

Appendix 2.2.1: Capacity assessment matrix

Key areas of capacity development	Activities/Tasks	Key Competencies (CMO)	Key Competencies (RMO)	Key Competencies (PMO Tawi-Tawi)
1. Planning and preparation (P)				
1. Logical Decision Making	1.1. Selection of Municipality			
	1	Short-listing of the target municipalities	1. Setting proper criteria for selection of the target municipalities 2. Providing proper guidance for short-listing	
	2	Field validation survey	1. Understanding survey method/process 2. Providing proper guidance for survey implementation	
	3	Selection of the target municipalities	1. Confirming the selection of the target municipalities	
	4	Formulation/exchange of agreement with the LGU of the target municipalities	1. Confirming the contents of the agreement	
2. Data gathering/analysis	1.2. Social preparation 1			
	1	Community profiling (Document study/resource mapping/summary table)	1. Understanding community profiling 2. Providing proper guidance of method/process 3. Confirming the results of community profiling 4. Confirming a barangay selection based on development needs	1. Understanding community profiling 2. Carrying out the community profiling following the method/process 3. Reporting the result of the community profiling 4. Identifying target barangays based on development needs
	2	Technical survey	1. Understanding technical survey 2. Providing proper guidance of method/process 3. Confirming the results of technical survey 4. Confirming a barangay selection based on development potential 5. Ensuring financial management/logistics/procurement	1. Understanding technical survey 2. Carrying out the technical survey following the method/process 3. Identifying a barangay selection based on development potential 4. Reporting the result of the technical survey 5. Facilitating financial management/logistics/procurement
3. Plan formulation	1.3. Formulation of project plans			
	1	Formulation of project plans for vegetable production/sales	1. Understanding contents of the plan 2. Providing proper guidance of plan formulation 3. Confirming the plan	1. Understanding contents of the plan 2. Formulating a Plan of Operation (POO) 3. Budget estimation
	2	Formulation of project plans for Tilapia culture/processing/sales	1. Understanding contents of the plan 2. Providing proper guidance of plan formulation 3. Confirming the plan	1. Understanding contents of the plan 2. Formulating a Plan of Operation (POO) 3. Budget estimation
	3	Formulation of project plans for goat production	1. Understanding contents of the plan 2. Providing proper guidance of plan formulation 3. Confirming the plan	1. Understanding contents of the plan 2. Formulating a Plan of Operation (POO) 3. Budget estimation
4. Community mobilization	1.4. Social preparation 2			
	1	Barangay-wide Orientation	1. Providing proper guidance of the activity 2. Confirming the activity plan 3. Ensuring financial management/logistics/procurement	1. Planning the activity 2. Carrying out the activities in coordination with the LGU/communities 3. Facilitating financial management/logistics/procurement
	2	Selection of beneficiaries	1. Setting proper criteria for selection of the beneficiaries 2. Confirming the selection	1. Selection of the beneficiaries following the criteria 2. Reporting the selection
	3	Value Transformation Training (VTT)	1. Providing proper guidance of the VTT 2. Ensuring financial management/logistics/procurement	1. Carrying out the VTT in coordination with the LGU/communities 2. Facilitating financial management/logistics/procurement
	4	Baseline survey	1. Preparing survey formats 2. Providing proper guidance of the survey 3. Confirming the results of the survey 4. Ensuring financial management/logistics/procurement	1. Understanding the baseline survey 2. Carrying out the survey using the formats 3. Reporting the result of the survey 4. Facilitating financial management/logistics/procurement
2. Implementation (D)				
5. Technology Dissemination/Expansion through FTF	2.1. Implementation of Farmer-to-Farmer Extension for Vegetable production/sales			
	1	Implementation of TOT program	1. Understanding TOT method/process 2. Developing TOT program 3. Providing proper guidance of TOT 4. Confirming the result of TOT 5. Ensuring financial management/logistics/procurement	1. Carrying out TOT following the method/process 2. Identifying Farmer trainers 3. Reporting the result of TOT 4. Formulating Farmers' Trainers Team (FTT) 5. Facilitating financial management/logistics/procurement
	2	Implementation of Leadership program	1. Understanding the method/process 2. Developing Leadership program 3. Providing proper guidance of Leadership program 4. Confirming the result of the program 5. Ensuring financial management/logistics/procurement	1. Carrying out the program following the method/process 2. Reporting the result of the program 3. Facilitating financial management/logistics/procurement
	3	Site selection for demonstration farm		
	4	Market survey on vegetable		
	5	Planning for farming based on the result of market survey		
	6	Exposure to vegetable production site		
	7	Construction of demonstration farm		
	8	Soil analysis and of nitrilization of soil		
	9	Land preparation		
	10	Compost making		
	11	Sowing/planting		
	12	Companion plants planting		
	13	Pest and diseases control		
	14	Farm management		
	15	Marketing workshop		
	16	Harvesting and post-harvesting		
17	Selling to markets			
		1. Understanding the method/process of monitoring (on schedule/risk/quality) 2. Providing proper guidance on problem solving 3. Confirming the monitoring report 4. Ensuring financial management/logistics/procurement 5. Establishing FTF process/method	4. Carrying out the monitoring (on schedule/risk/quality) 2. Reporting the result of monitoring 3. Facilitating financial management/logistics/procurement 4. Facilitating FTF process/method in coordination with resource persons/organizations as well as LGU	
	2.2. Implementation of Farmer to Farmer extension (Tilapia culture/processing/sales)			
1	Implementation of TOT program	1. Understanding TOT method/process 2. Developing TOT program 3. Providing proper guidance of TOT 4. Confirming the result of TOT 5. Ensuring financial management/logistics/procurement	1. Carrying out TOT following the method/process 2. Identifying Farmer trainers 3. Reporting the result of TOT 4. Formulating Farmers' Trainers Team (FTT) 5. Facilitating financial management/logistics/procurement	
2	Implementation of Leadership program	1. Understanding the method/process 2. Developing Leadership program 3. Providing proper guidance of Leadership program 4. Confirming the result of the program 5. Ensuring financial management/logistics/procurement	1. Carrying out the program following the method/process 2. Reporting the result of the program 3. Facilitating financial management/logistics/procurement	
3	Site selection for fish pond/cage in new barangay			
4	Market survey on Tilapia			
5	Planning for farming based on the result of market survey			
6	Exposure to fish farming sites			
7	Construction of demonstration fish farm			
8	Site selection			
9	Pond/cage construction			
10	Water management			
11	Feeding management			
12	Integrated fish farming with locally-available livestock			
13	Selecting breeding/ Rearing of parent fish			
14	Marketing workshop			
15	Harvest and pond preparation			
16	Processing of fish			
17	Selling to markets			
		1. Understanding the method/process of monitoring (on schedule/risk/quality) 2. Providing proper guidance on problem solving 3. Confirming the monitoring report 4. Ensuring financial management/logistics/procurement 5. Establishing FTF process/method	4. Carrying out the monitoring (on schedule/risk/quality) 2. Reporting the result of monitoring 3. Facilitating financial management/logistics/procurement 4. Facilitating FTF process/method in coordination with resource persons/organizations as well as LGU	

