong magkwenta. BAWASA 5: Bilang miyembro, nakikita ko ang kanilang maayos na samahan.

	BAWASA 4: Napapadali ang pamamalakad namin. BAWASA 3: Laking tulong sa pagpapalakad ng association. Bilang chariman, nalaman ko ang halaga ng pakikisama at pakikinig. BAWASA 2: Kaalaman sa pagiging technician kaya magagawa ko ang tungkulin. BAWASA 1: Alam ng mga tao kasama kami sa MAWASA kaya dapat maganda ang serbisyo.
Effectiveness	
18. Does the community-based water system managed by your association continue to function or operate at present? If Yes, how do you maintain the operation of this system? Please provide further details on your answer. a) Undertake regular maintenance work b) Provide adequate maintenance budget c) Conduct consultations with household beneficiaries d) Others (please specific)_____ If No, what was the main cause of the problem? What would you consider as the most effective way to bring back this system into operation?	BAWASA 1: Gumagana. Hindi pa nagka problema ang koneksyon. BAWASA 2: Oo gumagana. May maintenance, dinadaanan may mga koneksyon. BAWASA 3: Wala pang kasira-sira ang koneksyon. Sa mga meetings, nagtatanong kami kung may problema ang mga miyembro. BAWASA 4: Maayos na ulit. Pinag-uusapan sa asosasyon kung may problema. BAWASA 5: Hihingi ng tulong pag may sira pero hindi pa nasira ang gripo. BAWASA 6: Kakakabit lang, wala pang sira. Kapag may problema, may budget pa para sa maintenance.
Efficiency	
19. Does your association earn income from the management and operation of the water systems? If Yes, where do you attribute such earning? If No, what are your plans for improving efficiency and cost	BAWASA 6: Oo, sa buwanang kontribusyon na p10, p15, o p25, at saka yun ngang sa bayanihan (mga panamin ng siyam na miyembro) BAWASA 5: Mas madagdagan pa ang pondo ng association. At magkaroon ng additional program at projects para sa aming kabuhayan. Magtanim ng cocoa at talong , 3 years pa ang hihintayin namin. Para pang support din sa bayabas. BAWASA 4: May plano pa para sa ibang proyekto. Pag-uusapan pa.

effectiveness?	BAWASA 3: Multi cropping kami. Sa ilalim ng puno ng cacao, pwedeng magtanim ng talong. Isang piso ang bawat puno ng talong, at kung magpapalagay ng fertilizer ang nagtanim ng talong, P1 ulit. Naisip lang ito ng grupo. Yung kita namin sa lemon grass binili namin ng buto ng talong. Pag harves sa talong ng may-ari, at gusto niya pang magbigay sa asosasyon ng additional p1 sa bawat kilo na maipagbiili niya, more income para sa MAWASA. BAWASA 2: Malawak pa ang lupain dito, pwede pang tamnan.
20. Did your association provide counterpart in the installation of the water supply system (e.g., labor, material, financial)? If Yes, what was your counterpart?	BAWASA 6: Labor, sina Berto. BAWASA 5: May nagtrained kay Berto at Randy kaya kasama sila sa pagkabit ng patubig. BAWASA 4: Mga prutas. BAWASA 3: Tumulong sina Berto at randy, sila ang mga nakatraining bago ang installation. BAWASA 2: Kami ni Randy. BAWASA 1: Yun lang
21. Do you think that the WASH technology installed in your barangay is the most cost efficient for generating safe potable water? If Yes, what is your evidence? If No, what do you think is the best alternative?	BAWASA 1: Matipid. Hindi kasi magkakasakit sa pagod. BAWASA 2: Matipid talaga kasi malinis. BAWASA 3: Tipid sa oras at sa enerhiya. Hindi na maglalakad ng dalawang oras. BAWASA 4: Huwag aksayahin ang tubig. Tipid pa din ngayon, madali ang buhay hindi na mapapagod. Dati, dalawang oras ang nilalakad para magkatubig sa bahay pero, nauubos lang wala pang isang minuto. BAWASA 5: Pareho lang tipid pa din BAWASA 6: Matipid para sa aking pamilya.
Sustainability	
22. Do you think that your association can sustain the water supply system in the next five years? If Yes, how can it be sustained by your association? If No, what is the reason that the association cannot sustain the water supply system operation?	BAWASA 1: Meron pa yang tubig, may itinanim kaming kahoy ng lansones sa palibot ng tubig (reservoir) para maprotektahan ang spring at di gumuho ang lupa. Pag may puno mag-absorb ng tubig. BAWASA 2: Namomonitor kaya meron pa yun tubig. BAWASA 3: Sa palagay ko, depende. Pwede pang paabutin ng 30 years pwede ding 2 years, epende sa pag maintain namin. Pag nawala ang tubig, wala talaga. Itutuloy ng association ang magplano at pag may masira ipapaayos agad. Ang gusto naming, makinabang pa mga anak namin, BAWASA 4: Hindi ako papayag na mawala ang patubig. Tulung

	tulong kami sa pag aayos. BAWASA 5: Aalagan talagang mabuti para makinabang pati ang mga apo. BAWASA 6: Lola na ako ngayon. Kung sakalng aalis na ako, kailangang maipasa sa mga bata ang responsibilidad.
23. What AMORE 3 approaches or strategies to sustain the water supply system can be considered good practices (e.g., in terms of sustainable financing, technological innovation or institutional mechanism)? Please describe the good practices.	BAWASA 1: Hindi agad nakasagot, babalikan. BAWASA 2: Hindi sumagot. Kaya si 3 na ang tinanong. BAWASA 3: Training sa patubig. At kung gagamitin ng tao ang tatlong ito: Pagtutulungan, Pagpapakumbaba, at Pakikinig, magtatagal pa kamiat ang AMORE 3 patubig. Gusto din naming gayahin kami ng mga karatig na lugar para maranasan nila ang mayroon kami ngayon. BAWASA 4: Masususstain, maitutuloy ng miyembro na magkaisa at magtulungan para hindi masayang ang programa at projects dito sa aming lugar. BAWASA 5: Tama si chariman, uunlad at magtatagumpay kung magtutulungan. BAWASA 6: Pagbabahagi ng patubig sa amin. BAWASA 2: Ang training sa pagiging technician. BAWASA 1: Magpasalamat sa biyayang galing sa Diyos.
24. What would you recommend to provide more effective and sustainable development assistance or service for your barangay?	BAWASA 1: Ipagpatuloy pa ang lahat ng programa. BAWASA 2: Ipagpatuloy pa din. At isa pang reservoir ng tubig para maabot ang matataas na lugar. BAWASA 3: Para sa aming komunidad, kung pwede lang maibigay,maiwan kami dito magtulungan pati ibang sitio matuto sa pagtutulungan namin dito sa aming lugar. Teknolohiya para sa pagtatanim ng Palay sa 35 hectares pa. BAWASA 4: Ipagpatuloy namin, tumatanda na kami ipagpatuloy isalin sa aming mga anak ang aming Gawain BAWASA 5: Ang daming ginagawa dito sana ay magaya at masundan din ng ibang sitio. BAWASA 6: Magawa kaming example sa mga ginagawa at patakaran namin dito para lumago ang organisasyon ng ibang lugar tulad namin.

Profile of FGD Participants

Name	Age	Gender	Civil Status	Position	Main Responsibilities	Education	Number of years in the position	Amore 3 trainings attended	Main livelihood
1. Mamerto Sariana	58	M	M	O&M officer	O&M of water supply	Elem graduate	3-4 years	O&M	Farming
2. Alberto G. Artigo	43	M	M	O&M officer	O&M of water supply	No grade	3-4 years	O&M	Farming
3. Paulino Regidor	44	M	S	President	Overall supervision & management	Elem graduate	3-4 years	Organizational devt	Farming
4. Roel V. Lendio	42	M	M	Vice President	Membership education & Participation	Grade school (1-6)	3-4 years	Organizational devt	Farming
5. Benita R. Sariana	55	F	M	Member	Attend every month meeting	High School (1-4)	1-2 years	___	Farming
6. Alberta Camilo	58	F	W	Treasurer/Finance officer	Financial Management Records keeping. managment	Grade school (1-6)	3-4 years	Financial Management	Farming

Cagbalete Annex Water and Sanitation Association

Date:	February 11, 2014
Time started/ended:	8:45 am - 11:00 am
Venue:	Cagbalete 1 Annex Elementary School, Cagbalete 1, Mauban, Quezon
Organization, Capacity Building, and Operation of BAWASA	
1. When was your association (BAWASA) formally organized and registered with Government registering authorities (i.e., DOLE)?	A. June 20, 2012, unang miting para mabuo ang organisasyon. B. June 28, 2012, nabuo na. C. August 3, 2013, DOLE registered Navalidate sa records dahil sa talakayan: BAWASA 1: Sa DOLE, parang August 2012 na. BAWASA 2: August nga yata. BAWASA 3: Pagkatapos ng AMORe 3 seminar, ilang araw lang, naglakad na para maregister. BAWASA 4: August ngavyata yun, pagkatapos makakuha ng 15

	members maliban sa officers.ang mga ito sa
2. At the time of registration, how many were the members of your association? At present, how many are the members? What could be the reason/s for the increase or decrease in number of your association members?	BAWASA 1: August 3, 2012-15 members plus 15 officers. Hindi na nadagdagan, nagging inactive na association dahil sa problema kay Mayor at sa komunidad. BAWASA 2: Nang magsimula,30 lahat kasama ang officers. Balak na sanang magpa general assembly para sa iba pang miyembro. BAWASA 3: 15 plus officers na 15 din. Natigil kasi nabalitang may nagtae, hindi na kumuha ang mga tao ng tubig. Sa mga uminom naman, ng tubig, hindi naman nasira ang tiyan. Walang batayan kung totoo. BAWASA 4: 15 members, 15 officers, hindi na nadagdagan dahil sa mga nabanggit na.
3. What are the functions and responsibilities of your association?	BAWASA 4: Maintenance ng tubig, tiyaking mas malinis at maayos ang pagpapatakbo. BAWASA 3: Leaks ng tubig sa tangke kailangna gayusin. BAWASA 2: Magrecord ng benta at magbayad, kaya lang, bago magsimula, wala na, di na nagampanan ang tungkulin. BAWASA 1: Tulung-tulong sa pagsasaayos ng tubig.
4. How does your association manage the community-based water supply system?	BAWASA 1: Nagkaroon kami ng namamahala. BOD ang kanya-kanyang magtitinda ng tubig para masubaybayan ang supply ng tubig, p20 bawat container, 20 liters, 1.00 kada litro. BAWASA 2: Nagpursiging magsupply ng tamang patubig. Mapangalagaan ang mga bata para maging safe sila kaysa poso. Gusto naming mga magulang suportahan kami ng iba. BAWASA 3: Hinuhugasang maigi ang mga lalagyan nila ng tubig bago naming sasalinan ng tubig. BAWASA 4: Isinasaayos sa monthly meeting ng BOD at members. Pinag-uusapan kung paano pa mapapaganda ang pagpapatakbo ng pagkakaroon ng malinis na tubig. Iniigatan ang tangke at sinisigurong malinis. Kada buwan, nililinis ang loob at labas ng tangke, tulung-tulong kami. Tuka-tuka (take turns) may tatlong magbabantay sa tangke, palitan. Sa grand assembly ng school, ipinaalam sa mga magulang ang sistema ng bentahan at sumang-ayon sila sa presyo ng 20 litro. Nagsinulang magbenta ng tubig-June 28, 2012 Huling benta-March 30, 2013
5. What services do you provide to promote and support proper hygiene and sanitation among users of	BAWASA 1: Sinisigurado kong nasa tmaang level ang tubig bago maglagay ng chlorine. Dapat puno at malinis ang tangke bago maglagay ng chlorine. Ako ang na train ditto.

the water supply system?	BAWASA 2: Kailangang malinis ang container at kamay ng nagbebenta bago lagyan at maglagay ng tubig. BAWASA 3: Tatlong beses na tinitingnan at sinisiguradong malinis ang tangke. BAWASA 4: Araw-araw na minomonitor ang tangke at paligid nito.
6. What kind of assistance did your association receive from AMORE 3 Program or other groups (please specify) to build your capacity to manage, operate, and maintain the water supply system?	BAWASA 4: Quezon Power at grupo ng kababaihan sa Caigsay: 4K Kalipi ng mga Kababaihan para sa Kalinisan at Kaunlaran (tagumpay sila bilang kooperatiba kaya naisip nilang ipagamit sa amin ang kanilang permit para makapagbenta ulit kami ng tubig, pero hindi natuloy ang tie-up plans) BAWASA 3: Ito lang di ang alam ko. BAWASA 2: Yan din po, BAWASA 1: Wala ng iba.
7. Do you think such assistance were sufficient for your association to effectively deliver services?Please explain your answer.	BAWASA 4: Hindi sapat. Kailangan pa rin namin ang sariling strategy. Iba ang komunidad namin, di tugma. May share deposit din dapat para magamit namin ang permit nila. Pero nalaman naming, di rin pala pwedeng gamitin sa lugar namin. BAWASA 3: Sapat na, kaya lang hindi naman nagkaroon ng katuparan. BAWASA 2: Noon, naisip naming magiging maayos na. BAWASA 1: Gagastos pa rin kami ng malaki, wala ngnag pera ang organisasyon. Hindi nasabi kung magkano pero marami raw lalakarin sabi ni Mr. Dondon, coordinator sa Caigsay. Resibo palang, mahal na, p20 lang ang benthan ng tubig. Kapag kumita kami, may 5% ang Caigsay.
8. What are the sources of income of your association? On the average, how much does your association earn in a year for the period 2009 -2012?	

Sources	Sources of Income 2009-2012	
	BAWASA 1	BAWASA 2
Pagbebenta ng tubig		

	Average Annual Income (Pesos) | | | BAWASA 1: Sa pagbebenta lang ng tubig, p20 kada 20 litro. June 28, 2012-July 31, 2012= P1, 133 March 2013 = 400 P1, 533 BAWASA 2: Bentahan ng tubig BAWASA 3: Pareho, sa tubig BAWASA 4: Nagfund raised kami, beauty pageant at solicitation, nakalikom ng 40K, nasa PTA ang pera. Tuloy pa rin ang p10 isang taon sa kada mag-aaral.
9. What is the current expenditure of your association for your different organizational activities, including the O&M of the water supply system?	

Activities	Association Expenditures 2012 (Pesos)	
	CAESWASA	
1. Travel expenses to secure permit	Fare to Lucena 400 To Mauban (2) 200 Fuel boat rent for water test 150	
2. Meetings	Notebks 50	
3. Water tank cleaning	Scotch brite, 90 Joy, latigo 120	
4. Photocopy	Documents 10	
5. Others	Elmers glue big 120	
Total	1, 140	

	Balance 393 (Data mula sa Treasurer, dala ang records)
10. What is the present financial status of your association? Is your association in a net positive or negative financial status based on your 2012 financial reports?	BAWASA 4: Mas alam ng treasurer ang sagot. May kaunting naiwan pa naman yata mula sa p1, 533. BAWASA 3: Treasurer, si Volet. BAWASA 2: Na kay Volet po ang records. BAWASA 1: May tira pang p393.
WASH Project	
11. What type of water supply system technology (spring development, rainwater harvesting, hydraulic ram pump, solar PV-powered) does your association manage?	BAWASA 4: Solar powered. BAWASA 3: Solar powered 3,00 watts, two panels BAWASA 2: Solar BAWASA 1: solar
12. How many household and individual beneficiaries are served by your water supply system?	BAWASA 4: 20 plus limang turistang naubusan ng tubig. BAWASA 3: 20 BAWASA 2: Hindi na nadagdagan, lima minsan. Nang magbakasyon ditto ang kapatid at kanyang pamilya, gusting gusto ng bayaw ko ang lasa ng tubig. BAWASA 1: 20 plus 12 teachers noon. MInsan, turista.
13. How does your association operate the water supply system to ensure equal access by household beneficiaries?	BAWASA 1: P20/litro, sabi ni sir Canete. BAWASA 2: Mas mahal sa bayan, lahat pwedeng bumili. BAWASA 3: 20 litro sa p20 pesos, ibinatay sa container ng tubig. BAWASA 4: Para sa maintenance sana. 2,000 HH beneficiaries dapat pero sa simula, mga 20 tao lang ang bumibili ng tubig at lalong kumonti nang may Alkaline na, libreng patubig ni Mayor. Maaaring bumili ng 20 L ng tubig 2X/day kada pamilya.
14. Does the household beneficiaries pay certain fee or tariff to have access to (or use of) water supply system? If Yes, how is this fee or tariff determined per	BAWASA 1: Oo BAWASA 2: Meron BAWASA 3: P20/20 litro BAWASA 4: P20 ang napagkasunduan. P20/20 liters for 9 months from June 2012 to March 2013

household (fixed or variable depending on volume of water consumed) per month? On the average, how much is this fee or tariff for each household? What is the collection rate of this fee or tariff in 2012? What is the main reason for high or low collection rate?	BAWASA 4: May nagpakalat na mabaho at may lasa ang AMORE 3 patubig kaya wala nang bumili. BAWASA 3: Namigay ng libreng patubig si Mayor, eleksiyon time, nawala rin pagkatapos ng isang buwan, pero hindi na bumalik ang operasyon ng patubig sa komunidad. BAWASA 2: Nasira ang koneksiyon ng tubig para sa kamunidad dahil kinabitan ng Alkaline ang tangke. BAWASA 1: Galing sa ibang parents, gumawa sila ng kwento, naiinggit sila, gusto nilang maging officer ng CAESWASA, di naman sila natrain, akala kasi nila magkakapera sila rito.
If No, what is the source of your association's budget for O&M of the water supply system?	BAWASA 1: P10 kada taon mula sa bawat estudyante BAWASA 2: Fundraising ng organisasyon BAWASA 3: Nagsolicit kaming mga opisyal ng CAESWASA BAWASA 4: Fundraising, 40K nasa PTA/school na
15. What are some operational issues your association face in operating and maintaining the water supply system?	BAWASA 4: Tigil na ang operasyon mag-iisang taon na. Nagdecide na kaming di na ituloy dahil hindi kami nabigyan ng permit kahit nakiusap kami kay Mayor, kasama si Sir Julius, AMORE 3 engineer. Mahirap ding i-convince ang mga kapitbahay. Tumanda na raw silang tubig-poso ang iniinom at di naman sumakit ang tiyan. Dahil sa kawalan ng suporta ni Mayor, sumuko na ako, kinuha ang susi at pumasok ang tao ni Mayor. Nang-intrigang mga members din mismo. Masakit sa amin, hindi nila na appreciate effort namion. BAWASA 3: Yun nga po, intriga, may sumuka, may lasa, may amoy na/ang tubig. Dito ayaw tangkilikin, pag libre at hihingin, gusto. Ayaw lang magbayad ng p20.00. BAWASA 2: Mahirap manghikayat ng taong bibili, may amoy daw, safe naman at di nagtae. Tamang halaga lang naman ang p20. Gusto pa ideliver sa kanila. Nakakasama ng loob, gusto ng CAESWASA na umunlad pa sana. BAWASA 1: Problema sa pagkuha ng permit na magbenta ng tubig para sa maintenance. Sa mga kasama, parang wala lang din. Isa pa, kakulangan sa financial.
16. What specific assistance did AMORE 3 or other groups (please specify) provide to your association for the operation and maintenance	BAWASA 1: Nagbigay sila ng chlorine. BAWASA 2: Seminar, paano magagawa nang maayos ang tungkulin namin.

of water supply system?	BAWASA 3: Tinuruan kaming magkabit ng tubo, lalaki at babe. Lahat itinuro sa amin, anim na teachers natrain as technicians. Ako nanga ang nagkanit ng tubo at gripo sa 16 na classrooms dito. Training sa pagwenta ng kinita. BAWASA 4: Training sa financial, sa pagtitimpla ng chlorine, Paano mag on-off ng panel at paglilinis nito. Moral support sa paglakad ng permit sa DOLE. Dahilan BAWASA 4: Two weeks before May election, natigil ang operasyon ng CAESWASA. Kinuha sa guard ang susi ng water tank area. Kinuha ni Mayor, wala na akming pananagutan sa problema at maintenance. Pero ang ginamit, AMORE 3, kinabitan ng Alkaline. Hindi na gumagana after election. Isang buwan lang. BAWASA 3: 1 month BAWASA 2: Ubos na ang tubig BAWASA 1: Isang buwan Saan na kumukuha ng tubig ang komunidad? BAWASA 1: Poso BAWASA 2: Poso BAWASA 3: Bayan BAWASA 4: Maliban s aposo at pagbili sa bayan, sa Balon
17. How did your association benefit from the assistance?	BAWASA 1: Sa tubig, di na kami lalayo, nandito na ang ligtas na tubig. BAWASA 2: Yun na nga po, malinis na ang tubig. Dati binibilhan pa ang anak ng mineral P40 kasama na ang baon pagpasok sa school. Malaki ang namenos, siguradong malinis pa ang tubig, at maiinom kaagad. BAWASA 3: Nabigyan kami ng siguradong tubig inumin at malinis. BAWASA 4: Natuto kami kung paano magpatakbo ng organisasyon; pagkwenta ng nabenta. Naging bukas ang isip sa pagpapalawak ng samahan kahit walang supporta ng barangay. Nasa amin pa rin ang mga ito kahit nabuwag na ang CAESWASA.
Effectiveness	
18. Does the community-based water system managed by your association continue to function or operate at	BAWASA 4: Bago magmiting, inaalam muna ng CAESWASA ang problema, pag-uusapan naming kung paano masosolusyunan, saan kukuha ng pondo pag nasira ang tubo at chlorinate. Tapos, iSinasangguni sa mga magulang ang p10.00 sa isang taong

present? If Yes, how do you maintain the operation of this system? Please provide further details on your answer. a) Undertake regular maintenance work b) Provide adequate maintenance budget c) Conduct consultations with household beneficiaries d) Others (please specific)_____ If No, what was the main cause of the problem? What would you consider as the most effective way to bring back this system into operation?	kontribusyon bawat isang bata para sa pagmiintina at pakinabang nila. Pumayag naman ang mga magulang, school ang may hawak ng pondo. BAWASA 3: Dinadaan sa miting ang mga problema. Konsulta ang kontribusyon p10 para s apondo. BAWASA 2: Nagreklamo ang ibang magulang, dapat daw libre pero ipinaliwanag na para sa pagmimintina ng patubig para sa mga anak, naunawaan naman nila. BAWASA 1: Mabuti, yung iba, ayaw, bandang huli, pumayag silang magbigay ng p10.00/taon. BAWASA 4: Hindi na po kami makakabalik. Kung muling ibibigay s aamin ni Mayor ang susi sa tangke at ang pamamahala, baka tanggapin ulit, pero iba na ang presidente. Bakit hindi o mahirap na makumbinsi ang mga taong bumalik sa AMORE 3 patubig? Sira na kasi ang labasan ng tubig na para sa komunidad dahil ang tangke ng AMORE 3 ang ginamit ng Alkaline (ultra violet talaga yun) nang ikinabit, nasira ang tubo. Naiturn over ko na rin, at may gap na ang AMORE at si Mayor. Aktibo pa rin kami, buhay pa para sa iskul. Ginagamit pa, may tubig pa. MAgkakaibigan pa ang mga opisyal kaya gagalaw a tkikilos pa rin, at isa pa, general officers din kami sa PTA ditto. BAWASA 3: Pinalitan ng water pump ang gripo ng AMORe 3. BAWASA 2: Mahirap na kasi, kahit ngayon, may mga palihim na kumukuha ng tubig at hindi naman nagkakasakit. BAWASA 1: MAsama talaga loob ko, Ma'am. Nagpagod talaga kami dahil gusto naming may malinis na tubig sa lugar namin.
Efficiency	
19. Does your association earn income from the management and operation of the water systems? If Yes, where do you attribute such earning? If No, what are your plans for improving efficiency and cost effectiveness?	Plano ng organisasyon BAWASA 1: MAsimulan ulit ang operasyon sa barangay, malagyan ng chlorine ang tubig sa tangke. BAWASA 2: Mas mapabuti sana ang serbisyo pero paano makakakiloseh may ibang tao na. Baka sabihin, kumakalaban kami. BAWASA 3: Pwede naming lagyan ng chlorine, nakausap ko technician ni Mayor na nakaassign sa tangke. BAWASA 4: As president, hanggat nandiyan si Mayor, wala akong plano. Iniisip ko kung bakit hindi niya pinagbigyan ang request naming bigyan muna kami ng permit to operate para may masimulang pondo ay dahil hindi ako bumoto kay Mayor. Jehovah ako, wala kaming binotuhan. Kung I tuturn over ulit sa school,

	willing kaming mamuno ulit.
20. Did your association provide counterpart in the installation of the water supply system (e.g., labor, material, financial)? If Yes, what was your counterpart?	BAWASA 4: Lakas a tpagod.. MAteryal at pera ng PTA p40K mula sa aming fundraising, kasama ang beauty pageant contest ng mga parents, solicitation sa labas, at p10 yearly contribution mula sa mga estudyante. BAWASA 3: Pagkakabit ng mga tubo, bawat room ako lang lahat nagkabit, 16 rooms sa isang buwan. Anim ang technician, may babae sa mga teachers. BAWASA 2: Bayanihan, ako ang naatasang aakyat sa tangke para maglinis, pero hindi ko kaya, kaya ang anak kong lalaki ang gumawa para sa akin. Tumulong din sa paghuhukay. BAWASA 1: PAglilinisng tangke at paligid at pagtitimpla ng tubig. Tulung-tulong lahat ng opisyal, pagdating sa materyales na dumadating mula sa bayan, ako nag naghanap ng taong magbubuhat at gagawa, kahit gabi na, kukunin s abangka at hahakutin sa bodega ng iskul.
21. Do you think that the WASH technology installed in your barangay is the most cost efficient for generating safe potable water? If Yes, what is your evidence? If No, what do you think is the best alternative?	BAWASA 4: Matipid po kasi takal ang tubig, limtado ang supply dahil di gaanong malaki ang tangke. Sa mga unang araw, nakalibre kaming officers, pero sabi ni Volet, tayo ang maunang magbayad para makaipon ng pondo. BAWASA 3: Talagang matipid. Konting chlorine lang, 11, 000 litro, timplahan ng dalawang kutsarita. BAWASA 2: Matipid talaga. P20.00/litro pag bibili, safe pa. Ngayon, sa bayan, ang isang Jerry can, p60.00. BAWASA 1: Matipid. Mura na talaga.
Sustainability	
22. Do you think that your association can sustain the water supply system in the next five years? If Yes, how can it be sustained by your association? If No, what is the reason that the association cannot sustain the water supply system operation?	BAWASA 4: Sure naman po, hangga't umaandar ang pump, tuluy-tuloy ang serbisyo sa iskul. BAWASA 3: Sabi ni Sir Julius ng AMORE 3, hanggang anim na taon ang pump, huwag lang magkaroon ng engine trouble. Ibig sabihin, mas matagal pa sa 2019. BAWASA 2: Opo kaya lang may ikinabit, nasira. Depende sa nagmomonitor. BAWASA 1: Depende sa namamahala sa iskul lalo na teachers. Sila ang nandito, nakakakita ng sitwasyon.
23. What AMORE 3 approaches or strategies to sustain the water supply system can be considered good practices (e.g., in terms of sustainable	BAWASA 1: Natutunan sa pagbenta ng tubig. Paano ayusin ang tubo kasi nagtrain. Hindi ko na tinatawag mister ko para ditto. Pwede kong I train ang ibang tao sa natutunan sa training kung may time, at interesado sila.

financing, technological innovation or institutional mechanism)? Please describe the good practices.	BAWASA 2: Pagtimpla ng tubig, kahit sa kapitbahay ay nagawa ko. Tubig mula sa bukal at ilog natry sa kapitbahay. Pumunta ako sa kapatid ko sa Quezon, sa poso sila kumukuha ng tubig inumin, tinuruan ko magtimpla ng chlorine. BAWASA 3: Natutunan kong magkabit ng ilaw at naibahagi ko s aiba ang nalalaman ko. BAWASA 4: Pagpapatakbo ng organisasyon, maghandle ng mga tao sa grupo at magpakita ng magandang ugali sa kanila. Manatiling mapagkumbaba, kahit mataas ang posisyon ng nasa AMORE, patas lang sila sa pagtrato, kaya ganun din ako, humble as a leader; apakinggan ang ibang tao, at kung paano harapin ang struggles
24. What would you recommend to provide more effective and sustainable development assistance or service for your barangay?	BAWASA 4: Coopration, kung walang pagkakaisa ang miyembro at komunidad, walang pag-unlad. BAWASA 3: Gusto kong magkaroon ng sapat na elektrisidad, dagdag na solar panel at isa pang planta para araw at gabi may kuryente. BAWASA 2: MAgkaroon ng sapat na supply ng kuryente, pwede na bumili ng computer at xerox machine para di na magcomputer shop at pumunta sa bayan, walang pera sa pamasahe, p50 one way. BAWASA 1: Pangkabuhayan para sa kababaihan/proyekto imbes na magsugal sila. Makikinabang lahat, halimbawa pananahi ng souvenir items para sa turista, makukuha sa paligid ang materyales.

Notes:

1. CAESWASA stopped functioning as an organization for the community last year. The officers agreed to be still there for the school and the children. Answers to FGD questions are based on experiences and opinions when their organization is still IS

2. Reasons to stop: 1. Failure to secure 'Permit to Operate' from the Mayor's office. 2. Rumors that AMORE 3 water supply has a bad taste and smell. 3. Mayor Llamas supplied Alkaline free water to the community (and between a p20.00/liter supply of water to a free system, community members patronized the latter).

3. Cagbalete 1 has a newly-elected Barangay Captain, and according to him, the barangay council has no clear and immediate plans to bring back AMORE 3 water supply system into operation.

4. Mayor's Alkaline free supply of water only lasted during election period. Two weeks before election, it has ended, but his 'man' still guards the premises of the water tank. He came to us and asked if we are aware that Alkaline is Mayor's and not AMORE's.