6. Technology Transfer for new sector	2.3. Implementation of Goat production			
	1	Site selection for demonstration farms	1. Understanding the method/process of monitoring (on schedule/risk/quality) 2. Providing proper guidance on problem solving 3. Confirming the monitoring report Ensuring financial management/logistics/procurement	1. Carrying out the monitoring (on schedule/risk/quality) 2. Reporting the result of monitoring 3. Facilitating financial management/logistics/procurement 4. Facilitating goat production in coordination with resource persons/organizations as well as LGU
	2	Market survey (breeders information included)		
	3	Establishment of demonstration farms		
	4	Demonstrative goat sheds construction		
	5	Goat herd health, nutrition and reproduction		
	6	Pasture and forage management for goat herds		
	7	Practical breeding by selection for replacement goats		
	8	Selling to markets		
	9	Organization of extension activities		
	10	Realization, monitoring and evaluation of extension activities		
11	Planning practical mass-extension programs for the future			
7. Internal technology transfer	2.4. Implementation of Vegetable production/sales in an Island province			
	1	Site selection for demonstration farm	1. Understanding the method/process of monitoring (on schedule/risk/quality) 2. Providing proper guidance on problem solving 3. Confirming the monitoring report Ensuring financial management/logistics/procurement 5. Facilitating internal technology transfer among RMOs	1. Providing technical supports to other RMO under supervision of CMO
	2	Market survey on vegetable		
	3	Planning for farming based on the result of market survey		
	4	Exposure to vegetable production site		
	5	Construction of demonstration farm		
	6	Soil analysis and of nutilization of soil		
	7	Land preparation		
	8	Compost making		
	9	Sowing/planting		
	10	Companion plants planting		
	11	Pest and diseases control		
	12	Farm management		
	13	Marketing workshop		
	14	Harvesting and post-harvesting		
	15	Selling to markets		
	16	Carrying out the monitoring (on schedule/risk/quality)		
	17	Reporting the result of monitoring		
	18	Facilitating financial management/logistics/procurement		
	19	Facilitating vegetable production in coordination with resource persons/organizations as well as LGU		
	2.5. Training on Seaweed Culture, Post-harvest Improvement and Marketing			
	1	Site selection for seaweed culture	1. Understanding the method/process of monitoring (on schedule/risk/quality) 2. Providing proper guidance on problem solving 3. Confirming the monitoring report Ensuring financial management/logistics/procurement 5. Facilitate internal technology transfer among RMOs	4.
	2	Preparation of production inputs (seaweed seedlings, materials etc)		
	3	Establishment of seaweed farm (on-site)		
	4	Re-seedling of seaweed for increase production		
	5	On-site technical guidance		
	6	Monitor seaweed culture activities		
	7	Practice processing of seaweed-based food products		
	8	Financial Management Workshop		
	9	Post-harvest Management Training		
10	Harvest and marketing of products			
11	Trial Seacucumber (Holothuria scabra) culture			
12	Site selection for Seacucumber culture			
13	Preparation of demonstration pen enclosure			
14	Stocking of locally-available seacucumber seeds			
15	Practice processing of good-size seacucumber into Beche-de-mer			
16	Trial marketing of processed sea cucumber at Tawi-Tawi Local Market			
17	Carrying out the monitoring (on schedule/risk/quality)			
18	Reporting the result of monitoring			
19	Facilitating financial management/logistics/procurement			
20	Facilitating Tipalia culture in coordination with resource persons/organizations as well as LGU			
2.6. Implementation of Goat production in an Island province				
1	Site selection for demonstration farms	1. Understanding the method/process of monitoring (on schedule/risk/quality) 2. Providing proper guidance on problem solving 3. Confirming the monitoring report Ensuring financial management /logistics/procurement 5. Facilitate internal technology transfer among RMOs	4.	
2	Market survey (breeders information included)			
3	Establishment of demonstration farms			
4	Demonstrative goat sheds construction			
5	Goat herd health, nutrition and reproduction			
6	Pasture and forage management for goat herds			
7	Practical breeding by selection for replacement goats			
8	Selling to markets			
9	Organization of extension activities			
10	Realization, monitoring and evaluation of extension activities			
11	Planning practical mass-extension programs for the future			
12	Carrying out the monitoring (on schedule/risk/quality)			
13	Reporting the result of monitoring			
14	Facilitating financial management/logistics/procurement			
15	Facilitation of goat production in coordination with resource persons/organizations as well as LGU			
3. Evaluation and others (C&A)				
8. Assessment	3.1. Assessment of results			
	1	Implementatin of assessment on livelihood projects	1. Understanding the method/process of assessment 2. Providing proper guidance of assessment 3. Confirming the result of assessment	1. Carrying out the assessment following the method/process 2. Reporting the result of assessment
				1. Carrying out the assessment following the method/process 2. Reporting the result of assessment
9. Revision/modification	3.2. Revision of the Community Development Guidelines			
	1	Revision of the Community Development Guidelines	1. Revising the Guidelines based on lessons-learned	1. Identifying/compiling lessons-learned
	2	Revision of basic manuals	1. Coordinating with experts/resource persons on the revision 2. Confirming the revision	1. Identifying revisions based on the field activities
	3	Development of a basic manual for goat production	1. Coordinating with experts/resource persons on the manual development	1. Identifying contents based on the field activities

Assessment scale (1-5) 1: do not understand the task, 2: understand the task but cannot carry out the task, 3: can carry out the task with substantial supports from others, 4: can carry out the task with a little support from others , 5: can carry out the task independently

COMMUNITY DEVELOPMENT GUIDELINES

The Project for Capacity Building for Community Development in Conflict-Affected Areas in Mindanao (CD-CAAM)



Community Development Guidelines

The Project for Capacity Building for Community Development in
Conflict-Affected Areas in Mindanao (CD-CAAM)

Japan International Cooperation Agency (JICA)
Bangsamoro Development Agency (BDA)
Office of the Presidential Adviser on the Peace Process (OPAPP)

FOREWORD

The Japan International Cooperation Agency (JICA) is one of the most consistent and reliable supporters of peace and development in Mindanao. Its support to the peace process between the Moro Islamic Liberation Front (MILF) and the Government of the Philippines (GPH) is comprehensive – support to the International Monitoring Team (IMT), the International Contact Group (ICG) and many development and rehabilitation interventions.

On development, JICA has been one of the strong partners of the Bangsamoro Development Agency (BDA), the MILF's development arm, since its establishment in 2001, through programs such as the Socio-Economic Reconstruction and Development in Conflict Affected Areas in Mindanao (SERD-CAAM) and the Project for Capacity Building for Community Development in Conflict-Affected Areas in Mindanao (CD-CAAM).

Under the CD-CAAM, invaluable knowledge and experiences have been accumulated in the BDA as well as among residents of the communities where various community development projects were conducted through a series of training and learning-by-doing sessions. This learning process proved very effective and may become one of the models for community development in relation to the normalization process agreed upon by the MILF and the GPH.

The Community Development Guidelines, based on the lessons and experiences in the implementation of the CD-CAAM, is a concrete manifestation of the success of this engagement. They will serve as a blueprint that helps development workers ensure success in community development.

The completion and printing of the guidelines is most significant while the BDA is in transition from operating in a conflict setting to a post-conflict development scenario. The role of the BDA in the development of the Bangsamoro communities will remain crucial and relevant in the years to come.

DR. SAFFRULLAH M. DIPATUAN
BDA Chairman, Board of Directors

MESSAGE

“In the Name of Allah, Most Gracious, Most Merciful”

Ibn Taymiyyah, one of the great Islamic scholars, says, “Seek (beneficial) knowledge because seeking it for the sake of Allah is worship. And knowing it makes you more God-fearing; and searching for it is Jihad, teaching it to those who do not know is charity, reviewing and learning it more is like Tasbeeh. Through knowledge Allah (SWT) will be known and worshiped.”

This is one of the values that I believe the BDA has upheld over its years of implementing the CD-CAAM. Through its effective capacity building in the BDA and community development in the Bangsamoro communities, it opened a new door for those who believe that learning through development can be achieved most effectively when we are compassionate to learn for the sake of Allah (SWT).

Accordingly, the BDA wishes to express its gratitude and pleasure to JICA for giving the BDA the opportunity to undertake the CD-CAAM that provides not only an effective and sustainable model for peace and development but also a holistic development undertaking. It was a truly remarkable experience working with JICA to facilitate the development of the people in the community; we witnessed our vision and developing ideas becoming a reality.

Thanks must also be given to the local government units of both Sultan Mastura and Matungao for their enormous support to the BDA in promoting development in their communities. I must also thank community people who actively took part in the pilot projects of the CD-CAAM. They are the ones that push us to do the best we can, and share their wisdom with us.

Last but not least, thanks are also due the JICA experts because they are those who believed that their enormous responsibility would be successfully performed. Without their efforts, the project could not have come into effect and have been executed with such an excellent outcome.

The Community Development Guidelines aim to improve the reader’s understanding of the implementation of a community development project through vital lessons learned from the CD-CAAM. They mention the successes as well as the failures, which we have learned much from. They may become a template for the BDA and future programs to move into the next phase of development. Let all who read them be inspired. Read with an open heart so that you will understand the magnitude of this significant project that truly remarks a new foundation for community development.