5. AMORE 3 water supply system still operates but is concentrated now to school classrooms and buildings. The water, though not chlorinated for a year now, is still safe for drinking. There are no records of illness from drinking since day 1 up to February 10, 2012, FGD day.

6. CAESWASA paid for water test in December 11, 2012, and was cleared safe for drinking and cooking.

Profile of FGD Participants

Name	Age	Gender	Civil Status	Position	Main Responsibilities	Education	Number of years in the position	Amore 3 trainings attended	Main livelihood
1. Violeth N. Barong	46	F	M	Treasurer/Finance officer	Financial Management	High School graduate	1-2 years	Organisational devt, Financial Mgt, O&M	Brgy. Health Worker
2. Gemma S. Cuanan	43	F	M	Bookeeper	Records keeping/ Mamangement	College (1-4)	1-2 years	Organisational devt, Financial Mgt, O&M	Fish Cages
3. Johnny Gutierrez	47	M	W	Technician	Overall supervision & management, O&M of water supply system	High School (1-4)	1-2 years	Organizational devt, Financial devt, O&M	Farming
4. Tito Gallardo	47	M	M	President	Overall supervision and Management	High School graduate	1-2 years	Organizational devt, Financial management	Retail Store operation

ANNEX D-3

Findings from the Key Informant Interviews

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Key Informant Interviews with Government of the Philippines Departments and Donors

Asian Development Bank

Name and Position:	Jiwan Acharya, Senior Climate Change Specialist
Date:	January 29, 2014
Time started/ended:	1:47 pm – 2:16 pm
Venue:	ADB, Ortigas Center
What was your role in AMORE?	In line with ADB's advocacy "Energy for all", it looks at different agencies' programs/models in off-grid electrification not only in the Philippines but around the globe. This initiative, which started in 2008 aims to increase access to energy, especially RE, and to support PPP. Upon consultation with DOE and AMORE, ADB provided funding and

	technical assistance for the training and capacity building of local women on (1) the operation, maintenance and repairs of the system and (ii) entrepreneurship.
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	It seems very good. Upon consultations with the DOE and AMORE teams, we discussed some positive elements such as: • Provision of lighting in the community • Organization of solar training for women • Capacity-building for local women for them to engage in IGAs • Training on proper maintenance and repair of the solar projects.
What factors contributed or hindered achievement of results?	
How effective were the processes, approaches and strategies employed in achieving the results?	Commercialization as a means to pay for the system/product is a very good model. It is a viable business compared to 100% grant projects in the past. It brought together a good combination of hardware and software support - hardware support from the government and software support from the ADB and other stakeholders. AMORE 3 is the pioneer in bringing the concept of commercialization.
How could these approaches, strategies and processes be improved?	It depends on the original objectives of the project. We have yet to see if we get continuity for these projects.
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	Women and children benefited more from having electricity in their homes. Women tend to have participated more in the project • Women are more productive as they work for longer hours • Women enjoy time savings that they can engage in other worthy activities • Women were trained to become technicians as well as entrepreneurs
Sustainability	
What mechanisms were installed to support project sustainability?	• Locally trained individuals to manage the facility is very crucial for the sustainability of the project • Tapping women as technicians because they stay at home most of the time • Using energy systems productively to generate income

How can the employed strategies and approaches contribute to project sustainability?	
What other sustainability mechanisms could have been installed?	
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	People who do not have access to basic utilities become frustrated and choose a different path. The project provided them opportunities to have additional income, access to information and entertainment.
Others	
	There is an ongoing debate on what "energized" or "electrification" really means; there is no common definition. A grid with reliable energy means is the best solution.

Department of Energy

Name and Position:	Hydropower and Ocean Management Division • Wilfredo Malabanan, Supervising Science Research Specialist, • Erwin Pantujan, Science Research Specialist II Solar and Wind Energy Management Division • Peter Sablay, Science Research Specialist II
Date:	January 27, 2014
Time started / ended:	1:45 pm - 3:35 pm
Venue:	DOE, Taguig City
What was your role in AMORE?	DOE provided P7.9M to complete two micro-hydro projects (MHP) in Sitio Lubo, Barangay Ned and Upper Sepaka, Surallah both in South Cotabato. The amount included transmission lines and electro-mechanical equipment. DOE also provided technical assistance and monitored the completion of the project.
Effectiveness	
In your opinion, were the objectives of the objectives of the project met? Why do you say so?	The number of HHs targeted to be connected to the grid was 150 but only 75 got connected. Some households were not financially prepared as they have to pay a minimum of P2T for the cost of the meter and light bulbs.

What factors contributed or hindered achievement of results?	Contributing factors – the people's full cooperation and acceptance of the project. They contributed labor in the construction of the MHP. <u>Hindrance to commercialization</u> HHs' lack of financial capacity to buy solar PV systems or get connected to the MHP grid. HH's "dole out" mentality Inconsistency in HH electrification schemes of organizations working in the same area, i.e., grants vs. paid, more so if these were not coordinated with DOE. Individual solar PV systems are more expensive than getting connected to the MHP grid. It also entails high tariffs, high maintenance cost and low hour usage in contrast to MHP which has low tariffs, easy to maintain and longer usage time. This discourages HHs to buy individual solar PV systems.
How effective were the processes, approaches and strategies employed in achieving the results?	<u>On BRECDAs</u> When we went there for our final inspection, we saw that the BRECDAs were well-organized. They had a complete set of officers including operators who were trained on the O&M of the MHP. The collection was okay and the BRECDAs were planning to expand. However, some BRECDAs could not open bank accounts because they were not registered. So, there were instances when money gets lost. Some households also do not pay their monthly tariffs of P150 for the first 10kwh plus P10/kwh exceeding 10. <u>On commercialization</u> It is good in the sense that it instills sense of ownership - households will maintain anything they bought. Once they learn that the government procured the system, they will not pay. However, a lot of households stop paying the maintenance fee to the BRECDA once the system breaks down.
How could these approaches, strategies and processes be improved?	
Efficiency	
Were the processes/ activities completed on time and at cost?	AMORE's process was through bidding. In Upper Sepaka, the bidding failed such that they resorted to direct negotiation. They negotiated with Triple B, who won the bid for Sitio Lubo, to complete the Upper Sepaka MHP. The failed bidding somehow dragged down implementation. It also incurred an additional cost of P5M which was covered by the LGU.
What were the reasons for the deviation, if any?	The PV suppliers backed out since the price of the solar PV systems lowered.

Gender	
How were gender concerns integrated in the strategies, approaches and processes?	There were women among BRECDA officers and some women were trained as technicians.
Sustainability	
What mechanisms were installed to support project sustainability?	The key to sustainability of the MHP is proper maintenance. If it is properly maintained, it could last for 10 years. The BRECDAs were well-organized and trained on the operations and maintenance of the MHP. The connected households should religiously pay for its maintenance at P5/kwh.
How can the employed strategies and approaches contribute to project sustainability?	With proper coordination with DOE and the electric coops, the BRECDAs can directly approach them for assistance and consultation.
What other sustainability mechanisms could have been installed?	In Leyte, the DOE involved the electric coops in the repair and maintenance of solar PV systems as part of their missionary agenda. They go to the site every time there is a problem. The BRECDAs can ask electric coops for assistance. The same could have been done in AMORE. The DOE used to transfer funds to LGUs for O&M. Unfortunately, the funds disappear especially after elections when there is a change in administration. With electric coops, there is assurance that the funds for O&M will not get lost. AREC or Affiliated Renewable Energy Centers were established in some regions. They are a good source of replacement or spare parts for the PV systems.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	The place is generally peaceful. Generated additional jobs and income, e.g., sari-sari stores, welding shops, karaoke.
Others	
	In areas where there are two systems, e.g., solar and hydro-applied systems, the community tend to compare the costs of the two systems. DOE is supposed to monitor all electrification activities in the country. However, the NEA and other NGOs implement solar projects without DOE's knowledge. The President provided them funds to complete electrification targets. As a consequence, DOE finds it difficult to identify un-energized HHs that it could not reach its targets.

Name and Position:	Alicia De Guzman, Supervising Science Research Specialist, EPIMB
Date:	January 30, 2014
Time started / ended:	2:13/3:09pm
Venue:	DOE
What was your role in AMORE?	Provide policy directions and thrusts to the program. For example, the Philippine government's thrust during Pres. Arroyo's term was 100% barangay electrification. Now, there was a shift from barangay electrification to household electrification, i.e., 90% by 2017. The DOE also provided technical and financial assistance in the form of hardware. The cost of the hardware comes from DOE's budget. In contrast, USAID funds goes to operations of contractor and capacity building.

	AMORE3 was mostly concerned on community facilities. Some school facilities were provided by DOE, while AMORE3 provided WASH projects.
Effectiveness	
In your opinion, were the objectives of the objectives of the project met? Why do you say so?	Yes, the alliance was put up to support the national government's thrusts and promote peace and development in Mindanao.
What factors contributed or hindered achievement of results?	Political interventions both contributed and hindered achievement of results. We were able to get support at the municipality level, but at the barangay level, local authorities influenced selection of beneficiaries. Instead of basing selection on capacity to pay, some households were chosen out of political connections. Procurement also somewhat hindered achievement of results. It took a while for the government funds to get downloaded.
How effective were the processes, approaches and strategies employed in achieving the results?	<u>On commercialization</u> We pre-tested commercialization approach in AMORE2. AMORE provided the institution where DOE could test this approach. In AMORE 1, the government still provided subsidies to household systems. The cost of the HH system was P15T but households only pay P7T which they pay through the BRECDAs. The balance of P8T was from the government. The DOE gave money to AMORE which they also gave to BRECDAs as their seed capital. We also put up barangay facilities which later became demonstration projects. We also pre-tested the approach among private companies but it was difficult -commercialization was not realized. It was only in AMORE that this was actually tested. The approached was successful, especially in Cotabato, in the sense that the BRECDAs were able to sell the systems and gained profit. USAID continued the approach in AMORE3 since they have done the groundwork. <u>On public-private partnership</u> Amore's mobilization efforts were commendable. It was able to generate a lot of support from the private sector. Companies diverted their CSR funds to AMORE. Indeed, the selection of Chief of Party (COP) is very crucial to the project. <u>On TESDA</u> Building capacities of people is TESDA's biggest contribution to the

	project.
How could these approaches, strategies and processes be improved?	
Efficiency	
Were the processes/ activities completed on time and at cost?	The engagement between DOE and AMORE did not proceed as expected. It took some time to lay down the necessary funding.
What were the reasons for the deviation, if any?	
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	I met two lady BRECDA officers who were sent to train as technicians.
Sustainability	
What mechanisms were installed to support project sustainability?	On sustainability, AMORE needs to return to the barangays and BRECDAs to see how many of them are still operational and if there is a need to re-activate them. In the event that AMORE leaves, there should be an institution which could provide support to the BRECDAs.
How can the employed strategies and approaches contribute to project sustainability?	
What other sustainability mechanisms could have been installed?	
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	If there is no electricity, the people's movements are restricted and crimes prevail especially after 6:00pm. In one MHP area, micro-enterprises like sari-sari stores and welding shops sprouted as a result of having electricity. Both children and adults could study at night because of improved lighting.
Others	
	In 2010, DOE conceptualized application of the commercialization approach through electric cooperatives. DOE would build the capacity of electric coops to support solar projects.

Local Government Unit: Bantol, Marilog, Davao City

Name and Position:	Jonelvin B. Fiel, Barangay Kagawad (designated by Punong Barangay Dionesio Sayad)
Date:	January 30, 2014
Time started / ended:	09:00 am -
Venue:	Bantol, Marilog, Davao City
What was your role in AMORE?	I used to be in the BOD of the BRECDA but resigned when I was elected as Barangay Councilor.
If you did not have any role in AMORE3, what could have been your role?	I cannot exactly tell, but I will be very supportive of the project. Whenever the associations have problems, the LGU should be there to assist them. The associations in the barangay should closely coordinate with the LGUs because we are talking of the same people. They may be in many different associations but they are still constituents of the same barangay.

Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	Yes, the objectives were achieved because we now have light and water which I think is AMORE3's end goal. Children can now study longer at night Lighting is no longer limited compared to kerosene Fire caused by kerosene lamps can now be prevented. The solar lights do not malfunction even with heavy rains and strong winds. We now have greater access to communication due to the charging features of the solar packages.
What factors contributed or hindered achievement of results?	Meetings and consultations played a big role for people to buy in the project. At first we were hesitant but when they explained the project to us, we accepted.
How effective were the processes, approaches and strategies employed in achieving the results?	AMORE3 conducted barangay entry activities. They offered the project and the people willingly accepted. A survey was conducted to carefully identify prospective household beneficiaries. Initially, we were offered battery charging stations. Then came the solar home lighting systems and the like, which I think were carefully delivered. The BRECDA was organized to manage and handle the project. They were provided organizational and financial management trainings after which they created policies, systems, procedures and by laws. AMORE3 introduced easy payment schemes for the solar packages where households pay P350/month for a period of 2 ½ years. Fifty (50) beneficiaries were initially offered solar packages which were then turned over to the BRECDA. We were also taught and trained to do canvassing of solar packages. Companies were introduced to us and we dealt with them on our own, if not, less supervised by AMORE people. We were also assisted by the local government unit. We also participated in the trainings for our technicians on operations and maintenance and other technical aspects. Kits were also distributed at that time.
How could these approaches, strategies and processes be improved?	The officers of the association worked as volunteers. They could not fully function at times since they also had to attend to their livelihood.
Gender	
How were gender concerns integrated in the strategies,	Technical trainings for women were organized where they were also

approaches and processes?	given kits. These women applied for the position.
Sustainability	
What mechanisms were installed to support project sustainability?	The association's By-laws contain sanctions and disciplinary actions for members who do not pay. The unit will be confiscated and given to those who are willing to pay. The officers should fully enforce the policies approved by the general assembly.
How can the employed strategies and approaches contribute to project sustainability?	
What other sustainability mechanisms could have been installed?	The BRECDA and BLGU should closely work together and coordinate in all activities.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	Our streets are now lighted and our houses illuminated so crimes like robbery and in some cases, casting stones at houses when people are drunk can now be prevented. The presence of lights somehow intimidates lawless elements in the community.

Local Government Unit: Antonio, Sergio Osmeña, Zamboanga del Norte

Name and Position:	Hon. Alan Bagundol, Barangay Captain
Date:	February 4, 2014
Time started / ended:	
Venue:	Bgry. Antonio, Sergio Osmena, Zamboanga del Norte
What was your role in AMORE?	BRECDA Member
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	The objectives of the project were achieved. The AMORE 3 project made us experience how it is to have light in our homes. Our people realized that solar light is better than the kerosene lamps we were using before Our children can do their homework at night Solar light sustained us during the storm.
What factors contributed or hindered achievement of results?	

How effective were the processes, approaches and strategies employed in achieving the results?	
How could these approaches, strategies and processes be improved?	The strategies may be improved if they visit our barangay to monitor the unit so they will realize how difficult it is to acquire the needed parts to repair the system.
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	We do not have women technicians in the barangay. We were not able to send women representatives to the training.
Sustainability	
What mechanisms were installed to support project sustainability?	We have a television set in the barangay which we use for income generation. People pay when they want to a watch movie. The collected payments will be used for the maintenance the PV-Solar system. We, as barangay officials, strongly encourage everyone in the community to take care of the system because this is very useful to us.
How can the employed strategies and approaches contribute to project sustainability?	
What other sustainability mechanisms could have been installed?	
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	The people are no longer scared to go out at night since there is light. Some even play at the barangay hall at night.

Local Government Unit: Buug, Zamboanga Sibugay

Name and Position:	Hon. Shirley A. Marayag, Barangay Chairwoman
Date:	January 27, 2014
Time started / ended:	2:10 pm - 3:30 PM
Venue:	Brgy. Del Monte, Buug, Zamboanga Sibugay
What was your role in AMORE?	I was on my first term as barangay captain when the AMORE project was introduced to me
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	The objectives of the AMORE 3 project were achieved. The school children benefitted most from the project since they no longer have to fetch water from the well located several kilometers away from the school.
What factors contributed or hindered achievement of results?	There were no hindrances in achieving the result of the project as it created a big impact on the community.

How effective were the processes, approaches and strategies employed in achieving the results?	
How could these approaches, strategies and processes be improved?	
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	
Sustainability	
What mechanisms were installed to support project sustainability?	The PTA is responsible for the operation and maintenance of the water system for which they underwent training. The school assigned trained personnel to maintain the water system. The PTA and barangay officials conduct regular meetings to discuss maintenance issues. The barangay's counterpart is to maintain the water supply to the school
How can the employed strategies and approaches contribute to project sustainability?	
What other sustainability mechanisms could have been installed?	Installation of water pump to increase water output such that the system could generate income for the school. Additional water source to supply the water catchment. The barangay cannot give free water because they need to keep safe their income with the BAWASA to pay for their monthly electricity bill.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	The projected prevented school children from encountering accidents while fetching water. The children can now concentrate on attending classes.
Others	
	The barangay will be eager to accept whatever project they may give us for the welfare and development of the community.

Local Government Unit: Guimotan, Zamboanga del Norte

Name and Position:	Hon. Antonio Alamada, Barangay Captain
Date:	January 28, 2014
Time started / ended:	12:40pm - 1:25 pm
Venue:	Brgy. Guimotan, Zamboanga del Norte
What was your role in AMORE?	During AMORE mplementation, I was just a beneficiary
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	Yes, the project has achieved its objectives. It was a great help to our community particularly to our women and children. Women and children are no longer scared to go out of the house at night. Our children are able to do their homework and study their lessons at night. When there is power interruption, for instance, during storm, solar is our second option. We use it to charge our cellphones and distribute light to other houses. We use solar to light our mosque. The project helped us lessen our expenses for kerosene

What factors contributed or hindered achievement of results?	People can only avail the unit if they have money for down payment in the amount of P2T. Only seven houses were installed with units, i.e., those who managed to pay said amount. If you are not close to the barangay captain, you cannot avail solar home units The BRECDA no longer exists. The leaders/point persons of the said project are no longer in the community. After the project was turned over, the BRECDA members representing seven households no longer existed. Some of their units were given to residents in far-flung areas that cannot be connected to the grid.
How effective were the processes, approaches and strategies employed in achieving the results?	
How could these approaches, strategies and processes be improved?	
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	We don't have women technicians, we only have male technicians who were trained on O&M of the PV-Solar but they are no longer in our area.
Sustainability	
What mechanisms were installed to support project sustainability?	The barangay is now responsible for operating and maintaining the unit after the BRECDA was dismantled. We have trained electricians to maintain the unit and trouble-shoot problems that may occur. We see to it that needed equipment or materials are repaired or replaced, e.g., batteries.
How can the employed strategies and approaches contribute to project sustainability?	
What other sustainability mechanisms could have been installed?	
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	

Local Government Unit: Lake Sebu, South Cotabato

Name and Position:	Antonio B. Fungan, Sr, Mayor
Date:	February 3, 2014
Time started / ended:	1:00 pm - 1:30 pm
Venue:	Lake Sebu
What was your role in AMORE?	The LGU' of Lake Sebu's role in the project was to provide equity. We delivered sand and gravel, shouldered transportation and labor cost during installation. That's all. I was just invited during the ground breaking ceremonies and no more.
If you did not have any role in AMORE3, what could have been your role?	The LGU should have been involved in the whole duration of the project. The implementation and all aspects of the project should have been coordinated with us. What happened was, I was only informed that the project was already finished. We should be made aware on the program of works. Even the contractor (YAMOG) had loose coordination with us. So I could not say anything more on the project in terms of effectiveness more so, sustainability. However, I highly appreciated the project since it helped the people there. If there would be another project such as AMORE3, I would still recommend it.

Local Government Unit: Sitio Lubo, NED, Lake Sebu, South Cotabato

Name and Position:	Adrian Duran, Barangay Secretary Joelito E. Develos, ABC President
Date:	February 3, 2014
Time started / ended:	3:45PM
Venue:	NED, Lake Sebu, South Cotabato
What was your role in AMORE?	The BLGU's role was to put up the required equity for the project. It also had a hand in reinforcing the by-laws and policies of the association (LURECDA) that manages the MHP to complement with that of the barangay's. The barangay also drafted an ordinance for the protection of the watershed areas as the source of water for the project.
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	Yes, the objectives were achieved because the people in the community benefitted from it.
What factors contributed or hindered achievement of results?	People cannot afford to buy solar packages - it was too expensive. They opted not to join the organization. The O&M collection scheme was not effective. Those who religiously pay were not satisfied with the services of the association. As time passes, the O&M should be lowered because the system is depreciating.

	There should be a cut-off for O&M collection. I heard that in some areas covered by the project, the packages are no longer functional.
How effective were the processes, approaches and strategies employed in achieving the results?	The strategies and approaches should be varied based on the people's culture and location. Policies and schemes need to be revisited, revised and reformed. People should decide the policies applicable to them. If not, they are useless.
How could these approaches, strategies and processes be improved?	
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	Women were involved in the management of the project. Most associations in NED are managed by women because men focus on farming which is their source of income. The GAD integration in NED is fair.
Sustainability	
What mechanisms were installed to support project sustainability?	Cooperative officials and leaders were trained on financial management, project management, technical aspects of the packages and other capability building activities.
How can the employed strategies and approaches contribute to project sustainability?	
What other sustainability mechanisms could have been installed?	The association should hire a top- caliber technician. However, the association cannot afford this for now because the collection from its members is very small. Highly-qualified technicians also require higher pay. Local technicians go out of the community to find jobs in the cities. LGUs should be involved in all aspects of the project. Association leaders, officials, members and the barangay council should have more participation in the project. Their roles should be identified and clarified. Ownership of the project should be instilled on the people. Education and training on project management should not be confined to the leaders - it should be cascaded to the members. The members are only required to attend Pre Membership Seminar but after that, no more. Training should not be confined to the classroom. Members should be coached individually. The General Assembly should monitor the status of the packages and performance of leaders themselves. They deserve to know.

	Constant collaboration even after the project has been turned over to the association.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	The streets are now lit so robbery and rustling in the barangay were minimized.

Local Government Unit: Surallah, South Cotabato

Name and Position:	Romeo J. Barrientos, Jr., Municipal Development Planning Coordinator
Date:	February 3, 2014
Time started / ended:	
Venue:	Surallah, South Cotabato
What was your role in AMORE?	We are partners so that we are also a major stakeholder of the project.
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	Yes it was achieved. Upper Sepaka is the only un-energized barangay in Surallah. The fact that it was energized meant that the objectives of the project were met, in that area alone- rural electrification.
What factors contributed or hindered achievement of results?	I think it is time – the project duration was quite short and so with the processes.

How effective were the processes, approaches and strategies employed in achieving the results?	They were very effective. In fact, we conducted weekly meetings with the people so that the emerging problems will be solved right away. We are very organized here. We (Mr. Dave of USAID, Yamog, the barangay and the association) regularly coordinate for project monitoring together with the municipal engineering department.
How could these approaches, strategies and processes be improved?	I think we just need to recalibrate and fine tune what has already been started to become relevant to the current situation. This will improve with time.
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	GAD is part of AMORE's agenda. They conducted institutional building. In fact, the manager of the association is a woman. Three lady members of the barangay council are very active. They go to the office every week to report everything. The community is 60% Muslim. Muslim women were made part of the project.
Sustainability	
What mechanisms were installed to support project sustainability?	The project ensured that an institution was in place and capacitated in managing the project. The role of the barangay and municipal governments were carefully identified and drawn. The project ensured that financial management system was in place. Electricians/technicians were trained.
How can the employed strategies and approaches contribute to project sustainability?	
What other sustainability mechanisms could have been installed?	We still focus and give so much attention to the project even after it was completed. Constant monitoring is a must for sustainability. We conducted reforestation campaigns and tree planting activities in watershed areas. This was tied up with the Sultan Kudarat and South Cotabato Allah Valley Landscape Development Alliance to widen scope and ensure project sustainability on a provincial level The LGU will conduct bookkeeping and simple accounting and policy making training for the association. We will use the different departments here to address specific needs. We gave the people an initial amount of P500T to pay for the meter. To date, we have allocated a budget P1M for future uses. Even if the LGU gives them money, it will not collect any amount from the people. Instead, collections shall be made to the association. The LGU will only

	monitor and help.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	The project area is 60% percent Muslim – most of which belong to the MILF. Murder used to be rampant in the area and in fact, the previous Punong Barangay was killed in that place. Now, everybody goes to project meetings regardless of religion. The project unified our people there. The Christians and Muslims now play together at night using the light provided by the project. It's very beautiful to watch. Before, we only have 30 HHs in the area, now we have 125. Cattle-rustling was also minimized. The detachment and schools are already lit. There is a big impact on the socio economic condition of the people. Welding shops, charging stations, sari sari stores and videoke machines have sprouted.

Key Informant Interviews with Other Partners

Aboitiz Foundation

Name and Position:	Sonny Carpio, Vice President for Operations
Date:	January 29, 2014
Time started / ended:	9:03 am - 10:41 am
Venue:	NAC Tower, BGC
What was your role in AMORE?	Since AMORE 1 and 2, Aboitiz has been contributing to the project through Aboitiz Power (Davao Light and Therma South included). For AMORE 3, Aboitiz provided funding for the electrification of 400 HHs in off-grid areas. It gave 400 solar-powered lamps and home systems with AM radio to the BRECDAs to be used as their seed capital. The BRECDAs solds these PV systems to the households. ABOITIZ was very active in the whole implementation process of AMORE 3 from start to finish. It participated in the selection of household beneficiaries in communities within their franchise areas. The foundation has also been active in giving technical training to maintain the solar lamps. Having been accredited as trainer on cooperatives nationwide, Aboitiz also provided BRECDAS assistance in organizing and

	capacity building, technical training for technicians, management, financial systems, and so forth. Aboitiz representatives immersed in the community and conducted survey to determine HH's capacity to pay. It conducted regular monitoring and evaluation and attended monthly committee meetings of the project field staff.
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	Aboitiz was able to reach 95% of the targeted households within their area of operation. The BRECDAs ensured prompt payment of fees that it attained a high collection rate. They also kept payments safe to avoid theft and losses.
What factors contributed or hindered achievement of results?	Contributing factors to the success of the project: trust and commitment of partners Hindering factors: war, politics
How effective were the processes, approaches and strategies employed in achieving the results?	The BRECDAs played a very important role in the success of commercialization. The start-up capital and training will allow them to sustain the project's operations. People realized that AMORE was not a dole out project. The involvement and participation of all partners in the whole implementation process lead to the following: • awareness of the project- • preparedness of the community for the project • full support given to the community
How could these approaches, strategies and processes be improved?	
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	There were female technicians. In BRECDAs, women handle admin and finance matters Both men and women benefitted from the project
Sustainability	
What mechanisms were installed to support project sustainability?	The BRECDAs and technicians were trained on the maintenance, operation, repair and replacement of the PV facilities/equipment as well as proper disposal of used batteries The BRECDAS were not only given technical training but also organizational management, finance and admin systems.

How can the employed strategies and approaches contribute to project sustainability?	
What other sustainability mechanisms could have been installed?	There should be someone permanently assigned to check, monitor or oversee the project after it has been completed. This way, that person can compare strategies employed in every area and see what is lacking.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	Not all of Mindanao areas are war-torn. There was a decrease in petty crimes. Increase in attendance of schoolchildren & their grades improved since they can now conveniently study at night without the soot/smoke produced from kerosene lamps. Parents can do more activities at night Solar home systems allowed the people to have access to information about the outside world
Others	
	As a foundation, Aboitiz has this policy to revisit their project areas because their brand is at stake. The success of the project reflects on the company's pride. This coming July 2014, Aboitiz Foundation will be visiting the project areas to monitor the status of their beneficiaries and inspect the systems. Aboitiz Foundation has devised different scorecards per project type. There will be a scorecard for the AMORE3 projects.

ABS-CBN E-Media Foundation / Programa Henyo

Name and Position:	Paul Santiago, Research Officer
Date:	February 7, 2014
Time started / ended:	10:35 am - 11:25 am
Venue:	ABS-CBN Compound, Quezon City
What was your role in AMORE 3?	Mr. Paul Santiago was the account officer-in-charge for AMORE 2 and 3. Considering the nature of the partnership, the ABSCBN E-Media Foundation treated AMORE3 as a special account. The ABS CBN Foundation's thrust is to distribute supplementary education materials to schools nationwide thus contributing to the country's school electrification program (SEP). The Foundation had been a partner of Winrock since AMORE 2. In AMORE 3, specifically the SEED component, the Foundation (i) distributed supplementary information/educational materials to schools consisting of 11 DVDs per kit/package for each school and (ii) conducted training for teachers and school heads/officials on the effective utilization of these materials. For their counterpart, the Foundation shoulders the airfare of their representatives whenever there are trainings. It also provides honorarium to resource speakers. They tap professional educators such

	as Dr. Crisitina Mancio and Dr. Milagros Ibe. Recently, the ABS-CBN E-Media Foundation changed its direction and thrust. It does not concentrate on education alone but school development as a whole. It also changed its name to "Programa Henyo."
Effectiveness	
In your opinion, were the objectives of the project met? Why do you say so?	In terms of the total number of schools covered, yes, 174 *(after reading the PCR)*. In terms of targeted school beneficiaries, yes. However, in terms of effective utilization of the education materials where teachers integrate these into their lesson plans as supplemented by the DVD kits, these have yet to be monitored and evaluated which is AMORE's task.
What factors contributed or hindered achievement of results?	Training was a good strategy. There were some hindrances like peace and order, accessibility and hesitancy on the part of the community but the on-site/field staff and persons assigned on the ground were able to address these. Contributing factors: • Social preparation activities done– conducted environment analysis and assessment, set criteria for qualifying/selecting schools, communicated requirements/programs and the whole process properly • High participation/attendance achieved (teachers, head teachers, school officials and pertinent stakeholders attended) • Conducive training atmosphere maintained • Rapport and good communication relationship with community schools established • There were people who really went down to the community (Ms. Elly and Ms. Irish)
How effective were the processes, approaches and strategies employed in achieving the results?	AMORE selected and identified the beneficiary schools using a set of qualification criteria. This was ABS CBN Foundation's basis for determining the number and type of DVD kits to be produced and delivered. AMORE delivered the DVD kits directly to the schools. They organized the training and invited teachers and school heads. The foundation invited and deployed resource speakers/education experts from the UP College of Education. The training was a two-day activity done in schools on-site. The training in AMORE 3 was very memorable and considered the top 3 among all projects that the foundation had been involved with. AMORE could replicate the training through proper documentation
How could these approaches, strategies and processes be improved?	