Shukran and Assalamu Alaiykum Warrahmatullahi Wabarakatuhu!

MOHAMMAD S. YACOB, Ph.D.
BDA Executive Director

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The electronic copy of the Guidelines can be accessed through the BDA website: <http://bangsamorodevelopment.org/>.

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LIST OF ABBREVIATIONS

AIP	Annual Investment Plan
BDA	Bangsamoro Development Agency
BDP	Barangay Development Plan
BFAR	Bureau of Fisheries and Aquatic Resources
CAAM	Conflict-Affected Areas in Mindanao
CAB	Comprehensive Agreement on the Bangsamoro
CD-CAAM	The Project for Capacity Building for Community Development in Conflict-Affected Areas in Mindanao
CDD	Community-Driven Development
CDP-ELA	Comprehensive Development Plan - Executive Legislative Agenda
CMO	Central Management Office
CO	Community Organizer
DA	Department of Agriculture
DILG	Department of Interior and Local Government
DSWD	Department of Social Welfare and Development
FAB	Framework Agreement on the Bangsamoro
GPH	Government of the Philippines
JICA	Japan International Cooperation Agency
LBT	Labor-Based Technology
LGU	Local Government Unit
MAO	Municipal Agriculture Officer
ME	Municipal Engineer
MILF	Moro Islamic Liberation Front
MTF-RDP	Mindanao Trust Fund-Reconstruction and Development Program
MPDC	Municipal Planning and Development Coordinator
NHTS	National Household Targeting System
OPAPP	Office of the Presidential Adviser on the Peace Process
PO	People's Organization
POO	Plan of Operation
RMO	Regional Management Office
RPOO	Regional Project Operation Officer
SC	Steering Committee
TWG	Technical Working Group

Introduction

Background and Objectives of the Guidelines

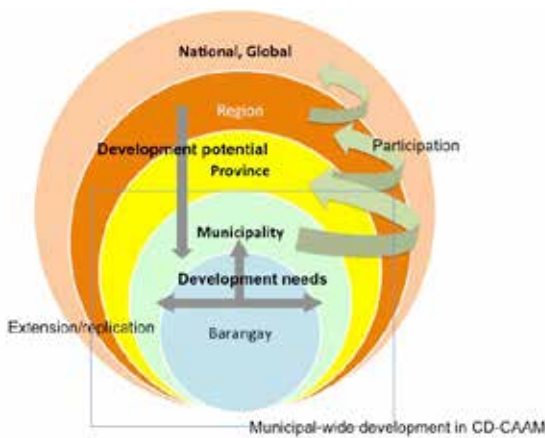
Development in the conflict-affected areas of Mindanao (CAAM) has stalled for the last four decades, and prolonged conflict in these areas has exacerbated poverty among the population. In 2001, peace talks between the Government of the Philippines (GPH) and the Moro Islamic Liberation Front (MILF) commenced, and confidence-building agreements on Security and Rehabilitation and Development were signed. These agreements provided for the cessation of hostilities between government forces and the MILF, and signaled the beginning of the rehabilitation and development of CAAM.

The Government of Japan (GOJ) undertook an active role in the peace process in Mindanao, launching the Japan-Bangsamoro Initiatives for Reconstruction and Development (J-BiRD) program to build peace and socio-economic development on the island in 2006. Peace and development in Mindanao was also established as one of the three pillars of JICA's Country Assistance Strategy in the Philippines. Accordingly, JICA conducted the Study on the Socio-Economic Reconstruction and Development of Conflict-Affected Areas in Mindanao (SERD-CAAM) from 2007–2009, which aimed to formulate a socio-economic development plan in CAAM to promote peace in Mindanao. Following the results of the SERD-CAAM, the GPH requested the GOJ for community development projects. In response, the Project for Capacity Building for Community Development in Conflict-Affected Areas in Mindanao (CD-CAAM) was launched in February 2012. One objective of the CD-CAAM was to establish an effective and efficient implementation mechanism for community development projects in CAAM. Meanwhile, the GPH and the MILF signed the Framework Agreement on Bangsamoro (FAB) on October 15, 2012, and the Comprehensive Agreement on Bangsamoro (CAB) on March 2014, which stipulates the process for establishing the Bangsamoro Government in 2016.

Against this background, these Community Development Guidelines were formulated based on experiences and lessons learned through the implementation of the CD-CAAM, specifically, three types of pilot projects within two municipalities (Sultan Mastura, Maguindanao and Matungao, Lanao del Norte). While potential readers may be governmental/non-governmental development planners, managers, implementers, and donors, these Guidelines ultimately aim to provide readers with useful tips and insights for effective development programming for the Bangsamoro. Although the Guidelines try to provide practical guidance on implementing the steps and activities of successful community development interventions, there is no panacea for real-life community development. It is hoped that readers will use their wisdom and experiences to adapt the Guidelines' recommendations to fit the ever-changing dynamics in the Bangsamoro.

CD-CAAM model: Municipal-wide Development

Given the dire socio-economic situation and limited service delivery capacity in many local governments in conflict-affected communities, the “Community-driven Development (CDD)” approach is widely applied in CAAM. Since the late 1990s, CDD has become a key operational strategy for service delivery by empowering local communities in decision-making and resource management. Its effectiveness and relevancy in conflict-affected contexts is also generally acknowledged. CDD was promoted in CAAM; however, in many cases, CDD projects in these areas tend to be small-scale grassroots interventions with limited local government engagement. Often, these projects focus on immediate community needs rather than long-term development potential.



[Figure 1: Image of CD-CAAM model]

While CDD projects significantly contribute to improving CAAM, community development initiatives must be further expanded to respond to growing development needs and a rapidly changing socio-economic situation. This is especially important as the peace process progresses towards establishing the new Bangsamoro government in 2016. As a first step towards wider regional development within Mindanao, the CD-CAAM aimed to establish the “Municipal-wide Development” approach based on lessons learned from pilot projects implemented in various communities. Here, municipal-wide development can be defined as a

community development approach that empowers the local (municipal) government and communities to identify and mobilize resources for community development to respond to diverse development needs and cultivate balanced development potential. As Figure 1 shows, while the approach enhances equitable development within the municipality by responding to communities’ diverse needs, it also aims to facilitate gradual participation in the regional (and global) economy by identifying development potential.

Six Pillars of CD-CAAM: What are the key characteristics of the CD-CAAM Model?

Ultimately, the CD-CAAM model of community development aims to promote peaceful and productive communities in the Bangsamoro. Figure 2 illustrates six distinct characteristics of the model, namely 1) balance between development needs and potential, 2) inclusiveness, 3) a comprehensive management process, 4) a strong partnership with local government units (LGUs), 5) mobilization and networking with local resources, and 6) farmer-to-farmer extension of technology. **These six characteristics can be called the Six Pillars of the CD-CAAM model.**



[Figure 2: Key characteristics of CD-CAAM model]

1. Balancing “development needs” and “development potential”

To promote the greater impact of community development, the CD-CAAM model addresses both development needs and the development potential of particular development interventions. Development needs refer to communities’ priorities, whereas development potential refers to whether interventions can have a wider economic and socio-economic impact in terms of area and population. In the CD-CAAM model, different types of survey activities such as community profiling, technical surveys, and market surveys are conducted. Based on these results, the most relevant community development interventions are selected by considering both development needs and potential. While the CDD approach sometimes emphasizes the immediate needs of communities, a development potential perspective can increase the impact of development interventions if effectively integrated into the planning process.

2. Ensuring inclusiveness

Prolonged armed conflict often fragments the socio-cultural fabric of communities; thus, inclusiveness is an underlining characteristic of the CD-CAAM model. In this way, it strengthens social cohesion among socio-cultural and political groups. Different socio-political and cultural groups form a group when necessary, and working together towards common goals fosters a vision, values, love, trust, respect, and cooperation. In addition, in this model, women play an important role throughout the planning, implementation, coordination, and decision-making phases of community development.

3. Promoting a comprehensive management process

The comprehensiveness of interventions is a distinct characteristic of the CD-CAAM model. Livelihood projects should address the entire income generation process, including planning, production, processing, marketing, distribution, sales, and internal financial management. On the other hand, infrastructure projects such as road rehabilitation and maintenance address the entire process of planning, procurement, implementation, and operation and maintenance (O&M). Regarding livelihood projects, while many community development interventions in Mindanao focus on production only, the CD-CAAM model also emphasizes marketing and selling the products to ensure sustainable income generation. Furthermore, it promotes financial management, thereby developing awareness, skills, and knowledge on the financial aspects of income generation.

4. Emphasizing a strong partnership with Local Government Units (LGUs)

The CD-CAAM model emphasizes multi-sector interventions simultaneously within target municipalities, which bolsters LGU’s interest in and commitment to providing technical and financial support. Strong commitment from the LGU increases the sustainability, impact, and visibility of interventions, thereby attracting the attention of other potential development partners.

5. Mobilizing partnerships and networks with locally available resources

Although Mindanao has experienced prolonged conflict, there are possibly abundant valuable resources locally. However, these valuable technical resources often remain untapped in CAAM. The CD-CAAM model ensures maximum use of locally (regionally) available (technical) resources such as universities and governmental and non-governmental technical resources, which strengthens the relevance and sustainability of interventions in CAAM’s specific contexts. By strengthening the network of resource organizations, the CD-CAAM model creates a valuable asset pool for the region.

6. Promoting farmer-to-farmer extension of technologies

Another feature of the CD-CAAM model is based on a creative initiative identified in the field. Given the current shortage of financial and technical resources, extension of certain technologies within municipalities is a serious challenge faced by LGUs. During the pilot phase of the CD-CAAM and with support from the LGU and BDA, beneficiaries of various livelihood projects voluntarily started extension work to share the technologies learned with neighboring barangays. These cases indicate that the “farmer-to-farmer” approach, in which trained farmers transfer technologies to other residents in the municipalities, are an effective extension strategy.

While these Six Pillars are not revolutionary, the significance of the CD-CAAM model lies in their synergy for successful community development in conflict-affected areas. The Appendix 1 shows case studies of the Six Pillars.

Two Approaches of the Guidelines: PDCA and Conflict sensitiveness

Two approaches underline the Guidelines, namely the PDCA (plan–do–check–act or plan–do–check–adjust) cycle and the conflict sensitive approach. These two approaches make the Guidelines unique and practical in the particular context of CAAM.

First, the PDCA cycle is a four-step method widely used to manage and improve businesses and projects. The PDCA cycle is defined in the Table below and illustrated in Figure 3.