Gender	
How were gender concerns integrated in the strategies, approaches and processes?	Cannot answer.
Sustainability	
What mechanisms were installed to support project sustainability?	Sustainability can be determined through monitoring, supervision and evaluation, which are done by AMORE, teachers, and the school heads. There was an agreement that when the project ends, DEPED will take on the responsibility of monitoring the beneficiary schools.
How can the employed strategies and approaches contribute to project sustainability?	The DVD educational materials serve as "supplementary" materials for teachers. These were meant to be integrated to their lesson plans, enhance their teaching skills and methods or used as enrichment materials for both the schoolchildren and teachers. The information and the materials can be integrated to the curriculum in the long run. Introduction of new technology and other changes are considered to be suggestive "primary" materials that can be used in another grade level. In the meantime, the DVDs are still the best option considering the limitations of a PV system.
What other sustainability mechanisms could have been installed?	
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	No discrimination, everyone is given enough leeway to practice; there is respect for one's belief To show that you help the community especially the Muslim brothers, I think peace will prosper The students can now have a vision of what the outside world looks like
Others	
	AMORE 3 experience was very memorable to me and has contributed to my growth. I have seen a school inside a MNLF camp and witnessed teachers using the materials in a multi-grade class.

Coca Cola Foundation

Name and Position:	Maria Cecilia Alcantara, President – Coca Cola Foundation
Date:	January 28, 2014
Time started / ended:	2:39 pm – 3:11 pm
Venue:	NEC Tower, Taguig City
What was your role in AMORE?	Coca-Cola Foundation's thrusts include: • youth development - providing school education programs and school buildings especially in remote areas • water consumption and conservation - to give back 90% of the company's water consumption to the community • health education, sanitation and hygiene practices - providing water resources for daily use and sanitation purposes. In line with Coca Cola's advocacy to give back to the society the same amount of water they used in production, they provided funds to AMORE for rainwater harvesting facilities. This includes construction of

	rainwater catchment system in schools, water tanks and water distribution systems. Coca Cola Foundation Philippines and Coca Cola Foundation Atlanta each gave their separate contributions to build a total of 16 WASH projects. Coca Cola Foundation also provided labor and training for the maintenance of the WASH facilities. More than just giving funding to AMORE, they were also involved in the assessment of sites and social preparation activities.
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	At their end, Coca Cola Foundation was able to reach their targets, specifically the installation of water systems. In some areas, however, installation was slow due to peace and order conditions.
What factors contributed or hindered achievement of results?	Contributing factors – the people's support and cooperation, specifically the schools teachers and barangay residents that brought the successful completion of the project. Hindrance – the peace and order condition in the areas caused a delay or slow installation of the WASH systems
How effective were the processes, approaches and strategies employed in achieving the results?	
How could these approaches, strategies and processes be improved?	
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	Women had access to potable water, better sanitation and a healthier environment. The project eased women's and children's burden of fetching water for the household.
Sustainability	
What mechanisms were installed to support project sustainability?	For the WASH projects, local community associations (BAWASAs) were established and trained on the operation and proper maintenance of the facility. The BAWASAs collect P20/month from water users for maintenance and repairs
How can the employed strategies and approaches contribute to project sustainability?	

What other sustainability mechanisms could have been installed?	The WASH project facilities were simple systems to manage. A minimal fee for its repair and maintenance would make it sustainable.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	Peace – difficult to answer but I believe that by bringing resources to neglected communities and giving attention to their basic needs may help lessen insurgency. Having access to one of the most basic utilities such as water improves their way of life. It makes them feel that they were not forgotten. Bringing light and water to the communities is a good vehicle to building peace. They open doors to development.

Davao Light and Power Company

Name and Position:	Daniel Cabigon, Manager, SPUD
Date:	January 28, 2014
Time started / ended:	9:00 AM
Venue:	Davao light and Power Company Conference Room Bajada, Davao City
What was your role in AMORE?	Davao Light and Power Company had a partnership with AMORE way back in 2004-2005 under the company director, Rod Navarro. It did not have any participation in AMORE3. The company intentionally detached itself from the implementation since there was a conflict in branding and marketing. The Davao Light and Power Company did not agree to the pricing structures set by AMORE3.
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	We understand that one of the project's objectives was to promote self-sufficiency and not everything is for free. But for the beneficiaries, savings is not even a concept to begin with. It really did not answer the needs of the people.

What factors contributed or hindered achievement of results?	
How effective were the processes, approaches and strategies employed in achieving the results?	The people were not prepared for the project as it should be given. The AMORE3 already had a pre-determined implementation model in mind which is top down approach (commercialization). AMORE3 should have developed a *"ground up approach"* because the people themselves know what they exactly need. The applicability of the approaches should be based on the areas and the people. AMORE3's pricing scheme was not acceptable to the public. Although there was a survey conducted prior to the implementation, it was only academic. The systems were too expensive for the people. For example, one solar home package costs Php5,000.00 at one point. The beneficiaries did not buy the packages and waited. When DOE lowered the price to Php 1,000.00, only then did the people buy units. Very clearly, the pricing in this case is questionable.
How could these approaches, strategies and processes be improved?	
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	
Sustainability	
What mechanisms were installed to support project sustainability?	The organizations were sustainable- everything was accounted well. Technology transfer was done and the people were trained on the package's maintenance.
How can the employed strategies and approaches contribute to project sustainability?	
What other sustainability mechanisms could have been installed?	
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	

Others	
	According to the manager, they heard from one company that the reason why solar technologies were being sold was because the community will not be provided with conventional grid line. On the partnership with AMORE back in 2004-2005 -We only installed battery charging stations. To date, we still go back quarterly to inspect and maintain.

Edward Marcs

Name and Position:	Felix Richard Cordova, President & CEO
Date:	February 7, 2014
Time started / ended:	10:00 am – 12:00 nn
Venue:	Edward Marcs
What was your role in AMORE?	In AMORE 3, Edward Marcs was invited to attend forums and trade fairs to display PV solar panels for sale to the BRECDAs. We participated but did not win in the bidding because they specified that the products should be certified under Lighting Africa Project (LAP). Unfortunately, we do not have products falling under LAP. Nevertheless, we succeeded in selling PV solar panels outside of AMORE. For example, we sold more than 300 units to DSWD in the same areas covered by AMORE. There were also around 100 units sold to individuals. Edward Marcs was commissioned to install one unit of SEED in Samal, Davao del Norte that cost P30,000. The unit was probably donated by a

	foundation but did not cover installation.
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	The adjusted targets for HEP were achieved.
What factors contributed or hindered achievement of results?	On the SEEd -the ABS-CBN electronic media was an upbeat to beneficiaries. Both teachers and students were happy. On the HEP, social preparation and capability building- training on operation, maintenance and trouble-shooting contributed to the achievement of results. Originally, the HEP target was high (24,700 HH) but there were difficulties encountered in achieving this figure such as: Limited number of bidders participated because AMORE required system fit for Lighting Africa Project. The types of units that can be subjected for bidding and commercialization under the project were also limited. There was pre-bidding but the time given for suppliers to meet the requirements/deliverables was short BRECDAs may have lost coordination with barangay officials. Politics may have created a culture of dependency among the HHs The project areas are physically and geographically difficult to access and profit potential for private suppliers was low. Peace and order situation made private stakeholders hesitant to go to the area. There were security risks. USAID relied on the recommendations of experts to commercialize the solar PV system at HH level based on AMORE 1&2 experience, but the results showed that the HHs were not yet ripe for this venture. Solar PV systems for households are quite expensive. Previous projects (AMORE 1and 2) and those from other organizations were largely subsidized if not granted that created a mindset of dole outs. Some household with capacity to pay prioritized food instead of "electricity"
How effective were the processes, approaches and strategies employed in achieving the results?	Results showed that the processes, approaches and strategies were effective. The Samal engagement was done on time and at cost. Strengthening BRECDAs for commercialization was also effective

How could these approaches, strategies and processes be improved?	
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	The BRECDAs involved women in repairs and maintenance. Lately, I heard about an all-women technical training for repair and trouble shooting of solar PV home system. Trained men prefer to leave the community for better opportunities while women tend to stay at home. Women can be empowered.
Sustainability	
What mechanisms were installed to support project sustainability?	There is a guarantee system and International Electro-technical Commission (IEC) certification for PV solar units and batteries. The guarantee is for 25 years. BRECDAs are potent community organization for commercialization of PV solar units. BRECDAs have strong capacity to manage the project due to its intensive capability building training. Linkage between BRECDAs and PV suppliers
How can the employed strategies and approaches contribute to project sustainability?	Warrantees will safeguard the unit's replacement and repair if ever it breaks down. The linkage between private suppliers and BRECDAs ensures continuity and availability of PV solar units, technical and after sales services However, using PV solar units also has negative effects – for example, it can be used to charge war communication equipment by rebels. The BRECDA's funds can also be used by rebels for war.
What other sustainability mechanisms could have been installed?	Measures to further strengthen commercialization of the solar PV home system can be undertaken in congruence with different government and private organizations such as the DOE, LGU, DSWD and electric cooperatives. Livelihood projects should be included in the project package to support payment of monthly dues, repairs and maintenance cost Enforce a system to remove dole-outs in the off-grid areas. DOE can monitor the operation of BRECDAs and the commercialization process as part of DOE's mandate for national electrification. LGU can also do its share of monitoring the continuity of the community based organizations and their projects (BRECDAs, BAWASAs ad PTAs)

Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	The project has lessened anti-government sentiments, reduced armed conflicts, expanded livelihood activities, and opened the youth to the world with light and electronic technologies. People generally imbibed a positive outlook after having been exposed to the outside world thru TV, cellphones and having seen indication of improvements in their lives and the community Lighting can reduce the incidence of petty crimes Children were encouraged to study at night because lighting was available.
Others	
	We have many types of solar products but not LAP certified. Products certified under LAP are difficult to find locally and may pose problems on warranty and after sales service. Who required the AMORE3 Bids and Awards committee to ask suppliers for certification from LAP? LAP limits number of suppliers participating in the bidding process. It also limits the types of products available for commercialization. On the positive side, the bidding was generally fair. AMORE provided us an opportunity to experience working in difficult/challenging areas. We realized that there are still people living in deprivation of some basic needs. We thought providing electricity is one noble purpose that we can share to these people. It was a fulfilling experience to be part of the AMORE3 especially when we see people's reaction towards our advocacy. Would it not be better if there were another AMORE so that we can continue contributing to the improvement in the countrysides? EM will be happy to participate again if there will be another AMORE or if there will be a similar project in the future.

International Copper Association Southeast Asia LTD.

Name and Position:	Jessie L. Todoc, Country Manager, Philippines
Date:	January 30, 2014
Time started / ended:	1:10 pm - 2:40 pm
Venue:	Schema Konsult, JMT Bldg, Ortigas Center
What was your role in AMORE?	ICASEA promotes copper-based technologies and sustainable use of renewable energy. As Country Manager, Mr. Todoc coordinated with AMORE3 in implementing ICASEA's role in the partnership. The association supported the AMORE3 manager's study program on decentralized bio-mass as alternative renewable energy source in India. It provided technical assistance in the preparation of a detailed feasibility study for two pilot MHPs. It helped strengthen the PV supply chain including capacity building for the BRECDAs, PTAs and BAWASAs. ICASEA supported the training of BRECDA technicians, TOT on PV operation, repair and maintenance and its consequent accreditation by TESDA
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	Yes, the objectives of the AMORE3 were achieved. The adjusted targets for HEP, WASH and SEED were all achieved.
What factors contributed or hindered achievement of results?	In the Household Electrification Program (HEP), the organization and strengthening of BRECDAs as entrepreneurs and service providers were effective. The social preparation, education and capacity building (organizational, financial and technical) for BAWASAs of WASH, and PTAs of SEED contributed to the attainment AMORE3 objectives.
How effective were the processes, approaches and strategies employed in achieving the results?	They were very effective. AMORE3 is provided lessons on preparing community and CBOs to promote RE in off-grid areas and building relationship with stakeholders including potential beneficiaries or consumers
How could these approaches, strategies and processes be improved?	Expand assistance to other existing BRECDAs Advance training on organizational management, entrepreneurship, leadership for BRECDAs, BAWASAs and PTAs since as they become more progressive their level of knowledge and skills needed to be upgraded and updated. More training focused on women Additional time for project implementation to enable monitoring and tracking of sustainability

Gender	
How were gender concerns integrated in the strategies, approaches and processes?	Allowing women training participants to bring their children to the venue; the children were also fed during the training In the course of training, mothers were given time to nurse/feed their infants
Sustainability	
What mechanisms were installed to support project sustainability?	The organization and/or strengthening of the BRECDAs, BAWASAs and PTAs to operate and manage household electrification, MHPs, WASH and SEED Technicians were trained to do troubleshooting, repair and maintenance of the systems. Institutionalization of the training program on PV system in TESDA's National Certification system
How can the employed strategies and approaches contribute to project sustainability?	The empowered and capacitated community-based organizations can continue what has been started and established by AMORE3
What other sustainability mechanisms could have been installed?	Training and capacity-building of "second liners" to ensure continuity in the operations of the three components Introduce other alternative RE sources for household Develop and expand more affordable financing schemes for the HEP component Incorporate IGPs for beneficiaries of solar home systems to increase their capacity to pay on commercial rates Develop additional MHPs; need for detailed feasibility study Continuous education and training for the members of local organizations (BRECDAs, BAWASAs and PTAs)
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	The beneficiaries were satisfied with the basic amenities they acquired through the project – potable water, health and sanitation, education and income generating opportunities. They are happy that the government is doing something for them. Electricity contributes to having peace of mind and feelings of satisfaction Rebels or sympathizers leave armed groups to participate and cooperate with the project

Others	
	ICASEA's experience in AMORE3 particularly on building partners and alliances are worth adapting and applying. ICASEA hopes to replicate similar strategies other areas or with other programs. Micro hydro grid is less costly than solar, but the houses in AMORE3 project sites are few and dispersed. The investor still needs to see its financial viability.

One Meralco Foundation

Name and Position:	Jeffrey O. Tarayao, President Eddielyn J. Addun, Program Officer Rain Manguiat, Program Officer
Date:	January 28, 2014
Time started / ended:	3:30 pm – 5:16 pm
Venue:	One Meralco Foundation
What was your role in AMORE?	The foundation reorganized its electrification program in 2011 to include communities outside MERALCO service areas. The foundation did this in coordination with the operating electric cooperatives. The opportunity to partner with AMORE began in 2012 as it served both entities' objectives. MERALCO provided a grant of P500T to complement AMORE3's and DOE's funds in completing the Mini Hydro Plant (MHP) in Upper Sepaka. The project made a big impact for AMORE3, the community and the foundation leaving a wider footprint for MERALCO's CSR. AMORE3 extended its coverage for SEED to include the Foundation's school electrification project in Isla Verde, Batangas. The partnership

	put up PV systems in six public elementary schools using AMORE's template, i.e., from orientation to social preparation, community organizing and capacity building of local organizations that were supposed to sustain the school electrification system. The engagement with AMORE 3 provided the foundation lessons on how to systematically prepare the community to appreciate, participate and meaningfully take responsibility for the projects provided by external organization to help improve their situation. MERALCO Foundation adapted/replicated the lessons learned from AMORE3 in its own school electrification projects in Dinagat Islands, Northern Palawan, Bohol, Quezon, Rizal and other places. The Foundation developed its own template for community social preparation and mobilization out of the lessons from AMORE3. As a further innovation, the foundation incorporated the provisions of laptops and access to the internet in their own electrification program for schools. The foundation deployed two staff in AMOREs with the following responsibilities: Rain was responsible for the technical aspect like the installation/construction of a power house and water trail ways to the MHP's turbine; Eddielyn was responsible for communications, consultations, social preparation, monitoring, organization of the technical team, teachers' training and phase out monitoring of the schools.
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	The objectives of the SEED and WASH components were achieved even as the targets were raised from 150 to 174 for schools and 12,600 to 19,946 for HHs with access to safe drinking water. The final project evaluation would attest the effectiveness of strategies and processes.
What factors contributed or hindered achievement of results?	For SEEd and WASH, the ability of AMORE3 to leverage support from other organizations was effective and was very helpful in achieving targets. For household electrification (though MERALCO was not involved in this), the feedback was that the attitude of mendicancy and dole out mentality hindered achievement of objectives. The HH's poor economic condition also limited purchase of solar PV systems. Community social preparation – education, capacity building on organizational, financial, technical management of the system contributed to achievement of results The project is not generic but focused on the communities' specific

	needs. The attitude of complete dependence on resources hinders effectiveness because once resources become unavailable, the beneficiaries will have a tendency to stop supporting the project.
How effective were the processes, approaches and strategies employed in achieving the results?	MERALCO's provision of TV sets and computers with possible access to the internet helped achieve results. In fact these strategies, approaches and procedures on SEED were so effective that MERALCO decided to adapt these in its own school electrification projects outside its franchise areas.
How could these approaches, strategies and processes be improved?	The PV systems in schools can be self-sustaining. It can be used to generate income, e.g., showing programs on entrepreneurship and other home-based IGPs for mothers; public-showing of news; non-formal education packages for children; and opening system for cell phone and battery charging. Get SMART and Globe as partners to have access to internet connection. Continuous training of second-liners on the organizational management and technical aspects of the solar PV system for SEED
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	Not purposive for women empowerment; only incidental because teachers were mostly women.
Sustainability	
What mechanisms were installed to support project sustainability?	In schools, the parents and teachers were capacitated to run the program Adequate monitoring system and capacity building were installed. Education made way for productive endeavors that could help attain sustainability
How can the employed strategies and approaches contribute to project sustainability?	The continuation of the project will generate income to support cost of repairs and maintenance. Parents and teachers will collaborate in operating and maintaining the SEED system. The technology training provided by MERALCO was also applied in the HEP; capacity-building on electrification even radiated to barangay officials. People's knowledge will be enhanced through computers, TV sets and education programs
What other sustainability mechanisms could have been	With the availability of electricity in school, people can have access to the internet and so with productivity programs like entrepreneurship

installed?	and home-based IGPs. The elementary and high school Energy Education Program could be integrated in the SEEd which includes topics like renewable energy alternatives sources; safe installation and measures for safe utilization; trouble shooting and repair; how to save energy, etc. Need for an experiential and empirical supplementary education program from DepEd Non formal education for adults can be integrated using CD as education materials for subjects like life skills, health and sanitation and vocational courses. The community should have a stake in the project and can be educated on responsibility and accountability. LGU should have active participation in the formulation of design through innovative approach. • Maximize use of SEED solar PV system to include commercialization; provide other services to the community like documentation, learning hub or charging station • Provide laptops and TV sets for education program and with Smart as sister company who could provide internet access • Facilitate development of CBOs' business sustainability plans for at least 5 years. • Provision for adults to learn how to use the computer • Development of partnership both with government and the private sector Building the capacity of the LGUs: as partners in development initiatives can also be integrated in the overall agenda of AMORE3 – governance, partnership, networking, fund sourcing, problem solving, etc. Apprehension or insecurity should be dispelled through education and constant communication on the positive aspects of the project.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	Students will focus on schooling rather than joining armed groups. Through electricity, people become productive thereby removing idleness that lead to feelings of dissatisfaction, deprivation and marginalization that makes them vulnerable to insurgency A magnitude of scale should be done in the next AMORE, for example, focusing on a certain province to realistically assess the project's contribution to peace and development.

Others	
	A data base of clear indicators can be established to measure project performance Should there be another AMORE, MERALCO is willing to participate. It could have participated in the water program too. AMORE has a very good talent base.

One Renewable Energy

Name and Position:	Erel Narida, President and CEO
Date:	February 3, 2014
Time started / ended:	9:15 am - 10:45 am
Venue:	One Corporate Center, Ortigas Center
What was your role in AMORE?	One Renewable Energy supplied 4,000 solar kits to AMORE 3 servicing 22,000 households. There were three items or products in each kit which costs less than PhP 10,000. It can be used as cell phone battery charger. In one of their areas, many households availed the solar kit. One of their best sellers was "barefoot," a very basic lamp with led lights that can be easily charged. AMORE3 bought systems on wholesale which they then distributed to the BRECDAs for retail to HHs on easy payment terms like "pay later" or 3-months instalment scheme.

	The former SHELL technicians in One Renewable Energy demonstrated to AMORE how commercialization functioned in Quezon.
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	Yes Retailing is one of the strategies used in commercial approach. The price of each kit is below the SRP and the mode of payment is installment. One way to promote commercialization is to participate in market caravans and exhibitions to showcase business models. AMORE staff conducted interviews and engaged directly with the BRECDAs.
What factors contributed or hindered achievement of results?	Orienting the community and households on business approaches. As a supplier, we also have to understand the financial support system of Muslims. In some areas, the commercialization approach failed because the market was not yet ready – retailing was very slow.
How effective were the processes, approaches and strategies employed in achieving the results?	
How could these approaches, strategies and processes be improved?	
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	There were female technicians. Women are more knowledgeable in "selling."
Sustainability	
What mechanisms were installed to support project sustainability?	Service centers are available in the area. They have invested on training particularly on solar products. Technicians were trained on O&M, repair and replacement of the products. One Renewable supplied them with tools. One Renewable formulated the so called "Project Marshmallow" to ensure sustainability and expansion. The BRECDAs were given development program on business, enterprises, micro-financing incentives among others. The BRECDAs play a very important role in the sustainability of the project, particularly on finalizing the commercial management system. The AMORE left behind the BRECDAs to continue selling to households

	(after sales effect). A database of all products was provided to the BRECDAs.
How can the employed strategies and approaches contribute to project sustainability?	
What other sustainability mechanisms could have been installed?	
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	In Tawi-tawi, we heard that people use "barefoot" light to facilitate entry of goods from Indonesia. Light contributed to the peace situation.
Others	
	"After sales" is more important for a supplier, which is on the "service" side.

Propmech Green Heat

Name and Position:	Epifanio Magpantay, Sales Manager Mario C. Camacho, Project Manager Roberto R. Martin Technical Manager
Date:	February 4, 2014
Time started / ended:	10:00 am - 12:10 pm
Venue:	Marine Technology Center, Intramuros, Manila
What was your role in AMORE?	Propmech supplied, delivered and installed 655 solar home systems/packages in AMORE sites from 2009 to 2012 completing the three contracts it won in the bid. It provided orientation and training on the operation and maintenance and basic trouble shooting. Propmech also provided information on new designs, market prices and conditions for PV solar home systems. Mr. Magpantay represented the company in coordinating with AMORE3.

Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	Not privy with the number of households targeted to buy PV solar home systems. Nevertheless, Propmech fully complied with the requisites of the three contracts it won in terms of quantity and quality of systems delivered and installed. Heard feedback and stories that AMORE3 was falling short of achieving its original targets for household electrification.
What factors contributed or hindered achievement of results?	<u>Hindrance on Household Electrification component</u> Not many suppliers were interested to venture in the project sites because of high overhead costs and involved security risks Political influence - when leadership changes the momentum of the project in the community also slows down Elements of local cultural norms and mindset for grants/dole out negating buying-in at the HH level; AMORE 1 and 2 were highly subsidized if not granted; projects of other organizations also promoted dole-out mentality Technical specifications restricted involvement of more suppliers to do business in the area Inability and unwillingness to pay for the solar home system had deterred the commercialization process. <u>Contributing factors</u> Social preparation, community organizing, participatory approaches and benefits derived from the project contributed to achievement of objectives. Private-public partnership and AMORE's ability to leverage third parties' support contributed to the achievement of the targets. Linkages formed between suppliers and BRECDAs
How effective were the processes, approaches and strategies employed in achieving the results?	Community organizing, social preparation, education and strengthening the BRECDAs for commercialization were good. BRECDAs were put in place to sustain commercialization, however in actual operation, the BRECDAs encountered a variety of challenges
How could these approaches, strategies and processes be improved?	• There should have been a mechanism to improve HH income such that capacity to pay would also improve • More education for those who have the capacity to pay but are unwilling to do so because of dole out/grant mentality • Strong sanctions like "If HHs do not pay, the system must be pulled out"; penalties can be imposed as a matter of BRECDA's policies

Gender	
How were gender concerns integrated in the strategies, approaches and processes?	Not familiar, but have observed that the PV units were predominantly handled by men. Was not able to observe actual technical training for women, but had seen pictures of this.
Sustainability	
What mechanisms were installed to support project sustainability?	Designating BRECDAs as the community-based organizations that will market and provide services to the community Trainings, capacity building and hand-holding of BRECDAs on the operation, maintenance and repair/trouble shooting of the PV system Linkage between BRECDAs, private suppliers and MFIs
How can the employed strategies and approaches contribute to project sustainability?	The interplay of private suppliers, MFIs and BRECDAs would continue the commercialization of the solar home system. With the provision for an appropriate payment scheme for the solar home systems, other HHs without electricity will become attracted to buy PV systems. This would expand the BRECDAs' services and business in the long run.
What other sustainability mechanisms could have been installed?	There could be have been additional education and training on organizational and business management, PV system, O&M, repair for more members of the CBO to develop second liners in case the current officers leave or gets incapacitated. Integrate livelihood programs for households to increase income and improve capacity to pay the system Strengthen local suppliers to provide quality and reliable service-supply system Need to monitor and track performance of BRECDAs and other CBOs beyond the project period. The project period was quite short. There could have been added time to monitor, assess and fine tune the sustainability measures put into place. Install a mechanism that would pay premium or provide incentives for private suppliers and MFIs to soften the impact of high overhead costs and personal risks involved doing business in the remote areas of AMORE3
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	When lighting was introduced, there were more social interactions extending until evening - congregation to watch TV, children playing, longer service hours of sari sari stores that could now sell cold drinks. People felt more secured at night.

	Heard feedback that ex-rebels were participating in the project
Others	
	Propmech was satisfied with the fair bidding process. However, AMORE3 should have been lenient on the technical specifications of products to attract more private suppliers. The technical specifications required that the products be accredited by the Lighting Africa Project (LAP) which narrowed down prospective bidders since not all suppliers have products falling under LAP specifications. Negotiations/transactions were easier in AMORE 1 and 2 where they just have to talk to AMORE, bid and deliver. AMORE took care of the rest. With AMORE3 they were required to coordinate with BRECDAs on site or during forums which was costly and risky. Nevertheless, they were happy not for the profit but rather the fulfillment of having helped people in remote areas where assistance from outside come in trickle or not at all. They were also happy working with AMORE3 people who have been very cooperative and approachable. If there would still be another AMORE they would be willing to participate.

Rotary Club of Downtown Davao

Name and Position:	Engr. Cristeta G. Gallano, Former President of the Rotary Club of Downtown Davao
Date:	February 7, 2014
Time started / ended:	9:00 am - 10:00 am
Venue:	Coffee Cat, Quirino, Davao City
What was your role in AMORE?	The Rotary Club of Davao is a partner of USAID in pursuit of the Millennium Development Goals (MDG). We collaborated with AMORE3 in a very short but fruitful period. This was in terms of needs identification, institutional development in the formation of BAWASAs, BRECDAs.
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	Yes I can say that the objectives were achieved, however, the level of commercialization was not really achieved because the solar energy program promotion is really weak. The technology was already introduced here in the Philippines back in the 80's but the public buy-in was very low. So the communities did not bother about it. On the PPP, it was okay with us. We made sure that the public was aware of commercialization since before it was more of a missionary work. The AMORE's approach as in tapping companies like the Aboitiz

	was good. On the industrialization level, we made several launching activities in Manila along with other big companies in the country. We included the media and the power producers as well.
What factors contributed or hindered achievement of results?	The suppliers cannot keep up with the needs. There was a problem in mainstreaming the technology with local suppliers. For instance, if the household needs a part, say, a very simple wire or bulb required of the package, the suppliers don't have them. The technology supply is really lacking as of the moment, besides, it is not affordable. Chances are, the technology will lie on the hands of the power producers such as Davao Light in case of Davao City rural electrification.
How effective were the processes, approaches and strategies employed in achieving the results?	The processes were documented by the USAID, if ollowed, I thinks it is effective.
How could these approaches, strategies and processes be improved?	Project management should be improved and shift approaches on the commercialization part. Give the packages to the people, if possible. That's what we all want.
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	During the inception, barangays were identified including women and children especially with our water projects. Women were also participated in decision making in the association and in the communities.
Sustainability	
What mechanisms were installed to support project sustainability?	We need to push product lines. The formation of associations is okay. I think that will contribute to sustainability, where they are in charge of the collection. They were also trained on plumbing and as technicians of the solar packages.
How can the employed strategies and approaches contribute to project sustainability?	
What other sustainability mechanisms could have been installed?	Contacts to other offices must be strengthened.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	Domestic violence was minimized. Communications improved. Lawless elements are now hesitant to harass communities, where community vigilance is very necessary. They also have to guard or secure their packages.

SunPower Philippines

Name and Position:	Ana Coscolluela, Communications, Engagement and CSR Manager, Sunpower Philippines
Date:	January 29, 2014
Time started / ended:	3:45 pm -5:30 pm
Venue:	SunPower, First Philippine Industrial Park, Tanauan, Batangas
What was your role in AMORE?	Ms. Coscolluela was in charge of implementing partnership agreements made between Winrock International and SunPower in the US. Since SunPower has no extension office in the Philippines, the task of coordinating with AMORE to operationalize the partnership vested on her. SunPower provided the PV panels for the SEED component of AMORE3
Effectiveness	
How did you ensure that the solar packages were appropriate for the targeted beneficiaries?	SunPower relied on the assessment/evaluation made by the AMORE3 technical staff on the appropriate capacity of PV panels to be provided to schools. SunPower trusted the AMORE3 staffs' technical expertise. Since the staff were also familiar with SunPower's products, there was a good match between what was required and what was provided.

In your opinion, were the objectives of the project achieved? Why do you say so?	Based on the reports, the project, particularly the SEED component achieved its objectives. There was mention of improved test scores among students in schools provided with solar packages. The teachers benefitted most from the SEED component. They were able to prepare lesson plans, teaching materials and reports with ease due to the availability of computers and light.
What factors contributed or hindered achievement of results?	The high level of trust and comfort between Winrock International and US-based SunPower Foundation facilitated achievement of objectives. According to the CSR Manager, one of the reasons for the high level of trust was USAID's endorsement of Winrock International. On the part of SunPower, that was enough bases for trusting Winrock to implement AMORE3. On the other hand, the SunPower CSR Manager in the Philippines who was assigned to oversee implementation of the partnership facilitated the delivery of support solely based on the technical expertise of AMORE3 staff. There was also a high level of trust between SunPower Philippines and AMORE3 making field-level coordination easier and faster.
How effective were the processes, approaches and strategies employed in achieving the results?	For the SEED component, partnership with the private sector was a good strategy. Winrock leveraged additional funds from the private sector to serve more beneficiaries. Social preparation was effective in soliciting substantial cooperation and participation from the community and schools. The project gained support from the school administrator, teachers and parents which is important in instilling a sense of ownership of the project. Because of the effectiveness of the strategies, SunPower Philippines sent 12 of its employees to AMORE3 project sites to observe social preparation of communities. Social preparation ensures the people's full understanding, acceptance, participation and ownership of the project, which contributes to sustainability. The CSR Manager wanted to adapt these processes in other areas and with other partners.
How could these approaches, strategies and processes be improved?	The project can add computers, projectors, internet access and sound system to improve teaching methodologies. The school can maximize use of reserve power to generate income e.g., opening the system for charging cell phones, solar lantern and batteries for a fee. This would help in project sustainability. The SEED can also provide services to the community, e.g., parents waiting for their children can watch video on home-based micro-enterprises, tips on health and sanitation, and watch news programs to keep them informed on what's happening elsewhere.

Efficiency	
Were the processes/ activities completed on time and at cost?	Installation of the school solar system was slow in2011, peaked in 2012 and slowed down again in 2013 when only 25 schools were installed with the system. This was understandable because AMORE3was on its tail end of implementation and funds were 'drying-up'. Nevertheless, the outputs were 100% met despite the increase in targets from 150 schools to 174. The CSR Manager assumed her post only in 2011 whereas, AMORE3 started in October 2009. It took a while for her to be familiar with the project and partnership. Securing permits from PEZA and applying for tax exemptions takes an average of 6 weeks. This has caused minor delays in the delivery of solar panels from the plant to the sites. The peak of deliveries occurred in2012 until early 2013 – the year project phased-out.
What were the reasons for the deviation, if any?	The number of schools targeted to have RE was increased to 174 as a result of reducing the targeted households for solar home system.
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	There was no deliberate effort to integrate gender however women benefited the most because the teachers were mostly female.
Sustainability	
What mechanisms were installed to support project sustainability?	Partnership/alliance building. Social preparation of the community, schools officials, teachers and parents Strengthening of the PTAs Training of teachers on the operation and maintenance of the school solar packages, training of women technicians to do repair and maintenance. Simple manual for O&M and troubleshooting developed for the teachers and women technicians for solar home system. Consciousness among the people that the system must be protected was instilled
How can the employed strategies and approaches contribute to project sustainability?	Partnership will contribute to attaining objectives. The organization and/or capacity building of the PTAs for SEED, BAWASAs for WASH and BRECDAs for commercialization of solar home system on organizational management, leadership, operation, repair and maintenance of the solar packages, entrepreneurship, etc. were good strategies to empower the community to continue the

	project after AMORE3 phases out. Amore way is the best. The higher the capacity of the system, the more sustainable it is.
What other sustainability mechanisms could have been installed?	Maximize use of the system. The school can use reserve power to generate income, e.g., charging station for cellphones, battery and solar lantern. The money can be used for repairs, maintenance or replacement of expendable system parts. Instill sense of ownership of the system and make the school program better. Avoid overuse of unit for it will hamper sustainability. Soliciting participation and involvement of the local government unit at least at the barangay level and the Department of Education at the district level for continued support to the schools involved in the SEED of AMORE3.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	AMORE neutralized the situation by giving people a feeling of satisfaction and self-esteem after having experienced the 'luxury' others enjoy with the availability of electricity. For example, the people can now use power based gadgets like TV sets, cellphones, radios, refrigerators, electric fans, etc. Sari-sari store extended their store hours and can now sell cold drinks. Feelings of deprivation and marginalization make people more vulnerable to bad elements in society. The project opened the minds and softened the hearts of hardliners upon realizing the potential benefits of the project. The project could reduce the risks teachers face during elections especially that power is now available to run PICOS In times of disaster, schools powered by SEED can serve as evacuation centers
Others	
	The project could have been given additional time to monitor the technical and social aspects; to assess and fine tune the operations of the BRECDAs, PTAs and BAWASAs; and assess whatever mechanisms were put in place during the 4 years of AMORE3 implementation. SunPower appreciated their experiences in partnering with AMORE3 having witnessed the effectiveness and efficiency by which it has established and operationalized networks and alliances with SunPower and other private sectors to realize project objectives. SunPower is now looking for similar organizations or projects where they can apply lessons learned from AMORE3. SunPower is also interested to see how the SEED will turn out maybe 3-5 years from now.

Therma South

Name and Position:	Charles Gamo, EVP-Corporate Services
Date:	February 3, 2014
Time started / ended:	10:18 am – 11:18 am
Venue:	NAC Tower, Taguig City
What was your role in AMORE?	Therma South (TSI) is not yet operational. It was Therma Luzon (TLI) that contributed funds for the AMORE project. Both TSI and TLI are subsidiaries of the ABOITIZ Equity Ventures (AEV) along with Davao Light, Cotabato Light, and Aboitiz Foundation Inc (AFI). Selected personnel from Therma South and Therma Luzon formed part the Committee of Partners (COP) that oversees the AMORE project and reports to the Project Steering Committee (PSC). The PSC is composed of five high-ranking officials from AEV and AFI. They have decision-making powers over AMORE and provide policy guidance to the Project Implementation Teams (PITs). TSI's and TLI's inputs to the PSC are just recommendatory. The PITs oversee and monitor the implementation of AMORE 3 project from start to finish until it is turned-over to organizations (BRECDas). The PIT also oversees CSR efforts, attends and conducts regular

	meetings with partners. With TLI, the TSI and other subsidiaries of AEV provided funding assistance to AMORE 3 particularly in solar homes electrification. They provided a supply of solar homes systems and lanterns for 426 households in around 6 barangays . Therma South actively participated in social preparation activities such as in the selection and identification of qualified SHS beneficiaries and identification of existing community organizations. The final decision on the list of SHS beneficiaries is lies on the PSC. TSI also attended the bidding for the supply of solar homes systems and lanterns.
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	The target beneficiaries were provided reliable source of lighting. They can now use their cell phones and radios. Using solar light instead of kerosene saves time and they can work at night.
What factors contributed or hindered achievement of results?	There were some delays in the training due to unavailability of transportation. It was a challenge that some project areas have no access to transportation. It took some time to organize communities that did not have existing associations. Therma South assisted in forming community organizations and helped them register as a group
How effective were the processes, approaches and strategies employed in achieving the results?	
How could these approaches, strategies and processes be improved?	There should be transparency in the project's implementation framework and processes. The Project implementation teams (PITs) were established to address this.
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	The BRECDAs are usually led by women. When it comes to management, women are more responsible.
Sustainability	

What mechanisms were installed to support project sustainability?	The communities were given financial management and technical trainings for them to sustain the system. The trainings capacitated them to install solar home systems on their own. The project areas will be revisited to assess the project's status including the community organizations.
How can the employed strategies and approaches contribute to project sustainability?	
What other sustainability mechanisms could have been installed?	At the BRECDA level, there were metrics put in place to evaluate/monitor their performance.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	What Therma South did was to improve people's lives. Fulfilling their basic needs is what's important to people and light is one of these. Access to light allowed children to study at night without their eyes getting damaged. Improved quality of life uplifts people's dignity.
Others	
	The implementation framework and processes followed were methodological and transparent; aligning schedules and resources were easily done.

USAID Philippines

Name and Position:	Enrique Gallardo, Development Assistance Specialist
Date:	January 28, 2014
Time started / ended:	9:00 am - 11:35 am
Venue:	Coffee Bean and Tea Leaf, Araneta Center, Cubao, Quezon City
What made you decide to support AMORE3?	Basis of decision to push thru AMORE 3: 1. The Phil. Government expressed the need 2. USAID's direction of promoting RE services and PPP in line with GDA; this was an opportunity for alliances 3. USAID liked the results of SEED 4. DOE needed help to fund commercialization 5. Winrock also pushed for AMORE3
Were there other organizations who bid for AMORE 3 other than WINROCK? Who are they?	It was already Winrock when Ed joined USAID MIRANT, Team Energy - they expressed intent MIRANT has changed its identity due to financial issues, etc. We tried bringing in SunPower, especially with a good track record on

	the SEED
Why did you decide to get WINROCK for AMORE3?	USAID has good working partnership with Winrock. Since AMORE2, they showed such level of professionalism to implement the project with directions in place. They have shown international systems and standards on reporting, doing work plans, communication systems, etc. With has helped attained objectives of the project with the consideration to push thru with the commercialization approach of DOE. They helped find funding too. It developed partnership for water systems, micro financing, livelihood, etc. WINROCK was able to find many partners for the WASH component. Their capability to bring in private partners and their effort to find ways to continue the project is commendable. Winrock has been pulling SUNPOWER to come in since AMORE 1&2. WINROCK has more than enough capacity to implement a project
What were your insights/lessons in the initial years of AMORE3 implementation?	Credit must be given to WINROCK for facilitating a very good partnership among private companies.
Why did you agree on reducing the targets for HH electrification?	The targets were difficult to achieve in such short time frame. DOE's funding did not materialize; budget for household electrification was not available. We added targets on WASH because it was easy to implement and many parties/partners were interested in it.
How do you see the role of DOE in AMORE3?	The partnership of DOE with AMORE is not that binding as far as USAID is concerned; they only had a memorandum of understanding (MOU). DOE had mixed participation. It should have actively participated in AMORE 3 since commercialization was their idea and direction. They were more active in AMORE 1 & 2 but in AMORE 3, when private partners came in, DOE lessened their participation. There were no more funds for commercialization approach so USAID had to find legal channels to address insufficient support for AMORE 3. DOE's support for AMORE 3 has been insufficient. DOE said that they no longer have funds when in fact they promised to give (5M$). The government had funds for rural electrification, but one can really say where the funds are. DOE's organizational structure is very much fragmented and with frequent change in administration and absence of regional offices. DOE should have been more instrumental in defining "electrification, energized, un-energized" barangays/area."
What can you say about the participation of the private	Alliances/partnerships were formed among and between the project

sector in AMORE3?	COP, suppliers, HHs, community, organizations etc. The local RE suppliers, on its intent in off-grid areas, did not only provide access to RE products and services to serve as supply chain connections of HHs/community but also brought money/projects. The MFIs helped develop the HHs' livelihood/enterprise. SunPower was a good partner in SEED (schools) projects but it should have been more involved in capability building and trainings. Sunpower, being a US company had security concerns. They should have expanded their role by providing solar PVs to HHs. Coke Foundation is very supportive and requires low maintenance. It is a resource partner in water services. It should be actively involved in inter-phasing with water distribution and extend effort to go to off-grid areas to provide services. There were so many partners for WASH, but in HEP, there were very few.
How did the project contribute to peace and development initiatives in Mindanao?	The attribution to peace and development is very difficult. Peace and development became a guide to this project. It is difficult to say if it really contributed to peace because in some areas, armed groups had better access to communication because of this project. In one community it may have brought development, but in another community there had been killings. In Maguindanao, there were dialogues with armed groups to leave areas who already had access to water Anecdotes from former AMORE staff can possibly answer this but there are no evidences yet linking this net effect-to peace. Possible indicator of peace could be the degree of dislocation of HHs in the community due to conflict and presence of dialogue with armed groups.
Others	
Gender concerns	Gender is constantly documented and validated. There were capacity building for women technicians, they were also trained on how to manage the BRECDAs. In Muslim communities, it is more difficult to encourage women to participate.
	WINROCK has never been successful in commercialization. USAID was not satisfied with this. The electric coops have problems of their own - they should have been more active in the project.

Winrock International

Name and Position:	Ms. Aileen Cabrera, Regional Operations Manager
Date:	January 27, 2014
Time started / ended:	9:20 am - 10:46 am
Venue:	24th floor Jollibee Plaza, Ortigas Center
What was your role in AMORE?	Office administration, finance and accounting • Hiring and training of finance and accounting staff • Monitoring and control of financial transactions; ensures that AMORE3 abide by the budget items • Opening and closing of project accounts • Procurement; administers bidding process from documentation to awarding; ensures that bidders are not involved in terrorism • Inspection and inventory of equipment at site • Field office administration • Consolidation, preparation and submission of financial reports to headquarters

Effectiveness	
What factors contributed or hindered achievement of results?	<u>Hindrance to achieving original targets for HH electrification</u> • Limited participation of PV suppliers due to remoteness of areas • HHs' mindset that government projects are for free; they got used to grants from AMORE 1 and 2 • HH's lack of capacity to pay • Absence of livelihood component that could have helped households pay their dues • DOE's commitment of $5M for household electrification was not realized although they provided some solar panels • DOE also provided electro mechanical equipment worth Php7.9 M for the completion of 2 MHPs in Lubo and Upper Sepaka, South Cotabato • Change in DOE's leadership affected delivery of commitments • In the last year of AMORE3, DOE committed funds anew but AMORE3 did not accept as it would entail extending project duration when USAID funds were nearly consumed. • Commercialization of the PV system is largely dependent on the economic condition of prospective HH clients. <u>Contributing factors to achieve targets on WASH and SEED</u> • Leveraged funds from private companies and foundations provided support largely in kind (equipment, panels and materials) and training. • Re-hiring of AMORE 1 and 2 staff who were already familiar with the area, people and the previous project and who were equipped with technical skills in RE/solar PV system.
How effective were the processes, approaches and strategies employed in achieving the results?	<u>On public-private partnership</u> Partnership with the private sector in AMORE3 was commendable. Fund leveraging from companies and foundations was the Chief of Party's (COP) responsibility. To get partners, the Chiefs of Party represented by Mr. Jesus Francisco (former COP) and Ms. Laurie Navarro utilized their networks and connections. Mr. Francisco sought out San Miguel Corp. while Ms. Laurie contacted the Meralco Foundation. Ms. Ellen Bumasang also helped with her own contacts. Winrock International helped leverage funds from SunPower and NGCP. The primary factor for the partners' involvement in AMORE3 was their Corporate Social Responsibility (CSR). <u>On community development</u> The WASH team's achievement was very satisfactory. Targets for WASH and SEED were increased only in the last 2 years of AMORE 3 implementation yet, they even surpassed the revised targets. The WASH component was easier to implement – it was easy to construct, did not require too much resources and had higher impact among beneficiaries. The people found WASH more important than electricity.

	<u>On commercialization</u> BRECDas were not trained to do business. There was no revolving fund.
How could these approaches, strategies and processes be improved?	WASH should be implemented at the onset to attract more partners. On public-private partnership: LGUs should be involved since they are the ticket to peace. They should have been involved right at proposal preparation such that the project design would be more attuned, relevant and responsive to local conditions.
Efficiency	
Were the processes/ activities completed on time and at cost?	We have not achieved targets for household electrification. After 2 years of implementation, AMORE3 targets for HH electrification was eventually reduced from 24,700 to 8,867. After the targets were revised, the succeeding activities and processes were accomplished on time and revised targets were even exceeded. Winrock-AMORE 3 had to review expense items due to diligence in cutting costs particularly on overhead and travel expenses in Metro Manila.
What were the reasons for the deviation, if any?	DOE was not able to provide their committed counterpart of $5M for HH electrification. It only disbursed P7.9 M to complete two MHPs in South Cotabato. The NGCP did not provide funds either. The public sector should abide by their commitments despite the change in governance. We hired the same people we had in AMORE1 and AMORE2 for AMORE3. The AMORE people became more specialized and expensive. We provided them fringe benefits out of Winrock-AMORE funds and other sources. As of January 2013, we already knew that we would exceed the budget. SunPower and other companies helped us through particularly in SEED and WASH components. On a personal note, If I were part of the village and had meager resources, I would rather buy food than electricity.
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	ADB provided funds to train women as technicians for the maintenance and repair of solar PV systems. For school electrification, the project staffs talked to a lot of teachers, most of whom are women. The women appreciated having electricity in schools. Mothers have the opportunity to do other productive activities in their spare time instead of looking after their out of school children. The role of women complements the project.

Sustainability	
What mechanisms were installed to support project sustainability?	• Winrock implemented the commercialization approach to HH electrification to wean the beneficiaries away from mendicancy attitude. Beneficiaries shoulder the cost of repair and replacement of batteries. • Carried out monitoring and evaluation of project performance • Facilitated connections and trust building among stakeholders – private suppliers, CBOs, MFIs. • Training of beneficiaries and strengthening BRECDAs, BAWASAs and PTAs.
How can the employed strategies and approaches contribute to project sustainability?	The simultaneous implementation of commercial electrification, school and water projects are complementary and are needed by the community. These should enhance sustainability of the project. These strategies and approaches were well done but may need income generating projects to augment amortization and cost for repair, maintenance and/or replacement of the system.
What other sustainability mechanisms could have been installed?	As in AMORE 1 and 2, livelihood component and provision of seed capital for income generating activities could have been integrated in the project design of AMORE3. It would have provided HHs opportunities to earn additional income to help them pay for the PV system. Enhance revolving funds of beneficiaries Reconcile people's needs with the consultants' insights in the development of livelihood and agribusiness projects. LGUs should have been involved in the project as they know the local conditions better. Establishing rapport with the LGUs could have facilitated access to the area. Involving them in the project would contribute to project sustainability. Intensify private sector-USAID partnership
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	Electrification and water supply generated income (e.g., sari sari stores, welding shops) and recreational (karaoke) activities in the project areas thus minimizing the people's susceptibility and vulnerability to rebellious and unwanted elements. Further, some of these activities extend till evening as lighting is available. Students can now study at night and so improve their school performance.
Others	
	Quezon and Batangas were not originally in the AMORE3 proposal. Their inclusion was a result of a 'compromise' with Quezon Power in return for their support to AMORE 3 in ARMM. AMORE 3 had to extend reciprocal support to Quezon Power project in Mauban, Quezon and with SunPower in Batangas.

WINROCK – AMORE

Name and Position:	Laurie B. Navarro, President, Clean Energy Solutions International
Date:	January 28, 2014
Time started / ended:	10:00 am - 11:37am
Venue:	Clean Energy Solutions International, San Miguel Ave, Ortigas Center
What was your role in AMORE?	Ms. Navarro joined AMORE3 in 2011 as full time Chief of Party (COP). Prior to her engagement, AMORE only had a part-time COP. The COP is responsible for the over-all management of the project. Her major concern was the development of strategies to ensure delivery of targets. The COP is also in charge of generating funds from government and private sectors to leverage USAID funding as per project design.

Effectiveness	
What factors contributed or hindered achievement of results?	After 2 years of implementation, AMORE3 realized that the target for HEP was not achievable because of the following hindering factors: 1. The failure of DOE to release committed funds worth $5M, which led to scaling down the number of units for commercial household lighting from 24,700 to 8,867. The change in DOE's leadership likewise changed funding priorities. Nevertheless, DOE provided 150 units of solar panels, originally intended as grants to HH, which AMORE3 opted to 'commercialize' for consistency in approach. DOE also supported completion of 2 MHPs by providing electro-magnetic equipment worth Php7.9 M. 2. The intended HEP beneficiaries were wondering why they should pay for the systems when these were highly subsidized, if not, granted in AMORE1 and 2. After the target revision in 2012, implementation of the project's three components became successful. Household Electrification Project (HEP) • Entry of private commercial PV suppliers and MFIs that made it possible for BRECDAs to purchase solar PV systems. • The BRECDAs were assessed and those with potential (like those in Bantol and Magsaysay) were selected to pilot test commercialization • Social preparation, education and training of CBOs and households. • BRECDAs developed their capacity to attract customers. They designed a financing scheme based on HH's calibrated wattage utilization to make the units affordable. They also applied more liberal terms of payment. • Solar lighting helped establish or enhance income generating activities of some beneficiaries like prolonged operation of grocery stores, improved milling operations and establishment of welding shops. • Households enjoy clear lighting options without CO2 emissions unlike when they use kerosene for lighting. SEED and WASH Even if AMORE3 took some time to avail resources to support SEED and WASH, these components were successfully and effectively implemented. Funds/resources were leveraged from a number of companies and foundations in the form of cash and/or materials.

How effective were the processes, approaches and strategies employed in achieving the results?	Households were supplied with water and relieved children from fetching water from distant sources. Hence, children could devote more time for studying. Due to SEED, school absenteeism was reduced. The students improved their academic standing/performance as indicated by improved test scores and higher grades. They could study at night since lighting is available. Innovative learning methodologies were made possible due the availability of laptops, TVs and multi-media. The mini-hydro power plant supplied the power requirements of the community and introduced additional income sources. The contribution of companies and foundations made possible achievement of targets for the WASH and SEED components. The liberal scheme of repayment and the calibrated wattage to suit the consumption capacity benefited the households. BRECDA members were apprised of their financial position and provided training and on the commercialization of solar PV systems.
How could these approaches, strategies and processes be improved?	BRECDAs could use their excess funds to explore livelihood projects and intensify electrification in other barangays to increase their business operations and income. Develop BRECDA's capability in fund generation from both government and private sectors in order to meet the increasing demand for solar panels. They should be taught how to prepare project proposals. The BRECDAs' savings could serve as leveraging mechanism to source more funds and promote sustainability. Devise means for LGU and DEPED to get involved in the project and support the operations, maintenance, repair and replacement of expendable system parts. To avoid absconding of funds, immediately deposit these in banks and educate beneficiaries on transparency in funds monitoring.
Efficiency	
Were the processes/ activities completed on time and at cost?	Yes. The revised targets on HH electrification, installation of 2 mini-hydro power plants, the expanded school electrification through SEED and water supply projects through WASH were accomplished on time. AMORE was able to leverage support from companies and foundations locally and abroad.
What were the reasons for the deviation, if any?	The primary reason for deviation in targets particularly on HEP (from 24,700 to 8,867) was DOE's failure to provide committed funds. SEED and WASH targets were increased as funds and units sourced from companies and foundations came in.

Gender	
How were gender concerns integrated in the strategies, approaches and processes?	Through ADBs' funding support, selected women were trained as technicians for solar home system. Although men were also trained on solar PV operation, maintenance and repair, they tend to leave the community to look for better opportunities elsewhere. Whereas, women stay in the community to take care of their children and the household in general. Therefore, the likelihood of the project being sustained is higher since technical expertise is available in the locality. The women were also given opportunity to work in the installation of WASH projects.
Sustainability	
What mechanisms were installed to support project sustainability?	CBOs (BRECDAs, BAWASAs and PTAs) were capacitated to effectively manage the projects even beyond AMORE3. Women and teachers were capacitated on the operation, maintenance and repair/trouble shooting of solar PV home system and school system, respectively. Additional income-generating projects such as battery-charging stations were introduced to BAWASAs. Facilitated linkage between CBOs and the private sector to continue commercialization Calibrated units for commercial lighting were introduced to match HHs' wattage consumption requirement as well as liberal re-payment scheme for HEP
How can the employed strategies and approaches contribute to project sustainability?	Capacity building activities provided opportunities for BRECDA to become entrepreneurs and expand services to the community BAWASAs expand their services to other areas hence more income opportunities. Improved teaching methodologies under SEED can attract more students to attend schools - absenteeism will be reduced. Teachers can easily perform their work with the availability of computers. Adequate clean water will improve the beneficiaries' health and sanitation. Solar lighting can improve or expand economic activities in the community. The established relationship between private suppliers and the BRECDAs can further enhance commercialization. The BRECDAs are ensured that they get quality products. The PV suppliers can provide technical support to BRECDAs.
What other sustainability	Livelihood projects which are consistent with the demands of the local

mechanisms could have been installed?	market and takes into consideration indigenous resources should have been integral in the project design Partnership with government agencies, especially the LGUs for support other than funding CBOs should have been trained on (i) fund generation and leveraging and (ii) effective and efficient financial control system to prevent fraud. Government's commitment should be religiously complied with to avoid uncontrollable situations. Strengthen partnership with the private sector on all phases of project undertakings. The potential area is big needing long-term engagement and with lots of capacity building. Additional time and resources could have been put in-place to allow more advance training and upgrade CBOs' capacities on organizationally and in business management.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	The people appreciated the support USAID extended to help improve their quality of life. This softened their hearts and prevented them from being recruited and exploited by rebels and other unwanted elements in the area. The beneficiaries were very thankful for the electricity that they now feel secured and made walking at night safer. The thought that AMORE3 did something for them brought about a feeling of satisfaction and peace of mind. The WASH project improved health and sanitation in the community and eased children's burden of fetching water from very distant sources. AMORE3 also provided livelihood opportunities like gardens and farms that can now be irrigated thus increasing production; corn and rice milling have improved; sari sari stores could sell more items at extend selling hours; forms of entertainment like karaoke and TV also sprouted.
Others	
	Electricity should not be given for free in order to remove the beneficiaries' lingering attitude of dependence on dole-outs. Community empowerment and development need a lot of education, preparation and capacity building particularly on organizational management, operations, financial management, linkages and innovative approaches on project implementation. Project implementation would require a minimum of 5 years to attain sustainability. We should involve and build meaningful partnership with local government units and other concerned agencies. Enhance relationships and partnership with the private sector. They

	have already recognized their potential role and responsibility in community development. With AMORE's exit from the communities, BRECDAs will take over the management of the project and are expected to do this on a sustainable basis. Similar project should not be supply-driven. People should be provided wider options to choose from and decide what is best for them. This approach will instill a sense of ownership, accountability and responsibility among the people. Solar PV power grid is expensive and the unit price of power may be prohibitive for customers. It may take a while before venturing into solar grid, i.e., once the cost and price becomes comparable with traditional grid.

Name and Position:	Engr. Reuben T. Quejas, Institutional Development Unit Manager
Date:	February 4, 2014
Time started / ended:	3:15 pm - 5:00 pm
Venue:	Starbucks Coffee, Podium, Ortigas Center
What was your role in AMORE?	Organizational assessment; managed community based organizations; social preparation; education and capacity building of partners and beneficiaries under the Household Electrification Project (HEP) component The three components (HEP, WASH and SEED) were independent from each other. There were separate units or persons-in-charge of institutional development in each of the components. The ID should have been managed by only one unit that cuts across all components. The separation of ID interventions (social preparation, education and training) sent mixed signals to the communities as if the components were separate programs/projects.

Effectiveness	
What factors contributed or hindered achievement of results?	The original target for HEP based on the technical proposal was 24,700 with the assumption that, after AMORE2, the market for PV Solar Home System was already ripe. However, the test run in AMORE2 was a mixture of subsidized and market-oriented operations which did not warrant full commercialization. AMORE3 encountered difficulties in achieving the periodic target due to a combination of factors (i) price, (ii) HH's lack of capacity to pay and (iii) unwillingness to pay since HHs got used to grants. After two years of implementation, AMORE3 realized that the target was not achievable hence requested USAID for a reduction in targets to 8,867 HH, which was subsequently approved. On the supply side, private suppliers were not very aggressive in promoting their products and doing business at the project sites because of (i) high over head costs and (ii) security risks. The scheme is not viable for PV suppliers. The AMORE3 fund, compared to Amore 1 and 2 was too low. In addition, the project team lacked the flexibility to manage finances. Funds were managed and controlled by Winrock. If AMORE had the lee way on funds, the project could have improved the rate of community buy-in through, for instance, promoting income generating activities to increase HH's capacity to pay. DOE failed to disburse the committed fund of $5 M for HEP. Nevertheless, DOE provided a number of solar panels and released Php7.9 M for the completion of 2 MHPs in Lubo and Upper Sepaka.
How effective were the processes, approaches and strategies employed in achieving the results?	The alliances and networks formed in AMORE3 was very effective in fund leveraging. Resources from large corporations or foundations poured in and helped achieve targets for WASH and SEED components. The Market Survey conducted at the initial stages of AMORE3 resulted in a shortlist of BRECDAs to be assisted by the project. The BRECDAs were classified into three categories - strong (17 BRECDAs), weak (32) and inactive (22) for a total of 71. The number complies with USAID's condition to use 10% of the total organized BRECDAs as models. A menu of interventions for each category was developed. The 49 strong and weak BRECDAs were provided specific, deliberate and targeted interventions to bring them up to a level where they can operate independently and sustainably beyond the life of AMORE. 55 BRECDAs were given trainings on organizational development, administration, leadership, financial, environmental business planning and M&E. Assisting the 22 inactive BRECDAs was deemed unsound as it would just waste valuable time, budget and efforts. The business expositions, forum and trade fairs increased the PV suppliers' presence in the areas and helped them establish business contacts.