[Figure 3: PDCA Cycle]

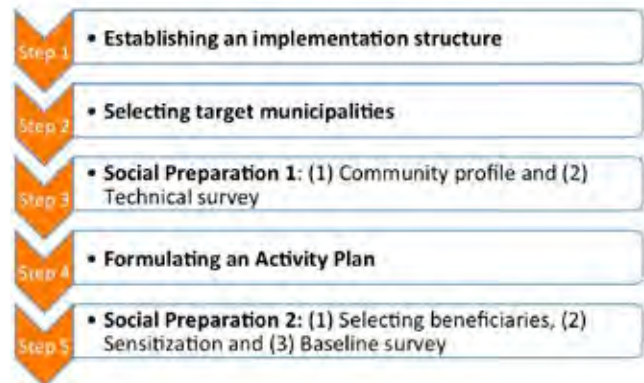
PLAN	To identify problem, establish the objectives, processes and activities necessary to deliver results in accordance with the expected output/ goals
DO	To implement the planned activities to deliver the outputs
CHECK	To evaluate/assess the results in comparison to the expected results, and examine areas and measures for improvements
ACT	To take corrective/preventive actions to improve the weakness identified through CHECK process

Second, the Guidelines try to ensure a conflict sensitive approach, which has recently become an important practice among agencies engaged in reconstruction and/or development interventions in conflict-affected areas. Specifically, the Guidelines adopt two ethos—“do no harm” and “do maximum good”—as guiding principles for community development in CAAM. The former asks for focus on the potential harm development interventions might cause, and require that development planners or implementers take necessary measures to prevent such occurrences. The latter asks that conflict prevention be actively promoted through development interventions.

Whereas the PDCA concept provides the Guidelines with a thematic structure, conflict sensitivity serves as a crosscutting perspective. Both ensure the relevance and practicality of the Guidelines in the context of conflict-affected areas of Mindanao.

Chapter 1: PLAN: Planning of community development projects

The aim of the “P” stage in the PDCA cycle is to formulate a plan or design a project. This stage includes steps to identify problems and establish objectives, processes, and activities to deliver results according to expected outputs/goals. Planning includes the steps and activities outlined in Figure 4.



[Figure 4: Five Steps of P of CD-CAAM model]

Step 1: Establishing an Implementation Structure

To implement community development projects effectively and efficiently, a suitable structure must be established before initiating activities. An implementation structure can be established at different levels, from a decision-making body at the top to the project implementation team at the community level. At the top level, a decision-making body can be established with representatives from major development partners to provide overall policy and strategic guidance for project implementation¹. A technical advisory body can also be formed at this level to review the managerial and technical aspects of project implementation and to solve various issues throughout the implementation process². At the mezzo level, a coordination body can be formed to ensure smooth implementation of projects by reviewing progress and solving operational and administrative problems³. At the community level, regular meetings should be held among direct project implementers and beneficiaries to disseminate technology and know-how, address specific technical issues, and solve day-to-day logistical or administrative issues⁴.



[Figure 5: Implementation Structure at Different Levels]

For implementers and beneficiaries of community development projects, this can clarify the schedule, technology, strategies, and expected outputs. Figure 5 illustrates that establishing a community-municipality-region-central-national nexus can enhance relevant top-level decision making based on grassroots realities, promote strategic interventions to communities from the viewpoint of national, central, and regional players, and disseminate grassroots innovations and good practices to the wider population.

¹ In the CD-CAAM, the Steering Committee was formed under the Undersecretary of the OPAPP and the Board Chairperson of the BDA.

² In the CD-CAAM, the Technical Working Group was formed under the Executive Director of the BDA, with representatives of the OPAPP, the BDA, and JICA, with observers from LGUs and others.

³ In the CD-CAAM, the coordination committee was formed with the BDA, LGUs, and JICA experts.

⁴ In the CD-CAAM, the BDA, LGUs, JICA experts, and resource organizations held regular technical meetings.

Reference Information 1: Implementation structure of the CD-CAAM pilot project

As Figure 6 illustrates, the CD-CAAM was structured with entities at different levels from a decision making body at the national level to the project implementation and coordination team at the community level.

At the national level, the Steering Committee (SC)⁵ provided overall policy and strategic guidance for the CD-CAAM based on the recommendations from the Technical Working Group (TWG)⁶.

The project implementation and coordination team was composed of the BDA Central Management Office (CMO), the Regional Management Offices (RMOs), and the JICA expert team. The BDA CMO was responsible for overall management of pilot project implementation and coordination at the central level and provides guidance to RMOs, whereas the RMOs were responsible for pilot project implementation and coordination at the regional, municipality, and community level. The JICA expert team provided managerial and technical guidance to both CMO and RMOs, as well as to the target LGU and communities.

In pilot project implementation in the municipalities, the Regional Project Operation Officers (RPOO) and the Community Organizers (CO) were assigned to play a key role in effective technology transfer. Three RPOOs were assigned for agriculture, fisheries and road pilot projects respectively at the BDA RMOs, and two COs were assigned for two target municipalities. The RPOOs were selected from those who had prior experience and basic skills, knowledge, and qualifications in respective sectors, and were expected to coordinate with the Municipal Agriculture Officer (MAO) and ensure effective technology transfer to the community people. Meanwhile, the COs were selected from those who had experiences in grassroots community mobilization and/or intimate knowledge on the target municipalities. The COs facilitated coordination with the municipal and barangay LGUs, and community leaders to enhance favorable environments for pilot project implementation. Establishment of such nexus among community-municipality-region-central-national proved useful to not only enhance relevant decision making at the top level based on the ground realities, but also promote strategic interventions to the communities from a vantage point of national, central and regional players.