How could these approaches, strategies and processes be improved?	
Efficiency	
Were the processes/ activities completed on time and at cost?	The processes and activities were all completed on time but the quality of outputs at the latter part of the project period was not at par since funds have depleted and the number of staffs was reduced. If there were more time and funds, more processes could have been done, like more education, more hand-holding/accompaniment, values formation, monitoring the BRECDA's progress and fine tuning their operations.
What were the reasons for the deviation, if any?	Funds dwindled at the last year of AMORE3. Activities concentrated on consolidation and documentation.
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	66 women from 50 barangays were trained on basic electricity, installation of SHS and basic maintenance and repair of all types of solar PV products. Women representatives from 15 BRECDAs were trained in micro-entrepreneurship.
Sustainability	
What mechanisms were installed to support project sustainability?	The key element to achieve sustainability is the presence of a strong, active and strategic community association. Hence, efforts concentrated on social preparation, education and organizational strengthening of BRECDAs, BAWASAs and PTAs to manage commercialization of the PV solar home system, SEED, WASH and the MHP. The project facilitated formulation of these organizations' Constitution and By-laws, policies, systems and procedures to ensure smooth operations. The CBOs and PSPs were printed on tarpaulin and displayed in strategic places in the community. 70 technicians were trained on the operation, maintenance and repair/trouble shooting of the solar PV systems. The project devised different payment schemes for the solar home system according to HH's paying capacity which in turn was based on their monthly fuel consumption. Under the BDA, program funds were used to purchase various types of PV products. These were provided to the BRECDAs as seed capital for their businesses. The USAID's condition was to use the money for intensification. However, the BRECDAs did not use the money as they were waiting for grants. In Sulu, Basilan and Zamboanga City, the PTAs managing SEED and WASH projects were also tapped as managers of household electrification. They were given 1,390 solar lanterns of different

	capacities for free. The project facilitated linkage of 15 BRECDAs with CARD, a micro-financing institution which extends credit for PV products on soft terms. 11/15 BRECDAs procured PV products from CARD for distribution to its members The BRECDAs prepared 3-5 year business and development plans. Inclusion of PV subjects into TESDA's National Certification System Training of women technicians who will likely stay in the community unlike their male counterparts who leave for the cities after receiving specialized skills. The LGUs participated simply as advisers and arbiters in conflicts and not as direct implementer of the project. Hence, the BRECDAs felt they own and are responsible for the project.
How can the employed strategies and approaches contribute to project sustainability?	The strategies were supposed to capacitate the BRECDAs to continue commercialization, i.e., expand users of PV solar home systems, provide after sales services to HHs; manage the MHP and SEED and recoup investment cost for future replacement and or repair of the system.
What other sustainability mechanisms could have been installed?	Identification of an organization that would monitor the BRECDAs' performance i.e., whether they are practicing and applying what have learned or whether they are implementing the sustainable plans they prepared. This organization could also provide more values formation, education, training and hand-holding on organizational, and business and financial management. Involve electric coops in training BRECDAs on technical aspects. Assist BRECDAs in trouble-shooting, repair of systems.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	The effect on peace is quite difficult to determine as there were no clear indicators in the project's design. With regards to development, the project made available potable water system through WASH and improved the quality of education thru SEED.
Others	
	Sensitivity to local culture and norms in designing interventions. For example, the MFI policies, systems and procedures have to be adapted to the Shariah Law to be more effective. One has to make due diligence in assessing the capacity, orientation, values and trustworthiness of recipients/officials (as conduits) before providing/releasing funds intended to help deserving beneficiaries. The LGUs at the barangay level had been involved with caution.

	AMORE3 deliberately tempered their role and participation such that they will not influence the BRECDAs' decisions. Conflicts between the barangay captains and BRECDA officials exist. The COBs and PSPs served to control the LGUs' influence. The project had an M&E Team from 2010-2011 after which it was disbanded. AMORE 3 duration should have been four years. The BRECDAs still lacked technical skills despite the trainings. AMORE staffs still helped in the technical aspect.

Name and Position:	Madeline Romero, Communications Manager
Date:	February 3, 2014
Time started / ended:	3:50 pm - 5:00 pm
Venue:	Figaro Coffee Shop, Podium, Ortigas Center
What was your role in AMORE?	Prepared communications IEC materials for external use, i.e., public relations, events, resource leveraging, partnership management, community.
Effectiveness	
What factors contributed or hindered achievement of results?	The original target for HH electrification was not achieved because of the following factors: Not a lot of private suppliers were patient enough to do business in remote places – overhead costs were high. The mission and project areas were challenging in terms of physical accessibility and security. Micro Finance Institutions were also challenge by the high overhead costs incurred in AMORE3 project sites. They expressed willingness to provide service provided someone subsidizes their overhead costs.

	Despite the trainings provided, a lot of CBO did not become independent and progressive. Only about 10% of the trained CBOs became successful like that in Davao which integrated hardware materials into their cooperative enterprise and in Sultan Kudarat which engaged in lending and attracted other funders as well. After 2 years of implementation there was a reduction in HEP target from 24,700 to 8,867 and increase in WASH and SEED targets. All the revised targets were achieved before the project phased out. DOE's policy change affected the project's commercialization of the solar PV system.
How effective were the processes, approaches and strategies employed in achieving the results?	Community preparation, organizing and capacity building were worth the costs and effort. Commercialization, which was an enhancement of what had been done in AMORE 1 and 2 was also good. Entrepreneurship training and linkages of CBOs with private suppliers-established the PV supply chain and developed the CBOs' mindset towards business. Micro-hydro, WASH and SEED attracted funders. The E-TV is a very effective learning methodology
How could these approaches, strategies and processes be improved?	Manila and Davao-based businesses enterprises should be provided with appropriate incentives to continue or do business in the project areas, e.g., support fund for overhead cost. Further enhance the capacities of CBOs to engage in more complex activities Enhance micro-financing v-a-v strengthening CBOs. Help MFIs serve the community such that they could eventually transfer their knowledge and skills to the CBOs Incorporate income generating activities such that HHs can afford commercialization of the PV systems.
Efficiency	
Were the processes/ activities completed on time and at cost?	Not in the position to answer this. This could be better addressed by finance and/or field operation staff. However, the three phases of the project were completed on time.
What were the reasons for the deviation, if any?	
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	Made sure that there were women participants in trainings and other activities/events of AMORE. Emphasized training of women technicians to ensure continuity of technical services. Women tend/prefer to stay in the community while men usually leave the community for better opportunities. Women have the natural tendency to take their responsibilities seriously. They are strong willed, determined and know what they want

Sustainability	
What mechanisms were installed to support project sustainability?	The CBOs were strengthened to carry on activities when AMORE3 phase out. They were capacitated on organizational management and entrepreneurship Linked CBOs to private sector for supplies and potential assistance TESDA accreditation of solar PV TOT in the National Certification system Schools authorities capacitated on O & M of school PV system Worked with DEPED to mandate school beneficiaries of SEED to monitor the impact of the processes/support from school administrators. Solicited support from parents. The community loved education and even the poorest contributed funds to upkeep the system.
How can the employed strategies and approaches contribute to project sustainability?	Linkage between CBOs and private suppliers can develop the service and supply chain for HH electrification Support from the community can sustain maintenance and/or replace expendable parts of the system
What other sustainability mechanisms could have been installed?	Involvement and support of the LGU Advance capacity building for CBOs to manage progress and changes
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	Peace is difficult to quantify. Development, yes, there were observable indicators during project implementation like the presence of economic activities.
Others	
	Some lessons: It pays to empower the community to work for their own development in order to achieve real change. What outsiders can do is to guide them, give them the tool and connect them to the right people and organizations for support services. The CBOs and people in general succeeded because they were determined and willing to help themselves. Help those who want to help themselves. Forget about those who only want to 'joy ride'. It would have been better if AMORE3 was integrated in the LGU development plan to ensure sustainability. Doing so will firm up the project's legitimacy, security and allocation of resources from the sector. Three years is not enough to realize the project's impact and measure sustainability. The impact of the strategies could have been observed if there had been more time in AMORE3. Success of development projects does not only depend on the competence of the staffs. Other important factors are involvement of local government units and other stakeholders (private sector, government agencies), timing or duration, community preparedness, readiness and commitment and the policy environment. The community preferred water supply more than electricity.

Yamog

Name and Position:	Nazario Cacayan, Executive Director Venario T. Bariel, Community Development Officer
Date:	January 27, 2014
Time started / ended:	10:00 am - 10:33 am
Venue:	Yamog Office, Room 302 GB Cam Building, Monteverde corner Alvarez Streets, Davao City
What was your role in AMORE?	YAMOG has partnered with Winrock-AMORE since Phases 1&2. For AMORE3, it installed the MHP in Upper Sepaka, Surallah and Sitio Lubo, NED, Lake Cebu, both in South Cotabato. We also got involved in organizing and installation of solar packages in Davao City way back in 2004-2005.

Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	I can say yes, the AMORE3 has successfully carried out the objectives of the project at least in areas we covered together. The schools can now use computers and television all day. The number of enrollees increased. People more often stay at home to watch TV or use the videoke. Time spent outside the house, especially at night is minimized. They now enjoy the benefits having refrigerators and flat irons. Highly perishable food can now be preserved.
What factors contributed or hindered achievement of results?	Lack of access and poor road conditions.
How effective were the processes, approaches and strategies employed in achieving the results?	It was somewhat effective because the AMORE3 linked with LGUs, community heads and sitio leaders in the areas we covered as partners. They made sure that the community felt a sense of project ownership through organizing and the formulation of policies and systems for the Micro Hydro Project. Sectoral representation (education, agriculture, women, youth, faith based, tourism and the likes) was integrated in the formation of community based organizations. Farming or the agriculture sector was the key to the success of the project since it involves preservation of watershed areas A barangay ordinance was formulated and approved maintain and protect the 271- hectare watershed areas duly supported by the MLGU.
How could these approaches, strategies and processes be improved?	These strategies and approaches could be further improved with regular monitoring especially on the technical aspects of the systems installed. Since there is a link with the LGU, it can be maximized after the project has pulled out in the area.
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	Women were involved in project implementation. In fact, there is one lady, Eva Lacro who became a member of the Board of Directors. . In the CBOs, women were involved in decision-making alongside with men especially when it comes to Income Generating Activities (IGAs) such as bagging of seeds to be planted in the protected watershed areas. Both men and women members of the organization planted fruit trees. A tree-planting activity was organized by women in the preservation area of the MHP.

Sustainability	
What mechanisms were installed to support project sustainability?	In Sitio Lubo, training on operation and maintenance as well as livelihood projects were conducted.
How can the employed strategies and approaches contribute to project sustainability?	The training on O&M is a major factor for sustainability as well as watershed conservation and tree-planting.
What other sustainability mechanisms could have been installed?	Provide additional training to the people on project and financial management. People should be taught how to optimize use of the system to integrate, for example livelihood opportunities and processing of agricultural products. Additional knowledge on the conservation of watersheds especially that there are mining issues in the area. Linkage and networking with other groups in nearby areas. There should be regular monitoring of the organization and the system after the project has pulled out. Mainstreaming with the LGU both at the municipal and barangay levels.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	Business opportunities created sense of security In four sitios, harassment by armed men was minimized.
Others	
	Challenges: Mining vs. Protection of the watershed areas Geographical location

Key Informant Interviews with Beneficiaries

Perlita Corbadora

Name and Position:	Perlita Corbadora, Woman Technician
Date:	January 30, 2014
Time started / ended:	10:00 am
Venue:	Barangay Bantol, Marilog District, Davao City.
What were you trained on?	I have been a BRECDA Technician since 2011. I attended trainings and seminars for small solar packages such as lantern assembly. Lanterns are easier to assemble compared to large solar packages such as those installed in the barangay. I do minor repairs such as wiring and checking the fuse. Major repairs are done by males especially when it requires strength. The solar packages are very heavy and big.

What motivated you to be trained as a technician?	I was motivated to become a technician because I wanted exposure and to gain more knowledge on the solar packages. I think the job should not only be known by men. Just like in African countries, women were tapped as technicians. The AMORE3 staff showed us a video clip on this so I was challenged and decided to apply. I thought that if I train, I can be of help to my community and personally attend to my installed package.
What processes were undertaken to get you involved?	I was chosen because I applied as a technician. The position did not require high qualifications from the applicants so I applied and got through.
Why do you think AMORE3 got women as technicians?	I think I have the basic knowledge and skills to begin with.
How effective is the strategy of tapping women as solar technicians?	It was effective because I was able to help my organization. Tapping women on the technical aspects of the project did not only give us additional knowledge but also confidence. Electronics is usually for men. Now we are working hand in hand with them.
What advantage do female technicians have over male technicians?	I think it is because of our being calm and organized in work. I work very sincerely. I am not saying that men are not sincere and organized. After all, this is supposed to be their job, yet I am doing it. I think I am also capable. When the work is beyond my skills, I seek the help of male technicians.
How does being a technician affect you as a woman?	Not much, because I do not think of sex when I am at work.
How were you able to use knowledge/skills gained in the training to your own barangay?	I provide service when needed. Whenever I am called to troubleshoot solar packages in my service area, I go.
What benefits did you derive from the project?	• I earned a little because I have incentives from the project • We now have better lighting systems at home • Children can now spend more time studying at night • Solar PV system is a lot better than using kerosene

Merlyn Reganon

Name and Position:	Merlyn Reganon, BRECDA Chairman
Date:	February 4, 2014
Time started / ended:	1:20 pm - 2:30 pm
Venue:	Brgy. Bagumbayan, Sergio Osmena, Zamboanga del Norte
What was your role in AMORE?	BRECDA Chairman/WOMAN TECHNICIAN
Effectiveness	
In your opinion, were the objectives of the project achieved? Why do you say so?	Objectives were achieved, the project provided light to our barangay. We now enjoy bright, safe and reliable electric light in our homes. It minimized out expenses for kerosene so we were able to use the money for other basic needs. The project was of great help to our community especially to children and women. Women can work faster. We don't have to hurry cooking/preparing food before it gets dark. It also became convenient for those with small children because they just need to switch on the light when the baby wakes up in the middle of the night.

What factors contributed or hindered achievement of results?	
How effective were the processes, approaches and strategies employed in achieving the results?	The people gained knowledge. They were given basic trainings on financial management, leadership and skills development. They were taught on the advantages of using solar over kerosene lamps
How could these approaches, strategies and processes be improved?	The project could be improved if the barangay gives us full support.
Gender	
How were gender concerns integrated in the strategies, approaches and processes?	
Sustainability	
What mechanisms were installed to support project sustainability?	We have monthly dues for the operation and other maintenance of the PV-Solar. We also pay a minimal amount for charging cellphones. The BRECDA was organized to continue development efforts in the whole community. However, our BRECDA has no longer functioned in the last seven months. Some of our members moved out of the community while some lost interest.
How can the employed strategies and approaches contribute to project sustainability?	
What other sustainability mechanisms could have been installed?	Trainings on alternative livelihood projects to sustain our project. There should be continuous monitoring of installed packages and the BRECDA's status.
Peace and development	
How did the project contribute to peace and development initiatives in Mindanao?	Women and children are no longer afraid to go out of the house in the evening. Children can play in the barangay hall even at night.

Terry Rizada

Name and Position:	Terry D. Rizada, Woman Technician, Previously BRECDA Secretary
Date:	January 29, 2014
Time started / ended:	10:30 am
Venue:	Sito Langgonoan, Bantol, Marilog District, Davao City
What were you trained on?	I was trained on the connection, minor repairs and some maintenance of the packages. Now, I can already assemble solar lantern packages. The seminar we attended only dealt on simple things and not the complicate ones. It is a male thing. In fact, I only attended once on the technical aspects. I have been a technician for two years. Now that the project has phased out and the units are already ours, I still serve whenever necessary through the association we established.
What motivated you to be	I would like to gain basic knowledge on solar packages so I can apply it to

trained as a technician?	my own system. I would like to serve other households that have solar packages
What processes were undertaken to get you involved?	We attended orientation meetings, seminars and participated in the social preparation activities conducted by the project. When the technical training for women was announced by the association no one signified interest because the schedule was untimely for most. The training was to be conducted in a week which meant that we have to leave work for seven days. Others did not want to attend so I volunteered and was chosen because I was active, interested and participated in all the seminars and trainings provided by the project. If somebody else became interested, I wouldn't have become a technician. When I was accepted as technician, I resigned as BRECDA secretary because I was only a volunteer that time.
Why do you think AMORE3 got women as technicians?	Females are more committed than men in this work. Males do not have a sense of urgency when it comes to repairs and inspection of units. In my area, we would have been bombarded with complaints if I were not there. Women remind men to work.
How effective is the strategy of tapping women as solar technicians?	It was very effective because as a woman, I work very efficiently and I am very organized.
What advantage do female technicians have over male technicians?	The women technicians are only assistants of male technicians because they are more skilled in electronics.
How does being a technician affect you as a woman?	If ever there would be an evaluation, I think I will rate fairly. Being a technician empowered me and my household because I got paid whenever I do repairs. I gained more knowledge and skills and made me more confident because I was taught things that are usually only for men.
How were you able to use knowledge/skills gained in the training to your own barangay?	The things I have learned were very useful to the barangay especially in my areas, Sitios Langgonoan and Banuayan. Initially, only 25 units were distributed by AMORE3 but more households wanted solar packages. Therefore, I canvassed 13 more units from CARD. All of these were installed, so I was successful then.
What benefits did you derive from the project?	When AMORE was still here, we were given P750/month. Now that there is just the organization, I got P340.00 last December 2013.

ANNEX D-4

Triangulation of Data Output

Evaluation Criteria and Questions	Results from the Data Collection Methods				Findings	Conclusions	Recom-mendations
	HHS		FGDs	KIIs			
	HE	WASH					
EFFECTIVENESS							
1) What are they key results (outcomes and outputs) of AMORE 3?	People described their communities as peaceful now (no longer afraid to go out at night; can now hold social activities in the evening); lower incidence of crimes against persons and property.	Easy for the members of the HHs to do their daily HH chores (especially cleaning, cooking, washing clothes, etc.) because water source is near, they do not have to walk far. Time for doing HH chores is also shortened and they have more time to relax.	HE supported peace and development initiatives in Mindanao through lighting of communities, strengthening of family relationships, and improving safety and security of individuals and families at night	Extended time for economic, social, and cultural activities; additional income from livelihood activities at night; access to information; security.	IMPACT: 1) improved security, 2) improved productivity; (3) increased access to potable water; (4) improved teaching and learning process. additional income; OUTCOMES: 1) HEP - extended time for economic, social, and cultural activities; 2) SEEd - improved teaching methods and reduced teacher's time for making visual aids; 3) WASH - increased access to clean water and reduced time to get water	1) The project contributed to the improvement of the quality of life of the beneficiaries in terms of improved security, improved access to clean water, and improved teaching and learning processes. 2) SEEd, particularly the multimedia equipment and services, proved to be very effective in improving teaching methods and students' interest to learn.	
	Ninety-nine percent revealed that having light in their homes increased their feelings of security, peace, and harmony.	They no longer worry because water is safe to drink. Fetching water is no longer stressful	SEEd, particularly the multimedia equipment, improved the learning and teaching process, reduced teachers' time in making visual	Improved teaching methodologies		AMORE 3 has contributed to improving the beneficiaries' quality of life - (1) improved security, (2) increased productivity, (3) increased access to potable water, (4) improved teaching and	(1) Remote HHs would only receive SLHS (not solar lanterns); (2) HHS should receive the same level of cross subsidy that SPUG customers enjoy

Evaluation Criteria and Questions	Results from the Data Collection Methods				Findings	Conclusions	Recom-mendations
	HHS		FGDs	KIIs			
	HE	WASH					
			aids, and increased students' class attendance.			learning process	
			WASH increased students' access to clean drinking water, and reduced reported student absences and tardiness	Better health and sanitation		AMORE 3 operated more as a solar lighting intervention rather than an off-grid electrification project	Off-grid electrification needs to address income-generation and poverty alleviation and should be based around RE micro-grids targeting remote poblacions
				Partners replicated strategies/approaches in other areas/projects as part of their CSR		AMORE 3 complexity made it extremely difficult to make interventions	Use the KISS principle for rural electrification to meet the priorities of the community.
2. What benefits (i.e. changes in well-being, behaviour and organization) were derived by target beneficiaries? (men /women /girls /boys)?	Increased working hours as well as opportunity to augment income by opening sari-sari stores/other business endeavors (selling ice; ice candy; battery charging, etc.).	Improved personal hygiene of members now that they are able take a bath more frequently than before. More relieved of the burden of fetching water from a source which are far from their homes plus the fact that potability is not guaranteed.	HE - expanded income-earning opportunities for households through extended operation hours of retail stores, diversified use of battery charger for a fee, and increased	Safe, cheaper, more reliable light; Children can study at night; shops/stores open until late in the evening, women can do more household chores,	1) HE - BEFORE: 30 minutes to 2 hours; AFTER: 4 minutes. 2) SEEd - BEFORE: 20 - 30 minutes; AFTER: 1 minute. 3) HE Reduced monthly expenses - BEFORE: PhP291; AFTER: PhP 132. 4) HE Extension of time by 2 hours. 5) SEEd 100% of teacher respondents claimed reduced time necessary for making A/V aids	AMORE 3 interventions were driven by quantity not quality	Interventions must be measured by their sustainability, i.e., quality of products, quality of trainings, quality of organizations , enforceable regulation

Evaluation Criteria and Questions	Results from the Data Collection Methods				Findings	Conclusions	Recom-mendations
	HHS		FGDs	KIIs			
	HE	WASH					
			working hours for basket making and other livelihood activities, not normally done before				
	Increased working hours as well as opportunity to augment income by opening sari-sari stores/other business endeavors (selling ice; ice candy; battery charging, etc.).		SEEd - provided better multimedia education technologies that facilitated understanding of lessons and motivated learning of students	Facilitated teachers' development of lesson plans		AMORE 3 commercialization experiment for off-grid electrification was not successful	Without subsidies or cross subsidies, off-grid electrification is impossible
	Increased working hours as well as opportunity to augment income by opening sari-sari stores/other business endeavors (selling ice; ice candy; battery charging, etc.). Can do repacking of items for sale in		WASH - reduced reported incidences of student illnesses (diarrhea, stomach ache) which was attributed to drinking dirty water	Relieved children from fetching water		AMORE created new community organizations when there were government organizations with barangay presence	Remote off-grid electrification is the responsibility of the NPC & REC. Potable water should be the responsibility of the LGU

Evaluation Criteria and Questions	Results from the Data Collection Methods				Findings	Conclusions	Recom-mendations
	HHS		FGDs	KIIs			
	HE	WASH					
	the evening.						
3. What were the contributing and hindering factors to the achievements of results?				Contributing factors: Partners' participation; social preparation, capacity building, and people's cooperation Hindering factors: Time and funding constraints; inaccessibility of project areas; DOE's difficulty in delivering committed funds	CONTRIBUTING FACTORS - 1) Partnerships / alliances for SEEd / WASH; 2) Management's commitment to resource mobilization; 3) USAID's strategic advice to partners. HINDERING FACTORS - 1) Time / fund constraints; 2) DOE's difficulty in delivering committed funds; 3) Inaccessibility of project areas; 4) HH's capacity to pay; 5) Expensive and poor quality PV packages	AMORE 3 implemented the interventions in a fragmented manner	There should be a fully integrated and comprehensive plan which can be easily understood by beneficiaries
EFFICIENCY							
4. Was the project completed on time and at cost? (Compare target vs. actual) Specify reason/justification for deviations (if any).			Reported factory defects in batteries and lanterns in the electrification system and reported use of substandard materials in the water supply system were signs of inefficiency		Based on the terminal report, all revised targets were completed on time. However, there were discrepancies between the secondary data and observations in the field. For example, in Bantol, Mawato, the reported number of HH beneficiaries was 40, however the actual number is only 12. In Cagbalete there were 2,000 reported HH beneficiaries but the observations reveal that only 1,200 individuals beneficiaries. In Kilangan, Maguindanao, the	AMORE 3 interventions were determined by the location of the targeted BRECDAs rather than community needs	All interventions should be community need based

Evaluation Criteria and Questions	Results from the Data Collection Methods				Findings	Conclusions	Recom-mendations
	HHS		FGDs	KIIs			
	HE	WASH					
					recorded number of HH beneficiaries is 1,800, however the system capacity is only ___ cubic meters which is impossible to cater to all individuals.		
SUSTAINABILITY							
5. What mechanisms were put in place to support the sustainability of program benefits, RE systems and alliances developed during AMORE 3?	Using unit carefully/putting in a safe place/following instructions; regular cleaning; limiting use/using only when necessary	Regular cleaning of tub/ reservoir/ tank; Paying monthly contribution; Checking the lines/hose/reservoir regularly; Cooperating/helping each other in maintaining the system; Fixing the problem immediately (no matter how minor)	Creating new local organizations (BRECDA and BAWASA) to manage HE and WASH systems in the communities, and tapping informal association (PTA) to manage SEEd and WASH systems in schools are mechanisms put in place that do not ensure sustainability of program benefits	Linkage between BRECDAs and PV suppliers; availability of local technicians to do repairs and maintenance; Institutionalization of PV education in TESDA's national certification system	The project installed the following sustainability mechanisms: (1) organized/capacitated CBOs, (2) local technicians trained, (3) linkages formed between PV suppliers and BRECDAs and (4) payment of O&M costs.	The quality of AMORE3 secondary data was not sufficient to produce accurate assessments	A detailed comprehensive, accurate up to date, database, must always be maintained and accessible for any major programme such as AMORE
				Partnership with LGUs; Continuous monitoring	However, the supposedly installed mechanisms do not guarantee sustainability: (1) From AMORE3's own analysis, only 26% of the		Other recommendations (1) BRECDAs should be under the control of electric

Evaluation Criteria and Questions	Results from the Data Collection Methods				Findings	Conclusions	Recom-mendations
	HHS		FGDs	KIIs			
	HE	WASH					
					BRECDAs were strong and 37% no longer existed. (2) Unreliability of systems particularly batteries and lamps; (3) Component suppliers cannot afford to service barangays; they do not stock spare parts;		cooperatives; electric coops would replace AMORE's role. (2) The electric cooperatives should expand their role to include RE technologies. (3) BAWASAs should be under the LGUs. (4) The SEED should be under the LGUs
					(4) Local technicians no longer receive income from AMORE (P750/month) hence left community to find jobs elsewhere; no new technicians were trained as second liners; (5) Difficulty in collecting O&M payments from beneficiaries; they stop paying for O&M once they have paid-off the system; (6) The beneficiaries stop attending BRECDA meetings once they have paid-off the system; AMORE is no longer available to help BRECDAs		
					(7) For WASH, there was no proper analysis of water supply source		

Evaluation Criteria and Questions	Results from the Data Collection Methods				Findings	Conclusions	Recom-mendations
	HHS		FGDs	KIIs			
	HE	WASH					
					particularly for spring-fed systems, hence they run dry; the source was not protected (8) The distribution pipes were not buried deeply enough; (9) For SEED, teachers move to another assignment and there are no second liners. In general, the recommendations from Amore 1 & 2 were not fully implemented in AMORE 3		
6. What were the key strategies and interventions that worked (good practices) or did not work (lessons learned) in the Program?			Interventions that worked: School electrification and multimedia equipment/ services for improving teaching and learning; and provision of water faucet and sink in each classroom for increasing students' access to clean water	Interventions that worked: CBO capacity building; partnerships/alliances; training of local technicians (both men and women);	Strategies that worked: (General) Fund leveraging; involvement of women; MHP-Micro grid; For HEP - Training of local technicians; training of strong BRECDAs; For WASH, school taps in each classroom; provision of potable water close to the houses; For SEED, provision of multi-media		
					Strategies that worked: (General) Fund leveraging; involvement of women; MHP-Micro grid; For HEP - Training of		

Evaluation Criteria and Questions	Results from the Data Collection Methods				Findings	Conclusions	Recom-mendations
	HHS		FGDs	KIIs			
	HE	WASH					
					local technicians; training of strong BRECDAs; For WASH, school taps in each classroom; provision of potable water close to the houses; For SEED, provision of multi-media		
			Intervention that did not work: Private sector participation particularly on the supplier for PV products and battery replacement	Interventions that did not work: Commercialization: reasons (1) limited participation of PV suppliers because of high overhead costs, inaccessibility of areas; in addition, very few PV suppliers could comply with LAP-certification in the bidding requirements (2) dole-out mentality; people got used to AMORE 1/2 where packages were subsidized, if not granted; (3) solar packages are expensive - people don't have capacity to pay; prioritized other needs such as food	Strategies that did not work: For HEP, (1) commercialization of solar home lighting; (2) involvement of private companies, (3) design and sustainability of supplied components; (4) involvement of entrepreneurs; training of of weak or inactive BRECDAs (74%). For WASH, water source analysis for continuity of supply. For SEED, lights not installed in all classrooms		
				Conceptually, use of BRECDAs as end of supply chain is ideal. However, there were only 17 strong BRECDAs to begin with. AMORE			

Evaluation Criteria and Questions	Results from the Data Collection Methods				Findings	Conclusions	Recom-mendations
	HHS		FGDs	KIIs			
	HE	WASH					
				included even the weak BRECDAs to comply with USAID's requirement of 10% of total BRECDAs organized			
GENDER							
7. How were gender considerations integrated in AMORE 3?	Conduct of All-Women training gave women the opportunity to participate. 40 women in the sample areas attended the training. 80% of the HHs interviewed revealed that women were consulted during the planning stage of the implementation and participated as members of committees that were organized. Of the 54 BRECDA officers, 20 are women; of the 365 listed as members, 101 are members	Of the 402 HHs, 63.7% revealed that women were invited to participate during the planning stage and were members of the different committees.	Women were targeted for Technician Training, thus giving them additional income-earning opportunity	Training of women technicians	BRECDA/BAWASA/SEED membership open to all; Targeting women for technical training (11%); Building on women's strengths; Support to women's nurturing role		

Evaluation Criteria and Questions	Results from the Data Collection Methods				Findings	Conclusions	Recom-mendations
	HHS		FGDs	KIIs			
	HE	WASH					
What are the effects on male and female beneficiaries?					Female (1) Improved housework management; (2) Reduced burden of water collection (3) More time for family and community activities		
					For male: (1) Increased productivity of men in farm and non-farm activities; more time for family and community activities		

ANNEX D-5

Analysis of the Secondary Data

Analysis of Secondary Data

The data provided to SDS from USAID and WI prior to and at the conclusion of the evaluation report is referred to here as Secondary Data. It mainly consists of written reports by WI of progress of implementing the AMORE 3 program and includes the Terminal Report for the AMORE 3 program submitted in September 2013 to USAID.

As discussed in the Evaluation Report, SDS found a number of aspects of the Secondary Data that caused it some concerns.

In summary the data was found to be:

- Internally inconsistent
- Confusing
- Logically wrong
- Not consistent with field observations and information.

It was never the intention of SDS to rigorously evaluate the veracity of the Secondary Data and the issues raised in this ANNEX represent only those, which were obvious on reading of the documents.

The number of Beneficiaries involved in AMORE 3 was seen by WI and presumably USAID as a significant key performance indicator (KPI) as WI keep referring to their having exceeded the target numbers in their reports. Such numbers refer to the BRECDAs, BAWASAs, and PTAs; and given that in some barangays all three organizations were created it is highly likely that there is double or treble accounting where total beneficiaries are concerned.

But the most obvious numbers that raise the flag of concern are simply the ration of the number of beneficiaries per household used to calculate total beneficiaries.

Page 7 – AMORE 3 Terminal Report:

- Households electrified with Renewable Energy Systems
    - Original Target = 135,850 (beneficiaries)/24,700 (households) = 5.500
    - Revised Target = 48,769 (beneficiaries)/8,867 (households) = 5.500
- Households with Improved Access to Safe Water
    - Original Target = 69,300 (beneficiaries)/12,600 (households) = 5.500
    - Revised Target = 109,703 (beneficiaries)/19,946 (households) = 5.500

Nowhere in the secondary data does it mention that an estimate of beneficiaries would be used to meet or exceed targets. As it Happens 5.5 person per household is the estimated average for the whole of the Philippines. The 2000 Census states that the average household size for the ARMM is 6.07 persons and for CARAGA 5.32 persons with Davao Region 4.86 persons per household and the 2000 census shows that region to region there are significant differences.

This calls into question the total number of beneficiaries claimed by WI.

Page 8,17 – AMORE 3 Terminal Report

- Households electrified with micro hydro in South Cotabato
    - Upper Sepaka, the report states 125 houses
    - Upper Sepaka field visit February 2014 found 87 (BRECDA list)

Page 10 – AMORE 3 Terminal Report

- Total Households Electrified under AMORE 3 = 9,502 (exceeding target of 8,867 by 10%)
- March 2014 Data from WI best estimate = 5,934 or 67% of the target not 110%.

Page 21 – AMORE 3 Terminal Report

- Total Households and Beneficiaries under the WASH program 22,255 and 129,307 respectively

OUPUT 3.1 – AMORE 3 WASH Completion Report

- Number of WASH projects = 36
- Number of WASH projects found in the field = 33

OUPUT 3.1 – AMORE 3 WASH Completion Report

- Project 35, Kilangan, community system 9,900 (beneficiaries) / 1,800 (households) = 5.500
- System Storage 12,000L, System operates for 12h/day (manned system). Assuming WHO minimum requirement of 30L/person/day = a maximum number of beneficiaries = 400 not 9,900 which would require on the same basis a minimum daily supply of 297,000L or a daily storage 25 times bigger than was installed.

As indicated above it is not the role of SDS to forensically investigate the information supplied by WI. However these obvious anomalies do indicate the problems of setting targets which are difficult to easily check or keep track of.

ANNEX E

List of Information Sources

List of Respondents for the Household Electrification Survey

NUMBER	SITIO	BARANGAY	MUNICIPALITY	PROVINCE	REGION	NAME
1		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Pamaloy, Inteng
2		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Israel, Rene
3		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Madidis, Dhats
4		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Kudanding, Wadteg
5		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Pamaloy, Nora
6		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Abdul, Musanip
7		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Esmail, Rasid
8		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Datu Manong, Baguinda
9		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Zacaria, Basif
10		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Ampatuan, Esmael
11		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Kakait, Samsoden
12		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Pamaloy, Mungkal
13		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Ampatuan, Eskak
14		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Satol, Zacaria
15		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Kamanzo, Alimodin
16		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Nor, Rakim
17		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Dimayon,Talib
18		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Dimayon, Alimodin
19		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Zacaria, Ibrahim
20		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Makadla, Mamarong
21		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Sagandingan, Rauf
22		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Agkong, Sally
23		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Zacaria, Soraida
24		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Adam, Kunsay
25		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Abdul, Aga
26		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Sailila, Saber
27		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Salikala, Saripa
28		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Quirino, Rasul
29		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Gimba, Awal
30		Palao Sa Buto	Datu Paglas	Maguindanao	ARMM	Kumampong,Esmail
31		Talitay	Buluan	Maguindanao	ARMM	Solaiman, Takusie
32		Talitay	Buluan	Maguindanao	ARMM	Kasanipal,Bakal
33		Talitay	Buluan	Maguindanao	ARMM	Kasan, Norma
34		Talitay	Buluan	Maguindanao	ARMM	Galuken, Asba
35		Talitay	Buluan	Maguindanao	ARMM	Minandang, Danit
36		Talitay	Buluan	Maguindanao	ARMM	Kanakan, Nganga
37		Talitay	Buluan	Maguindanao	ARMM	Minandang, Rudy
38		Talitay	Buluan	Maguindanao	ARMM	Tumendig, Baydo

NUMBER	SITIO	BARANGAY	MUNICIPALITY	PROVINCE	REGION	NAME
39		Talitay	Buluan	Maguindanao	ARMM	Banog, Sagiatla
40		Talitay	Buluan	Maguindanao	ARMM	Tanakan, Dong
41		Talitay	Buluan	Maguindanao	ARMM	Baladsican, Mama
42		Talitay	Buluan	Maguindanao	ARMM	Angon, Tenumbai
43		Talitay	Buluan	Maguindanao	ARMM	Mangudadatu, Alba
44		Talitay	Buluan	Maguindanao	ARMM	Pigkanatin, Salam
45		Talitay	Buluan	Maguindanao	ARMM	Lipoles, Nora
46		Talitay	Buluan	Maguindanao	ARMM	Sandigan, Bairunda
47		Talitay	Buluan	Maguindanao	ARMM	Mandal, BONGBONG
48		Talitay	Buluan	Maguindanao	ARMM	Kutok, Boy
49		Talitay	Buluan	Maguindanao	ARMM	Kalon, Lanie
50		Talitay	Buluan	Maguindanao	ARMM	Sapal, Pakung
51		Talitay	Buluan	Maguindanao	ARMM	Kalon, Mamison
52		Talitay	Buluan	Maguindanao	ARMM	Sapal, Saguira
53		Talitay	Buluan	Maguindanao	ARMM	Kalon, Derry
54		Talitay	Buluan	Maguindanao	ARMM	Uti, Popoy
55		Talitay	Buluan	Maguindanao	ARMM	Lipoles, Mamaido
56		Talitay	Buluan	Maguindanao	ARMM	Adil, Marato
57		Talitay	Buluan	Maguindanao	ARMM	Makasinding, Neneng
58		Talitay	Buluan	Maguindanao	ARMM	Datua, Amir
59		Talitay	Buluan	Maguindanao	ARMM	Owad, Racma
60		Talitay	Buluan	Maguindanao	ARMM	Mangudadatu, Pinalimbang
61	Upper Sabang	Marilog	Davao City	Davao Del Sur	11	Albano, Marlyn
62	Upper Sabang	Marilog	Davao City	Davao Del Sur	11	Lazo, Louie Sr.
63	Valencia	Marilog	Davao City	Davao Del Sur	11	Monreal, Imelda
64	Quirogpang	Marilog	Davao City	Davao Del Sur	11	Tugap, Levie Riza
65	Crossing S S	Marilog	Davao City	Davao Del Sur	11	Nudalo, Emily
66	Crossing S S	Marilog	Davao City	Davao Del Sur	11	Lagitaw, Lucita
67	New Valencia	Marilog	Davao City	Davao Del Sur	11	Casanillo, Rowena
68	Crossing S	Marilog	Davao City	Davao Del Sur	11	Caro, Beda
69	New Valencia	Marilog	Davao City	Davao Del Sur	11	Rebusquillo, Junel Sr.
70	Crossing S	Marilog	Davao City	Davao Del Sur	11	Gonzales, Normito
71	Quirogpang	Marilog	Davao City	Davao Del Sur	11	Prieto, Evelyn
72	Upper Sabang	Marilog	Davao City	Davao Del Sur	11	Lopez, Egelyn
73	Upper New Sabang	Marilog	Davao City	Davao Del Sur	11	Babao, Marry Jane
74	Upper New Sabang	Marilog	Davao City	Davao Del Sur	11	Sabijon, Guillerma
75	Quirogpang	Marilog	Davao City	Davao Del Sur	11	Tugap, Jesebel
76	Crossing S	Marilog	Davao City	Davao Del Sur	11	Baquial, Anita
77	Crossing S	Marilog	Davao City	Davao Del Sur	11	Laguitao, Alicia
78	Crossing S	Marilog	Davao City	Davao Del Sur	11	Gualdajara, Rey

NUMBER	SITIO	BARANGAY	MUNICIPALITY	PROVINCE	REGION	NAME
79	Upper Sabang	Marilog	Davao City	Davao Del Sur	11	Caro, Claudia
80	Lower Sabang	Marilog	Davao City	Davao Del Sur	11	Tumaca, Magdalena
81	New Sabang	Marilog	Davao City	Davao Del Sur	11	Banono, Marlyn
82	Crossing S	Marilog	Davao City	Davao Del Sur	11	Maguinsay, Leonesa
83	Crossing S	Marilog	Davao City	Davao Del Sur	11	Prieto, Victoria
84	Lower Sabang	Marilog	Davao City	Davao Del Sur	11	Casanillo, Danilo
85	New Upper Sabang	Marilog	Davao City	Davao Del Sur	11	Sabijon, Lorina
86	Crossing	Marilog	Davao City	Davao Del Sur	11	Rebusquillos, Mychell
87	Quirogpang	Marilog	Davao City	Davao Del Sur	11	Prieto, Elsa
88	Quirogpang	Marilog	Davao City	Davao Del Sur	11	Rebusquillos, Shiela
89	Balite	Marilog	Davao City	Davao Del Sur	11	Contridas, Victoria
90	New Upper Sabang	Marilog	Davao City	Davao Del Sur	11	Lazo, Eugenia
91	Purok - 1	Laolao	Gen.Sk Pendatun	Maguindanao	ARMM	Paka, Nasser
92	Purok - 2	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Amilon, Paka
93	Purok - 1	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Abdulmaguid, Sangguirna
94	Purok - 1	Laolao	Gen.Sk Pendatun	Maguindanao	ARMM	Nanding, Baumol
95	Purok - 1	Laolao	Gen.Sk Pendatun	Maguindanao	ARMM	Abdulmaguid, Acob
96	Purok - 3	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Abdulmaguid, Ibrahim
97	Purok - 3	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Malang, Tony Usman Sr.
98	Purok - 3	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Abdulmaguid, Sitti
99	Purok - 5	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Tigao, Modi
100	Purok - 3	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Tunggal, Inding
101	Purok - 5	Laolao	Gen. Sk Pendatun	Maguinadao	ARMM	Tigao, Abdulkadir
102	Purok - 1	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Nanding, Mohamad
103	Purok - 3	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Kantog, Normina
104	Purok - 2	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Sambilan, Patrick
105	Purok - 3	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Laguiale, Amirah
106	Purok - 3	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Pawa, Pahmiya
107	Purok- 3	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Pawa, Alay
108	Purok - 7	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Laguiale, Norodin
109	Purok - 1	Laolao	Gen.Sk Pendatun	Maguindanao	ARMM	Luminog, Adul Muyeen
110	Purok - 3	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Tigao, Awal
111	Purok - 5	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Tigao, Salambay
112	Purok - 1	Laolao	Gen Sk Pendatun	Maguindanao	ARMM	Zabil, Arlon
113	Purok - 3	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Paka, Narhana
114	Purok - 2	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Epad, Ronie
115	Purok - 3	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Palaguyan, Fatima
116	Purok - 1	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Gayamandang, Kimbang
117	Purok - 5	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Tigao, Ali
118	Purok - 4	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Malidas, Fatima

NUMBER	SITIO	BARANGAY	MUNICIPALITY	PROVINCE	REGION	NAME
119	Purok - 1	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Alimudin, Kulam
120	Purok - 3	Laolao	Gen. Sk Pendatun	Maguindanao	ARMM	Alay, Abdul Rackman
121	Purok - 4	Sibulan	Davao City	Davao Del Sur	11	Anto, Lumaway
122	Purok - 4	Sibulan	Davao City	Davao Del Sur	11	Abe, Judel
123	Purok - 4	Sibulan	Davao City	Davao Del Sur	11	Casteñeras, LORNA
124	Purok - 2	Sibulan	Davao City	Davao Del Sur	11	Lanzo, Rita
125	Purok - 10	Sibulan	Davao City	Davao Del Sur	11	Cawe, Fernita
126	Purok - 16	Sibulan	Davao City	Davao Del Sur	11	Dalauta, Jaymar
127	Purok - 1	Sibulan	Davao City	Davao Del Sur	11	Panggoy, Medina
128	Purok - 16	Sibulan	Davao City	Davao Del Sur	11	Maniego, Jocelyn
129	Purok - 4	Sibulan	Davao City	Davao Del Sur	11	Andi-An, Olegario
130	Purok - 16	Sibulan	Davao City	Davao Del Sur	11	Bajade, Melchor
131	Purok - 7	Sibulan	Davao City	Davao Del Sur	11	Adon, Genevive
132	Purok - 8	Sibulan	Davao City	Davao Del Sur	11	Ambe, Warren
133	Purok - 7	Sibulan	Davao City	Davao Del Sur	11	Padayag, Nerissa
134	Purok - 16	Sibulan	Davao City	Davao Del Sur	11	Bajade, Nancy
135	Purok - 10	Sibulan	Davao City	Davao Del Sur	11	Andi-An, Loreto
136	Purok - 16	Sibulan	Davao City	Davao Del Sur	11	Idianon, Jocelyn
137	Purok - 7	Sibulan	Davao City	Davao Del Sur	11	Tatad, Zoraida
138	Purok - 16	Sibulan	Davao City	Davao Del Sur	11	Obrial, Jerrynald
139	Purok - 16	Sibulan	Davao City	Davao Del Sur	11	Bajade, Fe
140	Purok - 8	Sibulan	Davao City	Davao Del Sur	11	Oda, Elme
141	Purok - 10	Sibulan	Davao City	Davao Del Sur	11	Masicampo, Nancy
142	Purok - 9	Sibulan	Davao City	Davao Del Sur	11	Ambe, Marilyn
143	Purok - 2	Sibulan	Davao City	Davao Del Sur	11	Emao, Daryl
144	Purok - 10	Sibulan	Davao City	Davao Del Sur	11	Ayap, Reynaldo
145	Purok - 10	Sibulan	Davao City	Davao Del Sur	11	Andian, Erlinda
146	Purok - 10	Sibulan	Davao City	Davao Del Sur	11	Ayok, Diomedes
147	Purok - 9	Sibulan	Davao City	Davao Del Sur	11	Andian, Merlyn
148	Purok - 16	Sibulan	Davao City	Davao Del Sur	11	Mañego, MARCELINA
149	Purok - 10	Sibulan	Davao City	Davao Del Sur	11	Lamanda, Narcia
150	Purok - 9	Sibulan	Davao City	Davao Del Sur	11	Gabrillo, Nening
151	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Simpal, Datunaot
152	Purok - 2	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Tindagan, Mohaymin
153	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Anggol, Halima
154	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Odin, Norhata
155	Purok - 3	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Melok, Esmael
156	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Odin, Meriam
157	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Mamasalagay, Lydia
158	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Kemsa, Alvin

NUMBER	SITIO	BARANGAY	MUNICIPALITY	PROVINCE	REGION	NAME
159	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Odin, Esmael
160	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Odin, Ayob
161	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Anggol, Pindalano
162	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Usman, Abdullah
163	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Talibongbong, Sulaiman
164	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Odin, Zacaria
165	Purok - 3	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Odin, Muhamad
166	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Simpal, Payan
167	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Esmael, Linda
168	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Cumpongan, Wahida
169	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Salik, Mohamad
170	Purok - 2	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Kamsa, Abdullah
171	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Salping, Hadiguia
172	Purok - 2	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Katuya, Julkaida
173	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Baumol, Anisa
174	Purok - 4	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Sumlay, Motalib
175	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Simpal, Abdulhamid
176	Purok - 3	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Buka, Geniad
177	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Odin, Raida
178	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Mayantong, Minda
179	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Abdulrahman, Anisa
180	Purok - 1	Upper Lasangan	Gen. Sk Pendatun	Maguindanao	ARMM	Mama, Baingan
181	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Pagaran, Evelisa
182	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Cedar, Jimmy
183	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Cabanilla, Martina
184	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Gamboa, Jeremiah
185	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Tubali, Nelia
186	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Dulay, Sulpicio
187	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Verino, Ronilo
188	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Cabanillo, Jovelyn
189	Kibanangan	Coronan	Sta. Cruz	Davao Del Sur	11	Entero, Amancio
190	Santinial	Coronan	Sta. Cruz	Davao Del Sur	11	Bayanon, Annaliza
191	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Adlog, Jocelyn
192	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Albaracin, Isabel
193	Kiblan	Coronan	Sta. Cruz	Davao Del Sur	11	Lumana, Jonathan
194	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Donde, Normilita
195	Santinial	Coronan	Sta. Cruz	Davao Del Sur	11	Bayanon, Edith A.
196	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Ayap, Jeramel
197	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Atin, Geoffrey
198	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Dulay, Martino

NUMBER	SITIO	BARANGAY	MUNICIPALITY	PROVINCE	REGION	NAME
199	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Saron, Crispin
200	Kibarangan	Coronan	Sta. Cruz	Davao Del Sur	11	Alig, Lita
201	Langan	Coronan	Sta. Cruz	Davao Del Sur	11	Ando, Larry Sr.
202	Langan	Coronon	Sta.Cruz	Davao Del Sur	11	Calayan, Romeo
203	Kibarangan	Coronon	Davao City	Davao Del Sur	11	Tubio, Rodrigo
204	Langan	Coronon	Sta.Cruz	Davao Del Sur	11	Edianon, Zenaida
205	Langan	Coronon	Sta.Cruz	Davao Del Sur	11	Pantalion, Reynante
206	Langan	Coronon	Sta.Cruz	Davao Del Sur	11	Mangayao, Arsenio
207	Langan	Coronon	Davao City	Davao Del Sur	11	Lopez, Perlita
208	Langan	Coronon	Davao City	Davao Del Sur	11	Lumana, Guillermo
209	Langan	Coronon	Davao City	Davao Del Sur	11	Elak, Sanie
210	Langan	Coronon	Davao City	Davao Del Sur	11	Amog, Terso
211	Proper	Sapad	Matanog	Maguindanao	ARMM	Daray, Faysa
212	Proper	Sapad	Matanog	Maguindanao	ARMM	Lagui, Bhai Anisa
213	Proper	Sapad	Matanog	Maguindanao	ARMM	Panao, Mariam
214	Proper	Sapad	Matanog	Maguindanao	ARMM	Adil, Edris
215	Proper	Sapad	Matanog	Maguindanao	ARMM	Dimarob, Amir
216	Proper	Sapad	Matanog	Maguindanao	ARMM	Usman, Kusain
217	Proper	Sapad	Matanog	Maguindanao	ARMM	Titing, Abo
218	Dolonan	Sapad	Matanog	Maguindanao	ARMM	Ladiawan, Usman Hadji
219	Dolonan	Sapad	Matanog	Maguindanao	ARMM	Casanguan, Ibrahim
220	Dolonan	Sapad	Matanog	Maguindanao	ARMM	Sabidin, Moslimin
221	Dolonan	Sapad	Matanog	Maguindanao	ARMM	Daud, Norolhuda
222	Dolonan	Sapad	Matanog	Maguindanao	ARMM	Daud, Abdulmohaimen
223	Dolonan	Sapad	Matanog	Maguindanao	ARMM	Banday, Samsodin
224	Tiongkop	Sapad	Matanog	Maguindanao	ARMM	Cedic, Maimona
225	Tiongkop	Sapad	Matanog	Maguindanao	ARMM	Sedek, Salma
226	Tiongkop	Sapad	Matanog	Maguindanao	ARMM	Managza, Titing
227	Tiongkop	Sapad	Matanog	Maguindanao	ARMM	Kasim. Allan
228	Tiongkop	Sapad	Matanog	Maguindanao	ARMM	Taup, Ante
229	Tabangao	Sapad	Matanog	Maguindanao	ARMM	Calulong, Abdulkarim
230	Tabangao	Sapad	Matanog	Maguindanao	ARMM	Sadat, Kundanding
231	Tabangao	Sapad	Matanog	Maguindanao	ARMM	Sarip, Ajimor
232	Tabangao	Sapad	Matanog	Maguindanao	ARMM	Ali, Basari
233	Tabangao	Sapad	Matanog	Maguindanao	ARMM	Lagui, Sapia
234	Tabangao	Sapad	Matanog	Maguindanao	ARMM	Watamama, Yusoph
235	Pangtuon	Sapad	Matanog	Maguindanao	ARMM	Adam, Ottosally
236	Pangtuon	Sapad	Matanog	Maguindanao	ARMM	Adam, Kasanudin
237	Pangtuon	Sapad	Matanog	Maguindanao	ARMM	Gampong, Samad Karin
238	Pangtuon	Sapad	Matanog	Maguindanao	ARMM	Lucas, Malik Manuel

NUMBER	SITIO	BARANGAY	MUNICIPALITY	PROVINCE	REGION	NAME
239	Pangtuon	Sapad	Matanog	Maguindanao	ARMM	Lucas, Tahir
240	Pangtuon	Sapad	Matanog	Maguindanao	ARMM	Ayoong, Musa
241	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Amdon,Ranulfa
242	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Coronel, Eduardo
243	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Dagurayan, Jose
244	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Edisa, Alejandro
245	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Barangian, Emiliana
246	Purok2	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Barnido, Mercy
247	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Dagurayan, Anicita
248	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Glorianno, Felisa
249	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Coronel, Gleceria
250	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Gondem, Maximina
251	Purok3	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Andila,Alvino
252	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Tomogsok,Regina
253	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Coronel,Lucia
254	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Gandino,Nena
255	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Engcoy,Arcelyn
256	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Gandino,Eufracia
257	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Pacuyao,Lorna
258	Purok3	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Ganlason,Cristoto
259	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Ansolao,Fernando
260	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Edisa,Irenea
261	Purok3	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Paluray, Faustina
262	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Gapito, Norma
263	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Gandino,Maxima
264	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Engcoy,Lydia
265	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Empeles,Virginia
266	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Empel,Arsenia
267	Purok3	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Neri,Adelaida
268	Purok3	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Edisa,Nita
269	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Timbao,Carmelita
270	Purok1	Pedagan Sur	Mahayag	Zamboanga Del Sur	9	Amdon,Artemio
271	Kulapo	Magsaysay	Davao City	Davao Del Sur	11	Padernal, Orlando Sr.
272	Katipunan A	Magsaysay	Davao City	Davao Del Sur	11	Lamunay, Marina
273	Panas	Magsaysay	Davao City	Davao Del Sur	11	Dioquino, Quirico
274	Panas	Magsaysay	Davao City	Davao Del Sur	11	Aguio, Lita
275	Katipunan A	Magsaysay	Davao City	Davao Del Sur	11	Baguio, Catalina
276	Kulapo	Magsaysay	Davao City	Davao Del Sur	11	Ubayan, Rosilyn
277	Proper	Magsaysay	Davao City	Davao Del Sur	11	Bacalso, Mary Rose
278	Proper	Magsaysay	Davao City	Davao Del Sur	11	Padillo, Marcelina

NUMBER	SITIO	BARANGAY	MUNICIPALITY	PROVINCE	REGION	NAME
279	Proper	Magsaysay	Davao City	Davao Del Sur	11	Calamba, Joseph
280	Proper	Magsaysay	Davao City	Davao Del Sur	11	Rodaje, Enemesio
281	Proper	Magsaysay	Davao City	Davao Del Sur	11	Supot, Eufemia
282	Proper	Magsaysay	Davao City	Davao Del Sur	11	Candilada, Reynante Sr
283	Proper	Magsaysay	Davao City	Davao Del Sur	11	Setenta, Joel
284	Proper	Magsaysay	Davao City	Davao Del Sur	11	Boniel, Loreta
285	Proper	Magsaysay	Davao City	Davao Del Sur	11	Calamba, Graciana
286	Macatol	Magsaysay	Davao City	Davao Del Sur	11	Torres, Rosita
287	Macatol	Magsaysay	Davao City	Davao Del Sur	11	Amora, Adelfa
288	Macatol	Magsaysay	Davao City	Davao Del Sur	11	Martillan Cerela
289	Katipunan A	Magsaysay	Davao City	Davao Del Sur	11	Dambong, Josita
290	Katipunan A	Magsaysay	Davao City	Davao Del Sur	11	Duyan, Omelis
291	Proper	Magsaysay	Davao City	Davao Del Sur	11	Cagatan, Maricel
292	Kulapo	Magsaysay	Davao City	Davao Del Sur	11	Miasis, Maricel
293	Proper	Magsaysay	Davao City	Davao Del Sur	11	Domingo, Filomena
294	Proper	Magsaysay	Davao City	Davao Del Sur	11	Bacalso, Cheryll Mae
295	Katipunan A	Magsaysay	Davao City	Davao Del Sur	11	Mansi, Reslie
296	Katipunan A	Magsaysay	Davao City	Davao Del Sur	11	Lamunay, Joel
297	Katipunan A	Magsaysay	Davao City	Davao Del Sur	11	Oboc, Maria
298	Katipunan A	Magsaysay	Davao City	Davao Del Sur	11	Mansi, Doloris
299	Kulapo	Magsaysay	Davao City	Davao Del Sur	11	Caoulso, Jonilita
300	Katipunan A	Magsaysay	Davao City	Davao Del Sur	11	Pagayao, Ramonito
301	Katipunan A	Micolabo	Picong	Lanao Del Sur	ARMM	Hadji, Salma
302	Marga	Micolabo	Picong	Lanao Del Sur	ARMM	Tabon, Ismael
303	Marga	Micolabo	Picong	Lanao Del Sur	ARMM	Pagayawan, Malic
304	Cabaturan	Micolabo	Picong	Lanao Del Sur	ARMM	Abdul, Bustaman
305	Marga	Micolabo	Picong	Lanao Del Sur	ARMM	Dima-Ampao, Matra
306	Cabaturan	Micolabo	Picong	Lanao Del Sur	ARMM	Imam, Dayang
307	Cabaturan	Micolabo	Picong	Lanao Del Sur	ARMM	Mama, Cadir
308	Cabaturan	Micolabo	Picong	Lanao Del Sur	ARMM	Dimaampao, Longga
309	Marga	Micolabo	Picong	Lanao Del Sur	ARMM	Abubakar, Cosnah
310	Proper	Micolabo	Picong	Lanao Del Sur	ARMM	Anting, Ali
311	Cabaturan	Micolabo	Picong	Lanao Del Sur	ARMM	Hadjihakim, Norkaya
312	Marga	Micolabo	Picong	Lanao Del Sur	ARMM	Imam, Junaira
313	Marga	Micolabo	Picong	Lanao Del Sur	ARMM	Imam, Tarsila
314	Proper	Micolabo	Picong	Lanao Del Sur	ARMM	Hadji Amir, Hanifa
315	Proper	Micolabo	Picong	Lanao Del Sur	ARMM	Abdul, Omairah
316	Proper	Micolabo	Picong	Lanao Del Sur	ARMM	H. Razul, H. Raifah
317	Proper	Micolabo	Picong	Lanao Del Sur	ARMM	Paniorotan, Lominabus
318	Cabaturan	Micolabo	Picong	Lanao Del Sur	ARMM	Parte, Saabudin

NUMBER	SITIO	BARANGAY	MUNICIPALITY	PROVINCE	REGION	NAME
319	Cabaturan	Micolabo	Picong	Lanao Del Sur	ARMM	Akman, Dimaampao
320	Cabaturan	Micolabo	Picong	Lanao Del Sur	ARMM	Bangon, Jamila
321	Cabaturan	Micolabo	Picong	Lanao Del Sur	ARMM	Bantuas, Amoran
322	Proper	Micolabo	Picong	Lanao Del Sur	ARMM	Parte, Hawla
323	Cabaturan	Micolabo	Picong	Lanao Del Sur	ARMM	Anib, Samira
324	Cabaturan	Micolabo	Picong	Lanao Del Sur	ARMM	Arbino, Jomaira
325	Marga	Micolabo	Picong	Lanao Del Sur	ARMM	Sanayon, Palawal
326	Cabaturan	Micolabo	Picong	Lanao Del Sur	ARMM	Dimaampao, Aliah
327	Cabaturan	Micolabo	Picong	Lanao Del Sur	ARMM	Abedim, Carim
328	Proper	Micolabo	Picong	Lanao Del Sur	ARMM	Dago, Nora
329	Cabaturan	Micolabo	Picong	Lanao Del Sur	ARMM	Amal, Zalikha
330	Proper	Micolabo	Picong	Lanao Del Sur	ARMM	H. Rasul, Ainie
331	Lubo	Ned	Lake Sebu	South Cotabato	12	Miano, Lady Mae
332	Lubo	Ned	Lake Sebu	South Cotabato	12	Gaylan, Eleonor
333	Lubo	Ned	Lake Sebu	South Cotabato	12	Pampag,Nenita
334	Lubo	Ned	Lake Sebu	South Cotabato	12	Calcaben,Nimuela Jane
335	Lubo	Ned	Lake Sebu	South Cotabato	12	Lacro,Eva
336	Lubo	Ned	Lake Sebu	South Cotabato	12	Castro,Hernani
337	Lubo	Ned	Lake Sebu	South Cotabato	12	Mopas,Gil
338	Lubo	Ned	Lake Sebu	South Cotabato	12	Madero,Edith
339	Lubo	Ned	Lake Sebu	South Cotabato	12	Galagate,Armando
340	Lubo	Ned	Lake Sebu	South Cotabato	12	Coales,David
341	Lubo	Ned	Lake Sebu	South Cotabato	12	Coales,Ronald
342	Lubo	Ned	Lake Sebu	South Cotabato	12	Gayosa,Jun
343	Lubo	Ned	Lake Sebu	South Cotabato	12	Esoma,Melinda
344	Lubo	Ned	Lake Sebu	South Cotabato	12	Sarana,Rey
345	Lubo	Ned	Lake Sebu	South Cotabato	12	Bonghe,Bonnie
346	Purok Kabusong, Lubo	Ned	Lake Sebu	South Cotabato	12	Diwalen,Ninfa
347	Purok Silangan	Ned	Lake Sebu	South Cotabato	12	Ninian,Elenita G.
348	Purok Kabusong, Lubo	Ned	Lake Sebu	South Cotabato	12	Las Pinas,Edna N.
349	Purok Kabusong, Lubo	Ned	Lake Sebu	South Cotabato	12	Balano,Nilo
350	Purok Kabusong, Lubo	Ned	Lake Sebu	South Cotabato	12	Garnica, Roel
351	Purok Centro, Lubo	Ned	Lake Sebu	South Cotabato	12	Cordero, John
352	Purok Centro, Lubo	Ned	Lake Sebu	South Cotabato	12	Mallo, Ma.Theresa
353	Purok Centro, Lubo	Ned	Lake Sebu	South Cotabato	12	Berdin, Endrelyn
354	Purok Centro, Lubo	Ned	Lake Sebu	South Cotabato	12	Arroyo, Ruth
355	Purok Silangan, Sitio Lubo	Ned	Lake Sebu	South Cotabato	12	Detaro, Mary
356	Purok Silangan, Sitio Lubo	Ned	Lake Sebu	South Cotabato	12	Setjar, Michael
357	Purok Maligaya, Sitio Lubo	Ned	Lake Sebu	South Cotabato	12	Dordas, Rina
358	Purok Maligaya, Sitio Lubo	Ned	Lake Sebu	South Cotabato	12	Celebre, Adelfa