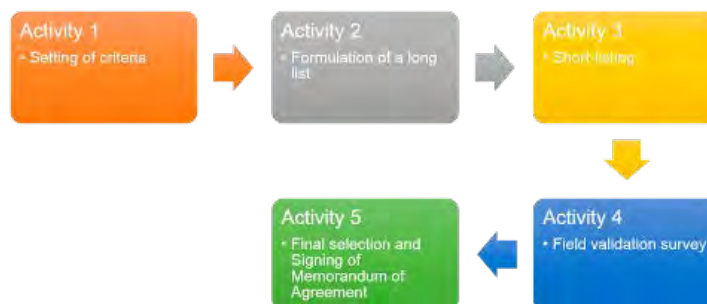
[Figure 6: Implementation Structure of CD-CAAM]

⁵ SC was co-chaired by Undersecretary of OPAPP and Board Chairperson of BDA, and composed of representatives of OPAPP, BDA, and JICA

⁶ TWG was chaired by Executive Director of BDA, and composed of representatives of OPAPP, BDA and JICA with observers from LGUs, International Monitoring Team (IMT), Coordinating Committees on the Cessation of Hostilities (CCCH) etc.

Step 2: Selecting Target Municipalities

Selection of target areas for the community development interventions needs to be carried out carefully particularly from the conflict sensitive point of view. As there are always limitations within any community development projects such as budgetary, time constraint and other issues including security concerns particularly in conflict-affected areas, the selection must be carried out in transparent manner, otherwise it may cause some conflicts among different stake-holders. This Guidelines suggest the following selection process described in the Figure 7 as one of the useful approaches to an be a useful approach to ensure transparency and conflict sensitiveness in often difficult process of selection of target areas of the intervention.



[Figure 7: Process of Municipality Selection]

Activity 1: Setting criteria of municipality selection

To select the target municipalities of the community development interventions in accountable and transparent manner, criteria should be formulated through consultative process with relevant stakeholders. Criteria should be determined to ensure objectivity, relevancy and fairness as much as possible, and they need to be measurable/quantifiable, thereby maximizing neutrality whilst minimizing influence from particular interest holders during the selection process. Criteria may be roughly divided into two categories, i.e. general criteria and project-specific criteria. The former mostly refer to the general principles in community development interventions such as pro-poor, inclusiveness,

[Table 1: Sample Criteria and Measurable Indicators for Municipality Selection]

Criteria	Indicator
Poverty	Poverty incidence ratio ⁷ of the National Household Targeting System of the Department of Social Welfare and Development (DSWD) 1. Income classification of municipalities by the Department of Finance ⁸
Degree of impact from armed conflict	It is not easy to quantify conflict affectedness, and creative approaches such as BDA's conflict-affectedness indicator may be used ⁹ , which address: 1) encounter with major conflicts ¹⁰ , and 2) degree of IDP presence ¹¹ .
Inclusiveness	Geographic balance, balance among different ethnic/identity/gender groups
Partnership	Functions of LGU: Seal of good housekeeping standards ¹² of the Department of Interior and Local Government (DILG)
Others	Presence of other development projects, security situation, accessibility

7. Poverty incidence is the average poverty incidence ratio of each barangay per municipality.

8. First Class: Php. 55 million or more; Second Class: Php. 45 million or more but less than Php. 55 million; Third Class: Php. 35 million or more but less than Php. 45 million; Fourth Class: Php. 25 million or more but less than Php. 35 million; Fifth Class: Php. 15 million or more but less than Php. 25 million; Sixth Class: below Php. 15 million

9. (encounter with major conflict) *0.6 + (degree of IDP presence)*0.4

10. Encounter with major conflict in 2000 (20 points), 2003 (25 points), 2008 (35 points), and 2011 (20 points)

11. Degree of IDP presence = total number of IDP in the municipality from 2000-2011 (A), minimum number of IDP in province (B), maximum number of IP in province (C); (A-B)*100/(C-B)

12. Seal of good housekeeping depicts foundation of governance that values the principles of performance, accountability, transparency and inclusiveness.

equity and so on. Whereas, the latter responds to the specific objectives, scope, as well as limitations of the particular community development interventions. Every community development project has different sets of specific objectives to be achieved through the interventions, and project-specific criteria need to be tailor-made accordingly. For example, in CD-CAAM approach, partnership with municipal LGUs is one of the distinct characteristics. Therefore, project-specific criteria may include functionality of LGUs. The Table 1 are the examples of criteria and measurable indicators for municipality selection.

Activity 2: Formulating a long list

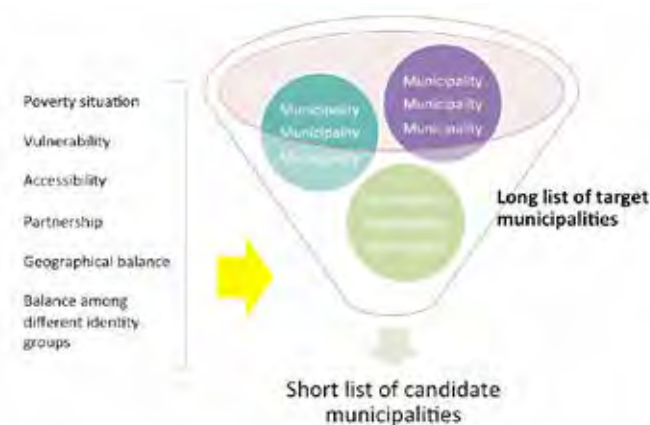
A long list is prepared based on the general and project-specific criteria formulated in the previous step. A long list is a starting point for informed decisions, and evidence that all areas are treated equally. Table 2 provides an example of a long list for municipality selection.