NUMBER	SITIO	BARANGAY	MUNICIPALITY	PROVINCE	REGION	NAME
359	Purok Maligaya, Sitio Lubo	Ned	Lake Sebu	South Cotabato	12	Baang, Melvin Jr.
360	Purok Maligaya, Sitio Lubo	Ned	Lake Sebu	South Cotabato	12	Rojo, Emme Rose
361	Purok Maligaya	Upper Sepaka	Surallah	South Cotabato	12	Ampatuan,Suraida
362	Purok Maligaya	Upper Sepaka	Surallah	South Cotabato	12	Datan, Marissa
363	Purok Malipayon	Upper Sepaka	Surallah	South Cotabato	12	Ganda,Kandam
364	Purok Malipayon	Upper Sepaka	Surallah	South Cotabato	12	Ganda,Manap
365	Purok Riverside	Upper Sepaka	Surallah	South Cotabato	12	Ambalgan,Datu Abdul
366	Purok Maligaya	Upper Sepaka	Surallah	South Cotabato	12	Dialal,Taya
367	Purok Riverside	Upper Sepaka	Surallah	South Cotabato	12	Ampatuan,Annaliza
368	Purok Malipayon	Upper Sepaka	Surallah	South Cotabato	12	Ambas,Katula
369	Purok Malipayon	Upper Sepaka	Surallah	South Cotabato	12	Makalumba,Baluyan
370	Purok Riverside	Upper Sepaka	Surallah	South Cotabato	12	Hassim,Lugiaman
371	Purok Bagong Silang	Upper Sepaka	Surallah	South Cotabato	12	Sansaluna,Fatima
372	Purok Riverside	Upper Sepaka	Surallah	South Cotabato	12	Ganda,Malinday
373	Purok Malipayon	Upper Sepaka	Surallah	South Cotabato	12	Ganda,Almansa
374	Purok Malipayon	Upper Sepaka	Surallah	South Cotabato	12	Kambang,Fatima
375	Purok Silang	Upper Sepaka	Surallah	South Cotabato	12	Masundig,Zumaira
376	Purok Riverside	Upper Sepaka	Surallah	South Cotabato	12	Ganda, Monalisa
377	Bagong Silang	Upper Sepaka	Surallah	South Cotabato	12	Victoriano, Meriam
378	Bagong Silang	Upper Sepaka	Surallah	South Cotabato	12	Ganda, Loreto
379	Purok Malipayon	Upper Sepaka	Surallah	South Cotabato	12	Ulilisan, Tatu
380	Purok Malipayon	Upper Sepaka	Surallah	South Cotabato	12	Makulintang, Bert
381	Bagong Silang	Upper Sepaka	Surallah	South Cotabato	12	Ambas, Soraida
382	Maligaya	Upper Sepaka	Surallah	South Cotabato	12	Malagianon, Aiza
383	Maligaya	Upper Sepaka	Surallah	South Cotabato	12	Mantawil, Ali
384	Maligaya	Upper Sepaka	Surallah	South Cotabato	12	Mantawil, Noria
385	Maligaya	Upper Sepaka	Surallah	South Cotabato	12	Pangansayan, Giaman
386	Riverside	Upper Sepaka	Surallah	South Cotabato	12	Sumangkang, Basco
387	Maligaya	Upper Sepaka	Surallah	South Cotabato	12	Gianggo, Nalog
388	Maligaya	Upper Sepaka	Surallah	South Cotabato	12	Kumampong, Badrodin
389	Maligaya	Upper Sepaka	Surallah	South Cotabato	12	Alantoson, Marcela
390	Malipayon	Upper Sepaka	Surallah	South Cotabato	12	Gogolintang, Whahid
391	Bigaan	Balonokan	Siayan	Zamboanga Del Norte	9	Lumawas, Merlita
392	Malabao	Balonokan	Siayan	Zamboanga Del Norte	9	Andano, Romeo
393	Sentro	Balonokan	Siayan	Zamboanga Del Norte	9	Unotan, Ricardo
394	Bigaan	Balonokan	Siayan	Zamboanga Del Norte	9	Ambaling, Ging-Ging
395	Bigaan	Balonokan	Siayan	Zamboanga Del Norte	9	Tanyap, Ernesto
396	Bigaan	Balonokan	Siayan	Zamboanga Del Norte	9	Canlas, Reynato
397	Busay	Balonokan	Siayan	Zamboanga Del Norte	9	Mendoza, Romeo
398	Busay	Balonokan	Siayan	Zamboanga Del Norte	9	Gargar, Maxima

NUMBER	SITIO	BARANGAY	MUNICIPALITY	PROVINCE	REGION	NAME
399	Bigaan	Balonokan	Siayan	Zamboanga Del Norte	9	Tugonan, Exequil
400	Sentro	Balonokan	Siayan	Zamboanga Del Norte	9	Unotan, Teofila
401	Sentro	Balonokan	Siayan	Zamboanga Del Norte	9	Pagasian, Roselyn
402	Bigaan	Balonokan	Siayan	Zamboanga Del Norte	9	Andupang, Elmo
403	Bigaan	Balonokan	Siayan	Zamboanga Del Norte	9	Ambaling, Julieto
404	Busay	Balonokan	Siayan	Zamboanga Del Norte	9	Ocay, Lolita
405	Malabao	Balonokan	Siayan	Zamboanga Del Norte	9	Tugonan, Marciano
406	Bigaan	Balonokan	Siayan	Zamboanga Del Norte	9	Lumawas, Susana
407	Nipo	Balonokan	Siayan	Zamboanga Del Norte	9	Canlas, Camilo
408	Danlugan	Balonokan	Siayan	Zamboanga Del Norte	9	Bandibas, Jineboy
409	Busay	Balonokan	Siayan	Zamboanga Del Norte	9	Mendoza, Elbert
410	New Mapang	Balonokan	Siayan	Zamboanga Del Norte	9	Ocay, Nenita
411	New Mapang	Balonokan	Siayan	Zamboanga Del Norte	9	Otto, Felipe
412	Danlogan	Balonokan	Siayan	Zamboanga Del Norte	9	Horcerada, Julieto
413	New Mapang	Balonokan	Siayan	Zamboanga Del Norte	9	Bangcal, Marilyn
414	New Mapang	Balonokan	Siayan	Zamboanga Del Norte	9	Gantanuran, Carlito
415	Busay	Balonokan	Siayan	Zamboanga Del Norte	9	Onutan, Alente
416	Danlugan	Balonokan	Siayan	Zamboanga Del Norte	9	Taruc, Gina
417	New Mapang	Balonokan	Siayan	Zamboanga Del Norte	9	Ocay, Ruben
418	Danlugan	Balonokan	Siayan	Zamboanga Del Norte	9	Mabitad, Camilo
419	Busay	Balonokan	Siayan	Zamboanga Del Norte	9	Onutan, Ronald
420	New Mapang	Balonokan	Siayan	Zamboanga Del Norte	9	Derecho, Bilmar
421	P-3	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Elnar,Rey
422	P-3	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Ybanez,Kenneth
423	P-1	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Enlab,Celso
424	P-1	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Ybanez,Quirina
425	P-1	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Bularun,Ronald
426	P-3	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Tayros,Jenelyn
427	Linobulan	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Elnar,Tiborcio
428	P-2	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Elnar,Aileen
429	P-1	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Montiza,Ralph
430	P-2	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Malin,Francisca
431	P-1	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Monteza,Emma
432	P-1	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Montisa,Jhomer
433	Bagong Lipunan	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Ahiyas,Ramon
434	P-1	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Elnar,James
435	P-3	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Perez,Nina
436	P-1	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Santiago,Leonora
437	P-1	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Lood,Minda
438	P-2	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Perez,Porferio Jr.

NUMBER	SITIO	BARANGAY	MUNICIPALITY	PROVINCE	REGION	NAME
439	P-1	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Enlab,Gina
440	P-1	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Elumbaring,Merlita
441	P-1	Tinago	Sergio Osmena	Zamboanga Del Norte	9	Golucan,Robelio Sr.

List of Focus Group Discussion Sessions

No.	Category	Name/Location	Number of Participants		
			Male	Female	Total
1	HE	Brgy. Proper Magsaysay, Marilog, Davao City, Davao del Sur	9	12	21
2	HE	Sitawa Tagabawa Women's Association, Toril, Davao City, Davao del Sur	5	11	16
3	HE	Brgy. Tagpangi, Vitali, Zamboanga City, Zamboanga del Sur	3	9	12
4	HE	Brgy. Tamyon, Vitali, Zamboanga City, Zamboanga del Sur	3	7	10
5	HE	Brgy. Upper Sepaka, Surallah, South Cotabato	3	3	6
HE Sub-total			**23**	**42**	**65**
6	School	Magsaysay Elementary School, Marilog, Davao City, Davao del Sur	3	3	6
7	School	Arcal Elementary School, Maasim, Sarangani	3	3	6
8	School	Cagbalete I Annex Elementary School, Mauban, Quezon	3	3	6
9	School	Villamonte Elementary School, Lebak, Sultan Kudarat	3	3	6
10	School	Salangsang Elementary School, Lebak, Sultan Kudarat	3	3	6
School Sub-total			**15**	**15**	**30**
11	BRECDA	Marilog Clusters 47 Women's Solar Association, Marilog, Davao City, Davao del Sur	0	7	7
12	BRECDA	Kiblon Solar Home Lighting Association, Coronon, Sta. Cruz, Davao del Sur	4	4	8
13	BRECDA	Barrio San Antonio, Sergio Osmena, Zamboanga del Norte	2	3	5
14	BRECDA	Lubo Renewable Energy and Community Development Association, Lubo NED, Lake Sebu, South Cotabato	3	4	7
BRECDA Sub-total			**9**	**18**	**27**
15	BAWASA	Panampalay Water Association, Roxas, Zamboanga del Norte	5	3	8
16	BAWASA	Mawato Water Association, Bantol, Davao City, Davao del Sur	4	2	6
17	BAWASA	Cagbalete Annex Water and Sanitation Association, Mauban, Quezon	2	2	4
BAWASA Sub-total			**11**	**7**	**18**
Total			**58**	**82**	**140**

List of Key Informant Interviews

	Company / Organization	Name	Position	Contact Number	Email Address	Date Interviewed	Venue
1	Aboitiz Foundation	Sonny Carpio	EVP and Managing Trustee	(02) 886-2800	sonny.carpio@aboitiz.com	29-Jan-14	NAC Tower, BGC
2	ABS-CBN E-MEDIA Foundation	Paul Christian R. Santiago	Research Officer	(02) 410-0765	paul_santiago@abs-cbn.com	7-Feb-14	ABS CBN Compound, QC
3	Asian Development Bank	Jiwan Acharya	Sr. Climate Change Sp.	(02) 632-5328		29-Jan-14	ADB, Ortigas
4	Coca-Cola Foundation	Ma. Cecilia Alcantara	President	(02) 8662207	cecile.alcantara@coca-cola.com.ph, coke.foundation@coca-cola.com.ph	28-Jan-14	NAC Tower, BGC
5	Davao Light and Power Company	Severino Ando Jr.	Supervisor	0920-9168159	jando@aboitiz.com	28-Jan-14	Davao City
6	Davao Light and Power Company	Daniel Cabigon	Manager SPUD	0920-9476092	dcabigon@aboitiz.com	28-Jan-14	Davao City
7	Davao Light and Power Company	Arvin Capul	Manager PMD	0928-5024561	arvin_capul@davaolight.com	28-Jan-14	Davao City
8	Davao Light and Power Company	Rolando Recto		0928-4692968	rrecto@aboitiz.com	28-Jan-14	Davao City
9	Department of Energy	Alicia de Guzman	Supervising Science Research Specialist, EPIMB	(02)479-2900 loc. 348; 0920-9171696	aadeguzmanph@yahoo.com; deguzman@doe.gov.ph	30-Jan-14	DOE, BGC
10	Department of Energy	Wilfredo Malabanan	Supervising SRS			27-Jan-14	DOE, BGC
11	Department of Energy	Erwin Pantujan	SRS			27-Jan-14	DOE, BGC
12	Department of Energy	Peter Sablay	SRS			27-Jan-14	DOE, BGC
13	Edward Marcs Philippines	Felix Richard Cordova	President and CEO	(02) 922-1371	empi@pldtdsl.net	7-Feb-14	Timog Building, QC

	Company / Organization	Name	Position	Contact Number	Email Address	Date Interviewed	Venue
14	International Copper Association Southeast Asia Ltd.	Jessie L. Todoc	Country Manager	0908-8728941	jessie.todoc@copperalliance.asia	30-Jan-14	SDS Office
15	One Meralco Foundation	Jeffrey Tarayao	President	Trunkline: 16220 loc. 3572		28-Jan-14	Meralco, Ortigas
16	One Meralco Foundation	Eddielyn J. Addun	Program Officer			28-Jan-14	Meralco, Ortigas
17	One Meralco Foundation Inc.	Rain Manguiat	Program Officer			28-Jan-14	Meralco, Ortigas
18	One Renewable Energy Enterprise	Erel B. Narida	President & CEO	(02) 584-1980	onerenewable@gmail.com	3-Feb-14	One Corporate Center, Ortigas
19	Propmech Incorporated	Epifanio Magpantay Jr.	Sales Manager	(02) 5279045; 0918-9113784; 0917-5113784	junmagpantay@yahoo.com jun.magpantay@gh.propmech.com	4-Feb-14	Marine Technology Center, Intramuros
20	Propmech Incorporated	Mario Camacho	Project Manager		mario.camacho@propmech.com		Intramuros
21	Propmech Incorporated	Roberto Martin	Technical Manager				Intramuros
22	Rotary Club of Downtown Davao	Cristeta Gallano	Former President	0920-9184757	davaoriverfest@yahoo.com.ph	7-Feb-14	Davao City
23	SunPower	Ana D. Coscoluella	Engagement and CSR Manager	(02)841-9700; 0917-8088114	ana.coscolluela@sunpower.com	29-Jan-14	SunPower, Tanauan, Batangas
24	Therma South Inc.	Charles Gamo	EVP Corporate Services	(02)7932757		3-Feb-14	NAC Tower, BGC

	Company / Organization	Name	Position	Contact Number	Email Address	Date Interviewed	Venue
25	USAID | Philippines	Enrique Gallardo	Development Assistance Sp.	(02)301-6000 loc. 4827; 0915-8619415	egallardo@usaid.gov	28-Jan-14	Cubao, Quezon City
26	Winrock International	Aileen Cabrera	Regional Operations Manager	(02) 632-1233	acabrera@winrock.org	27-Jan-14	Jollibee Plaza, Ortigas
27	Winrock-AMORE	Laurie B. Navarro	President, Clean Energy Solutions International	(02)910-3008; 0917-8916531	laurie@cleanenergy.com.ph	28-Jan-14	Ortigas
28	Winrock-AMORE	Reuben Quejas	IDU Manager			4-Feb-14	Podium, Ortigas
29	Winrock-AMORE	Madelline Romero	Communications Manager			3-Feb-14	Podium, Ortigas
30	Yamog	Venario T. Bariel	Community Dev't Officer	(082) 227-4631	info@yamog.org	27-Jan-14	Davao City
31	Yamog	Nazario R. Cacayan	Executive Director	(082)227-4031; 0999-5881866	ncacayan2009@rocketmail.com	27-Jan-14	Davao City

	Category / Location	Name	Position	Contact Number	Email Address / Address	Date Interviewed	Venue
1	DAR	Wilfredo Ampang	OIC CARPO	0917-7104265	Ipil, Zamboanga Sibugay	4-Feb-14	Ipil, Zamboanga Sibugay
2	DAR	Banjo Madrio	Clerk III	0947-3095591			
3	DAR	Andrey T. Vale	Engr. II	0939-9168497	atv_34@yahoo.com	3-Feb	
4	DAR	Elizardo M. Villaseca	PARPO I	0921-6964918	dodsvill@yahoo.com	3-Feb	
5	Del Monte Elementary School	Romulo M. Moncada	Principal	0910-2837434	Brgy. Del Monte, Buug, Zamboanga del Norte	27-Jan-14	Buug, Zamboanga del Norte
6	LGU / Bantol	Jonelvin B. Fiel	Barangay Kagawad	0910-5140646	Barangay Bantol, Marilog District, Davao City	30-Jan-14	Davao City, Davao del Sur
7	LGU / Bantol	Dionisio Sayad	Punong Barangay	0926-9041567	Barangay Bantol, Marilog District, Davao City	29-Jan-14	Davao City, Davao del Sur
8	LGU / Buug	Shirley A. Marayag	Punong Barangay	0916-8279001	Brgy. Del Monte, Buug, Zamboanga del Norte	27-Jan-14	Buug, Zamboanga del Norte
9	LGU / Guimotan	Antonio Alamada	Barangay Captain		Guimotan, Zamboanga del Norte	28-Jan-14	Guimotan, Zamboanga del Norte
10	LGU / Guimotan	Suaib Asilo	Technician, Brgy. Hall	0915-3263455	Guimotan, Zamboanga del Norte	28-Jan-14	Guimotan, Zamboanga del Norte
11	LGU / Lake Sebu	Antonio B. Fungan, Sr.	Mayor		Lake Sebu, South Cotabato	3-Feb-14	Lake Sebu, South Cotabato
12	LGU / NED	Adrian Duran	Barangay Secretary	0906-8458000	adrianvduran@yahoo.com	3-Feb-14	Lake Sebu, South Cotabato
13	LGU / Sergio Osmena	Robert Angga	Barangay Konsehal		Brgy. Bagumbayan, Sergio Osmena, Zamboanga del Norte	4-Feb-14	Sergio Osmena, Zamboanga del Norte
14	LGU / Sergio Osmena	Alan Bagundol	Barangay Captain, BRECDA		Brgy. Antonio, Sergio Osmena, Zamboanga del Norte	4-Feb-14	Sergio Osmena, Zamboanga

	Category / Location	Name	Position	Contact Number	Email Address / Address	Date Interviewed	Venue
							del Norte
15	LGU / Sergio Osmena	Sanny Isagario	Barangay Secretary, BRECDA Treasurer	0907-3248954	Brgy. Antonio, Sergio Osmena, Zamboanga del Norte	4-Feb-14	Sergio Osmena, Zamboanga del Norte
16	LGU / Sergio Osmena	Jean Mabuaya	Barangay Treasurer, BAWASA Bookkeeper		Brgy. Antonio, Sergio Osmena, Zamboanga del Norte	4-Feb-14	Sergio Osmena, Zamboanga del Norte
17	LGU / Sergio Osmena	Aquilino Pabuaya	Barangay Councilor, BRECDA & BAWASA Chairperson		Brgy. Antonio, Sergio Osmena, Zamboanga del Norte	4-Feb-14	Sergio Osmena, Zamboanga del Norte
18	LGU / Sergio Osmena	Merlyn Reganon	Barangay Chairperson	0926-3887240	Brgy. Bagumbayan, Sergio Osmena, Zamboanga del Norte	4-Feb-14	Sergio Osmena, Zamboanga del Norte
19	LGU / Siocon	Engr. Edgar S. Labastilla	Municipal Planning and Development Coordinator	0916-1721720	Siocon, Zamboanga del Norte	29-Jan-14	Siocon, Zamboanga del Norte
20	LGU / Surallah	Romeo J. Barrientos, Jr.	Municipal Planning and Development Coordinator	0923-7227985	mpdosurallah@yahoo.com	4-Feb-14	Surallah, South Cotabato
21	LGU / Surallah	Garry T. Borneo	Foreman, Planning Office			4-Feb-14	Surallah, South Cotabato
22	Woman Technician / Bantol	Perlita P. Corbadora	Technician	0907-9746683	Barangay Bantol, Marilog District, Davao City	30-Jan-14	Davao City, Davao del Sur
23	Woman Technician / Bantol	Terry D. Rizada	Technician	0926-9886265, 0947-1753581	Sito Langgonoan, Bantol, Marilog District, Davao City	29-Jan-14	Davao City, Davao del Sur

List of Documents Reviewed

I. AMORE ASSISTED SCHOOLS

A. Selection Criteria for Off-Grid Schools
B. Isla Verde Brief
C. Kalian elementary School
D. Lawang Bato Marker
E. AMORE 3 List of Schools
F. Manukmangkaw Pilot schools
G. Matolo Elementary School
H. Profile of Teacher Participants
I. School Electrification Project – Isla Verde, Batangas
J. SEED Exhibit (07-01-2011)
K. Solar Library Inauguration – Program (18 August 2011)
L. Talon-Talon Project Brief

II. AMORE BRIEFERS

A. AMORE Entrepreneurship Brief
B. AMORE One-page Briefer (as of May 19)
C. One Paragraph AMORE Brief
D. Zamboanga Fact Sheet (30June2010)

III. AMORE BUSINESS DEVELOPMENT FILES

A. AMORE 3 Narrative Workplan (Attachments 1-3)
B. Business Development Assistance to HE Partners (12 July)
C. AMORE 3 BDA Grants Manual (14 September)

IV. AMORE MAPS

A. AMORE 3 Indicative Project Map (as of 07-08-2011)
B. AMORE 3 Indicative Project Map (as of 07-13-2011)
C. AMORE 3 Indicative Project Map
D. AMORE 3 Project Map
E. AMORE 3 Barangay Information Matrix (as of December 2010)
F. Copy of AMORE 3 Household Electrification Barangay List (Partial)
G. Electrification Zamboanga City
H. Electrification Zamboanga Sibugay
I. Electrification Zamboanga Sur
J. Electrification Zamboanga Norte
K. HH Electrification per Province
L. Mindanao Map
M. Other Micro Hydro and Solar PV Targets
N. HH Davao City
O. Recommended Sites to visit in AMORE 3
P. SEEd Davao City
Q. SEEd Samal Island
R. SEEd Sultan Kudarat
S. SEEd Zamboanga del Norte
T. Talon-Talon Project Brief
U. Target Schools
V. USAID Projects in Mindanao Map (April 2010)
W. WASH Davao City
X. WASH Initial Targets
Y. WASH Zamboanga City

Z. WASH Zamboanga Sibugay
AA. WASH Zamboanga Sur
BB. WASH Zamboanga Norte

V. AMORE QUARTERLY REPORTS

A. Y1 Q1 AMORE 3 Report Final (02 01 10)
B. Y1 Q2 AMORE 3 Report Final Edited
C. Y1 Q3 AMORE 3 Quarter Report (01 31 11) Final
D. Y2 Q2 AMORE 3 Quarter Report (29 April 2011)
E. Y2 Q3 AMORE 3 Quarter Report Final for USAID Submission (07 29 2011)
F. Y3 Q1 AMORE 3 Quarter Report Final for Submission
G. Y3 Q1 AMORE Annexes

VI. AMORE TERMINAL REPORTS

A. AMORE 3 Terminal Report Final (sent to USAID 10 24 2013)
B. Annex 1 – AMORE # MOU
C. Annex 2 – Market Testing and BRECDA Assessment Report
D. Annex 3 – Business Development Assistance Project completion Report
E. Annex 4 – SL Distribution Project Completion Report
F. Annex 6 – Capacity Building of Partners Accomplishment report
G. Annex 7 – TESDA Partnership Completion Report
H. Annex 8 – All Women PV Technicians Training Report
I. Annex 9 – Aboitiz-AMORE Partnership Completion Report
J. Annex 10 – Household electrification Manual
K. Annex 11 – MHP Project Completion Report
L. Annex 12 – SEEd Project Completion Report
M. Annex 13 – SEEd Operations Manual
N. Annex 14 – WASH Project Completion Report
O. Annex 15 – WASH Operations Manual
P. Annex 16 – Project Information Matrix

VII. DIOKNO STUDY REPORT

A. AMORE 2 Co-Evaluation Draft Final Report (04 01 2008)
B. Table of Contents

VIII. GUERRERO STUDY REPORT

A. Acronyms
B. AMORE Co-Assessment (17 July)
C. AMORE Draft Reviewed
D. Project Report Title (Revised)

IX. HEALTH AND SANITATION

A. AMORE World Water Day Talking Points
B. Brief Profiles – USAID AMORE WASH Project Sites
C. Grand Launching
D. Pananag WASH RFS Final (August 10)
E. PR-Safe Water & ICT Facility Inauguration, Marilog Central Elementary School (rev. 13Jul2010 by E.Gallardo)
F. PR-AMORE-World Water Day (18 March 2011) version 1
G. Revised Schedule of Fieldwork Activities – Mindanao
H. WASH Exhibit with En's Comments

X. MOUs

A. AMORE 3 Solar Schools – Maguindanao (I) 05 11 12
B. AMORE 3 Solar Schools – Tawi-tawi 05 11 12
C. AMORE 3 Solar Schools – Maguindanao (II) 05 11 12
D. Winrock-Maguindanao I (approved) 04 17 12
E. Winrock-Maguindanao II (approved) (2)
F. Winrock-Maguindanao II (approved) rev 04 17 2012
G. Winrock-Tawitawi Winrock approved (3)
H. Winrock-Tawitawi (approved) rev 04 17 2012

XI. STORIES AND VARIOUS PUBLICATIONS

A. AMORE 3 Quarterly Conference Report and Estimated Budget Template – FY12 Q2 (1)
B. AMORE Solar Expo Program of Activities
C. Commissioning Document – Solar Home System (20Wp)
D. Local Capacity Development Workforce Survey
E. PR-AMORE March 21 event 03 09 12
F. Stories from the Field Contents 07 13 12
G. Stories from the Field Cover 07 13 12

XII. WASHCOKE PARTNERSHIP

A. Coca-cola Foundation Atlanta Grant Application Guidelines (full)
B. Coke December 10 Meeting
C. Kabatiol WASH FS (final)
D. Kamanga WASH RFS (final)
E. Pananag WASH RFS (final August 10)
F. PR-Pangapuyan WASH Turn Over 01 27 11 (2)
G. Rainwater Harvesting Guidelines 02 15 08
H. Summary of Maasim Water Projects

XIII. YEAR 1 AMORE FILES

A. AMORE 3 Year 1 Accomplishment Report
B. Annex A RE Market Survey Tool
C. Annex B RE Market Summary Tables
D. Annex C RE Technical Audit
E. Annex D BRECDA Capacity to Engage in RE Business
F. Annex E AMORE School Selection System
G. Annex F Mandulan and solar tech MOU
H. Annex G WASH Training Modules

XIV. YEAR 2 AMORE FILES

A. AMORE 3 Revised Narrative Workplan (06 08 2012)
B. AMORE 3 WP Review
C. Bullets of AMORE 3 Year 2 Work Plan Discussions
D. Comments and Questions on AMORE 3 Year 2 Work Plan
E. Due Diligence Sample Narrative for USAID AMORE Partners
F. Guide to Y2 revised WP
G. Guidelines for Due Diligence of AMORE Partners
H. Highlights of AMORE 3 Year 2 WP Discussions
I. Key Concerns for Davao Meeting on January 12 and 13
J. Red Text AMORE 2 Revised Technical Application August 12 2009 reduced
K. SEEd, WASH and HHE areas for remaining LOP rev 06 08 2012
L. Year 2 WP Narrative Final 11 15 2010

XV. YEAR 2 REPORT

A. Covering Letter
B. Y2 Annual Report Final
C. Year 2 Annual Report Annexes Final

XVI. YEAR 3 REPORT

A. AMORE 3 Year 3 Annual Report Final 11 13 2012
B. Year 3 Report Annexes Final
C. SEEd Operations Manual Final 09 25 2012

XVII. YEAR 3 WORKPLAN

A. AMORE 3 Y3 Narrative Workplan Attachments 1 – 3
B. Cora AMORE 3 Year 3 Narrative Workplan Final 10 11 2011
C. Y3 Covering Letter En
D. Y3 Workplan Attachment 2 WASH ME1

XVIII. YEAR 4 REVISED WORKPLAN

A. AMORE 3 Revised Narrative Workplan Revised 06 08 2012
B. Sample Gantt Chart
C. SEEd, WASH and HHE Areas for Remaining LOP rev 06 08 2012

ANNEX F

Disclosure of Any Conflict of Interest

Conflict of Interest Disclosure Statement

Sustainable Development Solutions

With regard to my service as Team Leader on the Final Performance Evaluation of USAID | Philippines' Alliance for Mindanao and Multi-regional Renewable Energy / Rural Energy Development III (AMORE 3) Program, I have the following potential conflict of interest to report:

- ☐ I am affiliated[1] to another Firm?
- ☐ Affiliated to any vendor, supplier, or any other party providing or bidding for providing services, having a direct or indirect interest in any business transaction(s), agreement, investment with _____?
- ☐ Having any business dealings or transaction with a vendor, supplier or any other party which could result in benefit to me?
- ☐ I or person(s) I have affiliation with have interest in purchasing services from _____?
- ☐ Affiliated to any staff of _____?
- ☐ Affiliated person(s) is involved is a party to or have an interest in any pending legal proceedings involving _____?
- ☐ Others: _____

[1] Affiliated refers to the following: Spouse, domestic partner, child, mother, father, brother or sister orclose associates; any corporation, business or non-profit organization of which you serve as staff, officer, board member, partner, participate in management or are employed by; any trust or other estate in which you have a substantial interest or in which you serve as a trustee or in a similar capacity.

Please elaborate on the potential conflict arising from the above situation with regards to the transaction concerned (e.g. nature of service/ transaction, if affiliated person involved, the identity of the affiliated person and your relationship with that person):

I hereby confirm that the disclosure made above are complete and correct to the best of my information and belief. I shall not be participating in the discussion and decision making of this matter. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with the conflict of interest policy, I will notify Mr. Renato S. Relampagos, Sustainable Development Solutions' President, immediately.

Bruce Robins

Signature

Dr. Bruce Robins, Team Leader

Name and Designation

18 March 2014

Date

Conflict of Interest Disclosure Statement

Sustainable Development Solutions

With regard to my service as Statistician on the Final Performance Evaluation of USAID | Philippines' Alliance for Mindanao and Multi-regional Renewable Energy / Rural Energy Development III (AMORE 3) Program, I have the following potential conflict of interest to report:

- ☑ I am affiliated[1] to another Firm.
- ☐ Affiliated to any vendor, supplier, or any other party providing or bidding for providing services, having a direct or indirect interest in any business transaction(s), agreement, investment with _____?
- ☐ Having any business dealings or transaction with a vendor, supplier or any other party which could result in benefit to me?
- ☐ I or person(s) I have affiliation with have interest in purchasing services from _____?
- ☐ Affiliated to any staff of _____?
- ☐ Affiliated person(s) is involved is a party to or have an interest in any pending legal proceedings involving _____?
- ☐ Others: _____

[1] Affiliated refers to the following: Spouse, domestic partner, child, mother, father, brother or sister orclose associates; any corporation, business or non-profit organization of which you serve as staff, officer, board member, partner, participate in management or are employed by; any trust or other estatein which you have a substantial interest or in which you serve as a trustee or in a similar capacity.

Please elaborate on the potential conflict arising from the above situation with regards to the transaction concerned (e.g. nature of service/ transaction, if affiliated person involved, the identity of the affiliated person and your relationship with that person):

I am affiliated to the Research Institute for Mindanao Culture of Xavier University but in no way will this result in a conflict of interest. The Institute allows us to become consultants for other firms provided that we allot 10% of our Professional Fee for the Institute.

I hereby confirm that the disclosure made above are complete and correct to the best of my information and belief. I shall not be participating in the discussion and decision making of this matter. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with the conflict of interest policy, I will notify Mr. Renato S. Relampagos, Sustainable Development Solutions' President, immediately.

Signature

Ms. Lita Sealza, Statistician

Name and Designation

18 March 2014

Date

Conflict of Interest Disclosure Statement

Sustainable Development Solutions

With regard to my service as Governance Specialist on the Final Performance Evaluation of USAID | Philippines' Alliance for Mindanao and Multi-regional Renewable Energy / Rural Energy Development III (AMORE 3) Program, I have the following potential conflict of interest to report:

- ☐ I am affiliated[1] to another Firm?
- ☐ Affiliated to any vendor, supplier, or any other party providing or bidding for providing services, having a direct or indirect interest in any business transaction(s), agreement, investment with _____?
- ☐ Having any business dealings or transaction with a vendor, supplier or any other party which could result in benefit to me?
- ☐ I or person(s) I have affiliation with have interest in purchasing services from _____?
- ☐ Affiliated to any staff of _____?
- ☐ Affiliated person(s) is involved is a party to or have an interest in any pending legal proceedings involving _____?
- ☐ Others: _____

[1]Affiliated refers to the following: Spouse, domestic partner, child, mother, father, brother or sister orclose associates; any corporation, business or non-profit organization of which you are serve as staff, officer, board member, partner, participate in management or are employed by; any trust or other estatein which you have a substantial interest or as to which you serve as a trustee or in a similar capacity.

Please elaborate on the potential conflict arising from the above situation with regards to the transaction concerned (e.g. nature of service/ transaction, if affiliated person involved, the identity of the affiliated person and your relationship with that person):

I hereby confirm that the disclosure made above are complete and correct to the best of my information and belief. I shall not be participating in the discussion and decision making of this matter. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with the conflict of interest policy, I will notify Mr. Renato S. Relampagos, Sustainable Development Solutions' President, immediately.

Signature

Mr. Luis Eleazar, Governance Specialist

Name and Designation

18 March 2014

Date

Conflict of Interest Disclosure Statement

Sustainable Development Solutions

With regard to my service as Monitoring and Evaluation Specialist on the Final Performance Evaluation of USAID | Philippines' Alliance for Mindanao and Multi-regional Renewable Energy / Rural Energy Development III (AMORE 3) Program, I have the following potential conflict of interest to report:

- ☐ I am affiliated[1] to another Firm?
- ☐ Affiliated to any vendor, supplier, or any other party providing or bidding for providing services, having a direct or indirect interest in any business transaction(s), agreement, investment with _____?
- ☐ Having any business dealings or transaction with a vendor, supplier or any other party which could result in benefit to me?
- ☐ I or person(s) I have affiliation with have interest in purchasing services from _____?
- ☐ Affiliated to any staff of _____?
- ☐ Affiliated person(s) is involved is a party to or have an interest in any pending legal proceedings involving _____?
- ☐ Others: _____

[1]Affiliated refers to the following: Spouse, domestic partner, child, mother, father, brother or sister orclose associates; any corporation, business or non-profit organization of which you are serve as staff, officer, board member, partner, participate in management or are employed by; any trust or other estatein which you have a substantial interest or as to which you serve as a trustee or in a similar capacity.

Please elaborate on the potential conflict arising from the above situation with regards to the transaction concerned (e.g. nature of service/ transaction, if affiliated person involved, the identity of the affiliated person and your relationship with that person):

I hereby confirm that the disclosure made above are complete and correct to the best of my information and belief. I shall not be participating in the discussion and decision making of this matter. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with the conflict of interest policy, I will notify Mr. Renato S. Relampagos, Sustainable Development Solutions' President, immediately.

Signature

Ms. Felicidad Suñer, Monitoring and Evaluation Specialist

Name and Designation

18 March 2014

Date

ANNEX G

Photos

The SDS' evaluation team carried out an initial site visit in Bantol, Davao last December 2014. The team was able to have a dialogue wih BRECDA officers, community members and inspect existing solar systems and water systems of the AMORE 3 Program.

(L-R: BRECDA officer; Ms Lita Sealza, Statistician; Dr. Bruce Robins, Team Leader with another BRECDA office; female BRECDA officer; and Ivan Limjap, SDS coordinator)

Solar Systems in Bantol

Water system inspected during the site visit in Bantol and Magsaysay

Site visit in Magsaysay elementary school, one of the SEEd intervention areas of AMORE 3 program.

The ten (10) household survey teams during the pilot testing in Bantol, Davao. The Barangay captain provided an orientation on the socio-economic situation of the barangay, safety and security issues, and introduced his team who will assist the field teams prior to the conduct of pre-testing.

Pilot testing of the household survey teams in Bantol, January 29, 2014.

Photos during pilot testing

Photos during the conduct of the Household survey

Courtesy call with the local government unit of Roxas, Zamboanga del Norte. (L-R; John Callanta, USAID-P; LCE of Roxas; Ninosa Nuque, SDS; Dr. Bruce Robins, Team Leader; military escort)

Household survey interview (WASH) in Panampalaya, Roxas, Zamboanga del Norte.

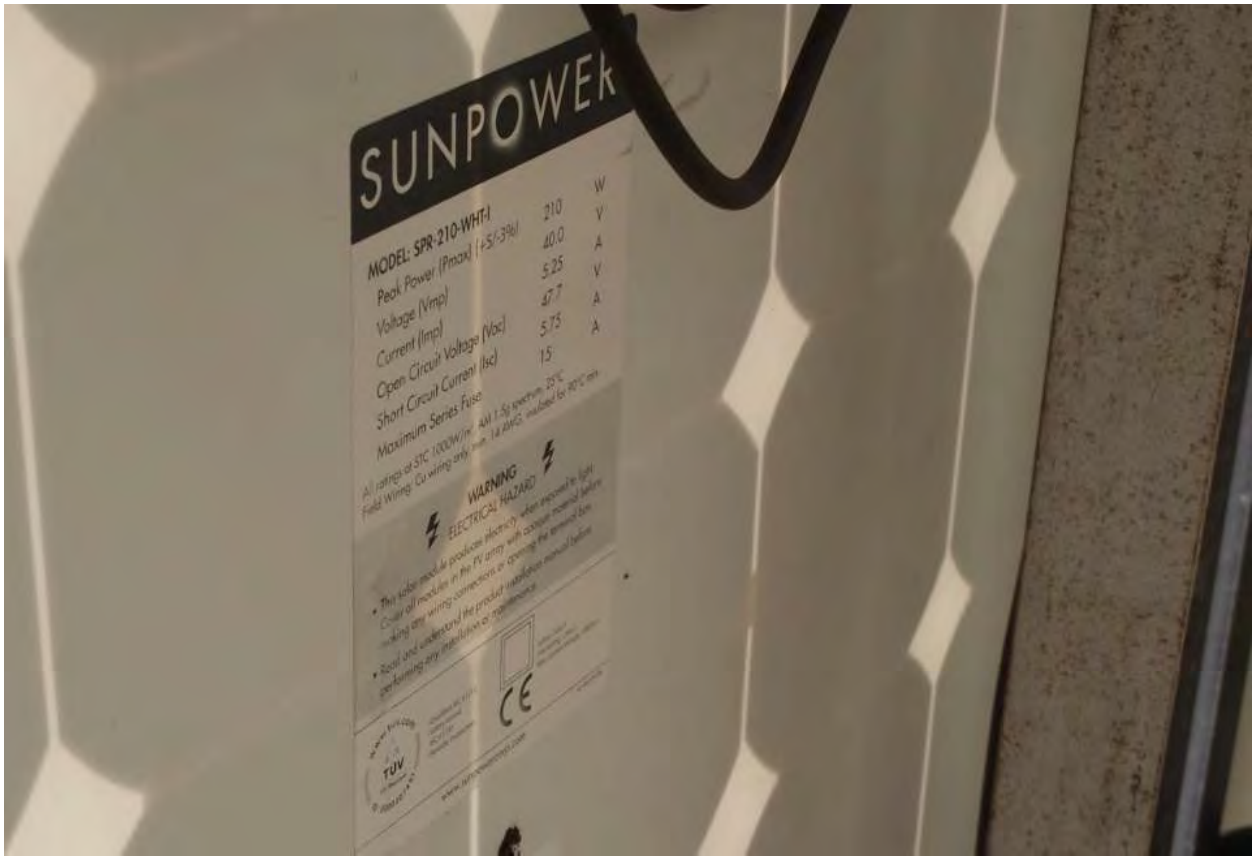
Various photos of the 10 field teams during the conduct of the survey from February 1-13, 2014

Solar systems seen and inspected by the teams during the survey

The units VRLA (AGM) battery had failed within 12 months and it was replaced with a flooded lead acid battery. This meant that the battery regulator settings would be wrong. The unit was not mounted on the floor but on a shelf half way up the wall and out-gassing of Hydrogen and Oxygen from the flooded lead acid battery were being vented into the small bedroom and adjacent to the regulator electronics. The potential for a fire by spontaneous ignition of H_2 and O_2, or the battery falling and spilling concentrated Sulphuric Acid over the inhabitants is real and immediate.

Two of the 420 streetlights installed under AMORE 1 and 2.

This picture shows that the SunPower panels (MODEL: SPR-210-WHT-I) supplied for schools which are made in the Philippines are 210Wp modules and not 230Wp. This picture was taken from the back of a model in Bantol.



Household survey teams perform editing and cleaning of accomplished questionnaires.

MICOLABO, PICONG, LDS.
MAMINTAL BOMBIT ALONTO ADIONG JR.
GOVERNOR
LDS.
M. BALINDONG
MAYOR
ABDUL

MAKI

Focus Group Discussion (FGD) Photos

February 4, 2014 Bry. Panampalay Water Association.

Oldest participant who attended the session walked for hours just to join the FGD.

February 6,2014 Household participants brought their children along with them. They didn't mind waiting because they wanted to express their gratitude for the Solar Electrification they received from USAID through the AMORE project. Brgy. Tagpangi, Tagpangi Elementary School, Vitali, Zamboanga City.

February 7, 2014 Household participants of Tamyon Elementary School, happy faces and eagerly participating with the discussion. Thankful for the former principal who helped translate the questions from Chavacano to Tagalog and Bisaya.

February 6, 2014 Brgy. Tagpangi, Tagpangi Elementary School. Their solar unit guarded and well maintained as they see it as a blessing for their children and the community as well.

February 7, 2014 Solar lantern at Tamyon Elementary School, getting charged as the heat of the sun is at its peak.

The many women empowered by the AMORE project through BRECDA. Baganihan, Marilog District, Davao City. January 30, 2014

Bruce our team leader actively helps and participates as the group carry on with the discussion. January 30, 2014

One of the many functional solar lanterns in the area, Brgy. Sibulan, Toril Davao City.

Koronon Sta. Cruz, February 01. 2014 BRECDA participants, again women brought their babies with them as they show their support for the AMORE project and wanting to give a feedback how the project went.

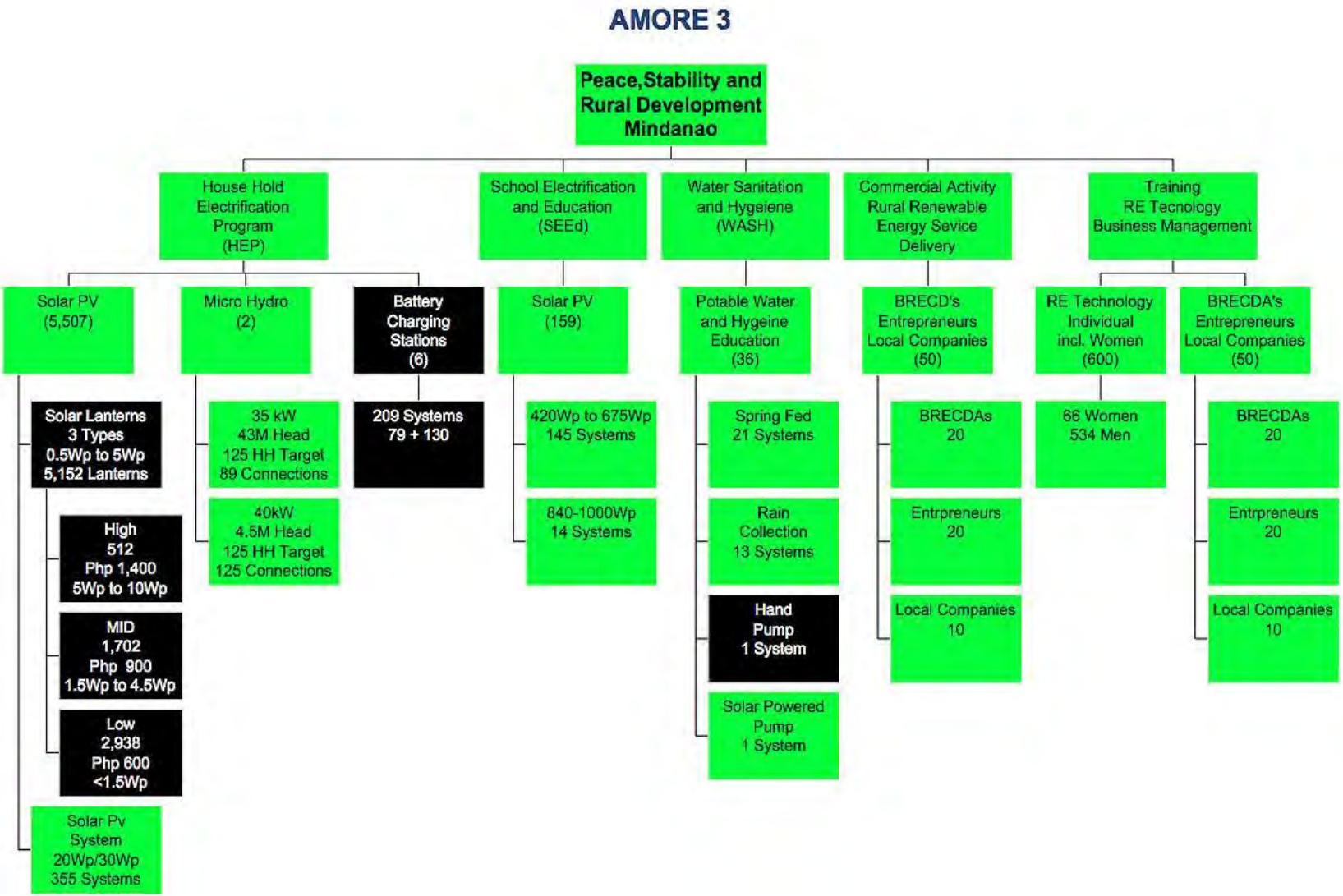
Focus group discussion in Bantol

FGD team with the BRECDA officers in Bantol

ANNEX H

Schematic of AMORE 3 Interventions and Processes Flow Chart

SCHEMATIC OF AMORE 3 INTERVENTIONS



In total 9,240 systems of which 923 were Solar Home Light Systems and 7,932 were Portable Solar Lanterns with the balance made up of 176 Mini Hydro Powered houses and 209 Household Battery Systems.

Site	Site	System	Source	HH	Beneficiaries	
1	Bantol (Upper Muslim), Davao City	community water system	spring development	65	396	6.09
2	Bantol (Bangkal), Davao City	community water system	spring development	50	309	6.18
3	Bantol (Mawato), Davao City	community water system	spring development	12	73.56	6.13
4	Marilog	school WASH	rainwater harvesting	601	3077	5.12
5	Magsaysay	community water system	spring development	278	1740	6.26
6	San Antonio	community water system	spring development	120	724	6.03
7	Bantol (Malakiba)	community water system	Hydraulic Ram Pump	288	1723	5.98
8	Panampalay	community water system	spring development	374	2246	6.01
9	Pangapuyan	community water system	rainwater harvesting			
10	Gubaan	community water system	rainwater harvesting			
11	Del Monte	community water system	rainwater harvesting			
12	Bantol (Langgonuan)	community water system	spring development	60	362	6.03
13	Malamba (Sambonutan)	school WASH	rainwater harvesting	302	1998	6.62
14	Columbio	school WASH	rainwater harvesting	1065	6390	6.00
15	Poblacion	school WASH	rainwater harvesting	1459	8754	6.00
16	Salangsang	school WASH	rainwater harvesting	668	4008	6.00
17	Tapudi	school WASH	rainwater harvesting	813	4878	6.00
18	Villamonte	school WASH	rainwater harvesting	628	3768	6.00
19	Kamanga	Community water system	spring development	280	1680	6.00
20	Kalaong	community water system	spring development	796	3985	5.01
21	Cagbalete	Community water project	Spring development	100	500	5.00
22	Marilog	Commutiy water system	Spring development	100	605	6.05
23	Lugan	School WASH	Spring development	2010	12060	6.00
24	Laconon	School WASH	Spring development	1024	6144	6.00
25	Hanoon	School WASH	Spring development	303	1818	6.00
26	Haliland	School WASH	Spring development	475	2850	6.00
27	Upper Maculan	School WASH	Spring development	600	3600	6.00
28	T'bong	School WASH	Spring development	379	2085	5.50
29	Denlag	School WASH	Spring development	424	2332	5.50
30	Malamawi	School WASH	Rainwater harvesting	585	3218	5.50
31	Port Holland	School WASH	Spring development	2154	11487	5.33
32	San Jose	School WASH	Rainwater harvesting	224	1344	6.00
33	Buenavista	School WASH	Rainwater harvesting	241	1446	6.00
34	Vitali District	School WASH	Spring development	305	1830	6.00
35	Kilangan	Community	Solar PV-powered	73	400	5.48
36	Buansa	School WASH	Spring development	610	3355	5.50

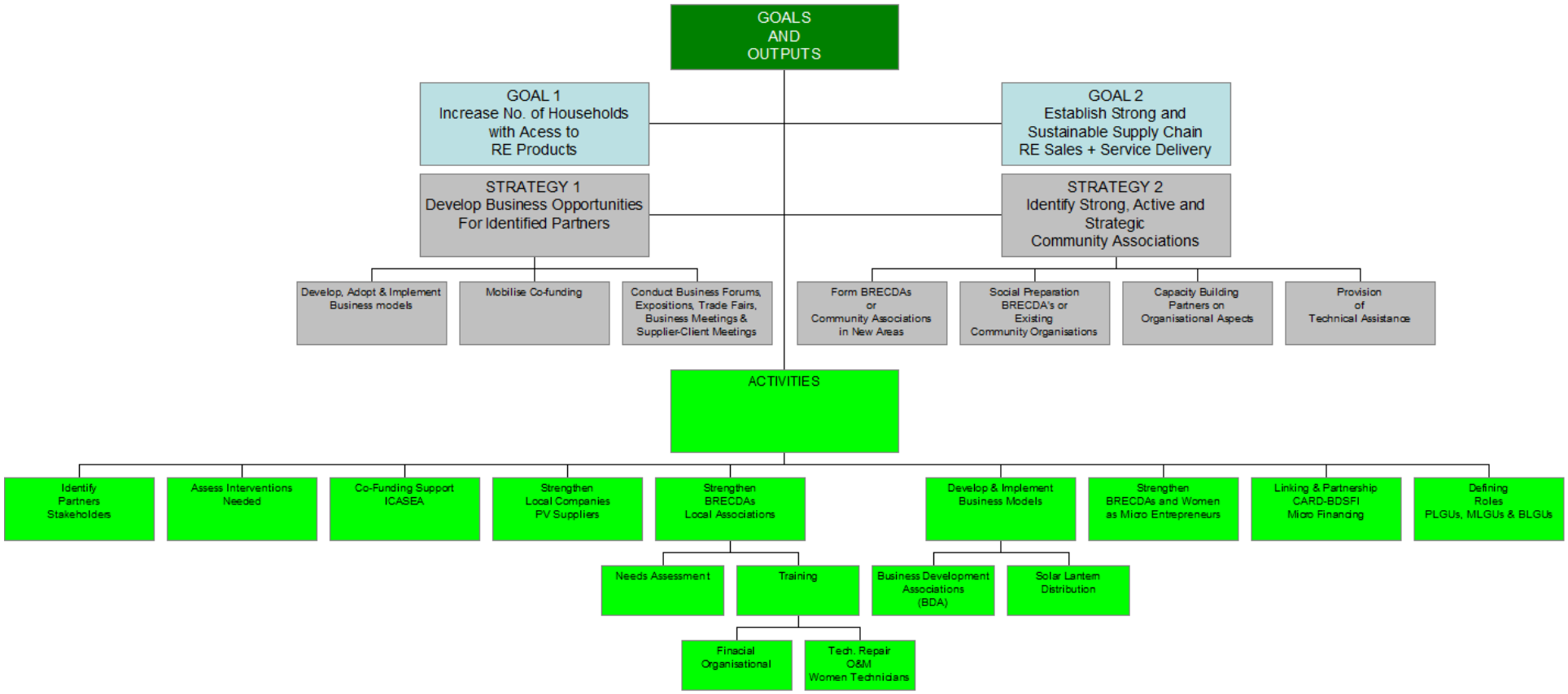
Estimated Number of Households under 15 Community WASH systems (corrected in red) = 2,596

School Systems appear to be double accounting however it may be prudent to assume around 6,000 households benefited directly from school system?

Total Number of Households under AMORE:

SHLS + Portable Lanterns	= 7,932
MHP (estimated)	= 420
BCS (estimated at 40 HH/BSC)	= 5,960
WASH (Estimated from Table above)	= 2596
Total (excluding School WASH)	= 16,908
Total (with 4,000 HH from School WASH)	= 20,908

CAPACITY BUILDING OF PARTNERS AND STAKEHOLDERS IN AMORE 3



ANNEX I

Solar Lantern Summary

Solar Lantern Summary

No.	Name	Price (Php)	Size	Est .Php/kWh
3	FFG Solar	3,700	5Wp	211
4	Sun King	1,035	1W LED	331
5	Suntransfer	4,200	2Wp	589
6	Suntransfer	3,000	1.5Wp	570
9	Firefly	850	0.5Wp	485
10	Firefly 12	1,100	1Wp	314
11	PowaPack 5	5,990	5Wp	342
12	PowerPack Junior	3,690	2.5Wp	421

The method used to calculate the cost of energy provided is based on the ability of the PV module to recharge the system. It assumes that the PV module will be exposed to 4 Peak Sunshine Hours per day (PSH/d) and that the overall losses from temperature, component efficiency and module degradation do not exceed 20% in total. That available energy is then multiplied by 365.25 days/yr and multiplied by 3 years as a reasonable estimate of depreciation of the equipment if it were to last that long. It also represents a simple payback method.

For example a 5Wp module should produce in three years = 5(Wp) x 4(PSH/d) x 0.8 x 365.25 x 3/1,000 = 17.532 kWh at a cost of Php 3,700 = Php 211/kWh.

These figures can be compared to 2012 Tariffs (unbundled) for the various REC's in Mindanao.

Region	Average Tariff
Zamboanga Peninsular	Php 7.62/kWh
Northern Mindano	Php 7.86/kWh
Davao	Php 8.03/kWh
Reg. 12	Php 7.09/kWh
ARMM	Php 10.40/kWh
Caraga	Php 8.24/kWh
Mindanao Average	Php 8.21/kWh
Philippines Average	Php 9.37/kWh

In addition to Universal Charge cross subsidy available for "missionary" areas each household connected to the grid receives a direct one off subsidy of Php 2,500 (2012).

Under AMORE 3 three types of solar lanterns were supplied:

Name	Price (Php)	Size	Est .Php/kWh
High	1,400	5Wp	Php 80/kWh
Medium	900	1.5Wp	Php 171/kWh
Low	600	0.5Wp	Php 342/kWh

Compared to being connected to an REC grid the poorest households under AMORE 3 are paying from 10 times up to 40 times more for their "remote rural electrification" than their grid connected cousins. This must surely raise questions of Equity in this most important delivery of a service. As the UN has shown that the Human Development Index is directly related to electricity consumption per capita.

ANNEX J

Statement of Differences

Statement of Differences

USAID/Philippines Office of Energy, Environment and Climate Change

Main Report, pp.16-17, and Evaluation Statement of Work/Annex A

"To document good practices and lessons learned, the evaluation will assess processes that were done in order to achieve the targets and to establish sustainability mechanisms. These processes include a) community organizing and social preparation, b) trainings and capacity building, c) partnership building and strengthening, d) private sector participation, and e) supply chain development."

The final publishable report could have described the steps in each of the processes more substantially, which would have set the context within which the positive or negative findings, conclusions, and recommendations can be properly situated. Doing so would have made the evaluation results more useful specifically for government, private sector partners, donor agencies, and other partners continuing to or are planning to implement a similar program/project. The distinct description of the steps for each of the said processes would have enabled the said partners to pinpoint areas that can be improved, replicated, or avoided. This level of detail is important since different partners had different levels and different modes of involvement in AMORE 3. For example, Sunpower could be more interested on how partnerships with schools and local DepEd offices can be improved or how logistics or the delivery of solar panels can be done in a timely and more cost effective manner. DOE might be specifically interested whether or not the business expositions or business development assistance activities were useful, or how the provision of co-funding for micro-hydro or subsidy for solar can be improved. TESDA would look more in the process of trainings and capacity building. RE companies might be keen to see the process done to engage micro-financing institutions. Coca Cola and Rotary could possibly be more interested in the process of mobilizing community teams, etc. The general conclusions of the evaluation are important, but the documentation and careful analysis of each of the processes would have provided practical lessons and specific tools and ways for moving forward.

Executive Summary, Summary of Major Findings, "What did not work?"
Page 3: "(3) The full commercialization model (without the Department of Energy's (DOE) US$5million support) for the provision of portable solar lanterns (90% of solar lighting products supplied under AMORE 3) cannot be justified on equity, practicality, and sustainability grounds as an option for off-grid electrification.
a. Equity: Portable Lanterns cost PHP80 to PHP590 per kilowatt hour (kWh) compared to average Mindanao Rural Electric Cooperative's (REC) charge of PhP8.21/kWh. That is 10 to 40 times the amount which is imposed on some of the poorest and most vulnerable communities in the country."

Comparing solar lanterns to grid access is an inappropriate means to measure and describe equity—or the degree by which it was pursued or achieved in the AMORE 3 program. While it is ideal to connect all households to the grid and thereby provide government subsidies to more people, this is apparently not happening and will continue to be a very difficult task in the years ahead, requiring mainly heavy lifting on the part of DOE and NEA. AMORE operated in last mile villages where the grid is not expected to come in the near future. Measuring equity *i.e.* improving access to quality lighting, water supply, and education and increasing participation in decision making in the AMORE 3

program has to start from baselines of kerosene based lighting, dirty and inaccessible water, understaffed schools, and marginalization of people from planning and operating basic social services, respectively. From such baselines, increasing equity must be seen in the context on how the program helped move people to a better quality of life at a relatively lesser cost and how it increased their ability to lead and participate in project planning and governance. Grid extension and connection is way beyond the scope of the program and comparing solar lanterns to grid connection, to describe equity, is similar to comparing something that is already happening to something that is yet to remotely happen in the next 5-10 years.