[Table 2: Sample Long List for Municipality Selection]

Region	Province	No.	Municipality	Income Class	Poverty Incidence	Seal of Good Housekeeping	Conflig Affectedness	
Region X	Lanao del Norte	1	Bacolod	4 th	68.76	15-Dec-11	54.68	
		2	Kauswagan	2 nd	67.97	15-Jul-11	35.00	
		3	Matungao	5 th	83.35	15-Jul-11	45.00	
		4	Linamon	5 th	66.5	15-Jul-11	32.34	
Region XI	Compostella Valley	5	Pantukan	1 st	53.09	20-Sep-11	46.35	
Region XII	North Cotabato	6	Aleoson	3 rd	68.03	20-Sep-11	80.00	
		7	Kabacan	1 st	57.29	20-Sep-11	60.13	
		8	Libungan	2 nd	52.77	20-Sep-11	33.00	
		9	Makilala	1 st	37.99	20-Sep-11	12.00	
		10	Matalam	1 st	49.24	20-Sep-11	15.72	
		11	Midsayap	1 st	55.53	20-Sep-11	63.38	
		12	Pigcawayan	1 st	53.29	20-Sep-11	33.12	
	Sarangani	13	Pikit	1 st	70.72	20-Sep-11	88.00	
		14	Kiamba	1 st	50.93	15-Dec-11	12.00	
		15	Maasim	1 st	54.07	15-Dec-11	15.76	
		16	Maitum	2 nd	45.67	20-Sep-11	37.20	
	South Cotabato	17	Malapatan	1 st	65.21	15-Dec-11	28.99	
		18	Polomolok	1 st	46.5	20-Sep-11	13.43	
	Sultan Kudarat	19	Tupi	1 st	56.19	20-Sep-11	17.78	
		20	Esperanza	1 st	35.23	15-Dec-11	28.37	
		21	Isulan	1 st	33.25	20-Sep-11	30.33	
		22	Lambayong	2 nd	Not Available	15-Dec-11	13.64	
		23	President Quirino	3 rd	40.01	20-Sep-11	27.81	
	ARMM	Lanao Del Sur	24	Balabagan	6 th	63.7	Not in the list	40.00
			25	Kapatagan	4 th	86	Not in the list	25.00
			26	Malabang	6 th	65.7	Not in the list	25.00
		Maguindanao	27	Ampatuan	4 th	70.05	30-Mar-12	30.29
			28	Buluan	4 th	75.2	30-Mar-12	37.04
29			Datu Odin Sinsuat	1 st	51.9	20-Sep-11	57.72	
30			Datu Paglas	4 th	63.4	Not in the list	45.00	
31			Matanog	5 th	67.6	30-Mar-12	14.14	
32			Pagalungan	1 st	Not Available	30-Mar-12	58.56	
33			Parang	2 nd	68	20-Sep-11	50.81	
34			Shariff Aguak	4 th	64.9	30-Mar-12	80.00	
35			Sultan Kudarat	1 st	58.3	30-Sep-11	80.00	
36			Sultan Mastura	6 th	60.7	15-Jul-11	80.00	
37			Talayan	4 th	70.5	15-Jul-11	80.00	

Activity 3: Shortlisting

Based on an assessment of the long list of target municipalities, a shortlist of candidate municipalities can be formulated. The shortlisting process can be carried out through various stages of a screening practice.



[Figure 8: Image of Shortlisting]

[Table 3: Sample Shortlist]

Region	Province	No.	Municipality	Income Class	Poverty Incidence	Seal of Good Housekeeping	Conflc Affectedness
Region X	Lanao del Norte	1	Bacolod	4 th	68.76	15-Dec-11	54.68
		2	Kauswagan	2 nd	67.97	15-Jul-11	35
		3	Matungao	5 th	83.35	15-Jul-11	45
		4	Linamon	5 th	66.5	15-Jul-11	32.34
Region XII	North Cotabato	5	Aleoson	3 rd	68.03	20-Sep-11	80
ARMM	Maguindanao	6	Matanog	5 th	67.6	30-Mar-12	14.14
		7	Parang	2 nd	68	20-Sep-11	50.81
		8	Shariff Aguak	4 th	64.9	30-Mar-12	80
		9	Sultan Mastura	6 th	60.7	15-Jul-11	80
		10	Talayan	4 th	70.5	15-Jul-11	80

For example, if the primary concern of the project is community development of the most disadvantaged municipalities, those with a lower income class status and higher poverty incident ratio may be prioritized for the intervention based on the assumption that they are disadvantaged. As the degree to which areas are affected by conflict can also be an indicator of vulnerability, municipalities more affected by conflict may receive more attention. If a strong partnership with the LGU qualifies the project as the CD-CAAM model suggests, municipalities without proven good “housekeeping” standards may be given less priority. The number of candidate municipalities for the project can be decreased through the screening practices described in Table 3¹³. If the number of candidate municipalities exceeds the scope of the intervention, other aspects such as accessibility, security, geographical balance, and presence of other community development interventions can be considered to decrease the number further.

Activity 4: Field validation survey

Given the limited time allocated to planning in many community development projects, the screening practice based on secondary information described above can expedite the process. However, based on limited reliable or updated data and information in conflict-affected areas, a field survey can help to assess the real situation and select the most appropriate municipalities for an intervention. As such, a team of relevant stakeholders can visit shortlisted municipalities to assess those situations deemed critical in achieving the objectives of a particular project. Survey methods for field validation include a document review, interviews with LGUs, and observation of communities.

¹³ Municipalities which are to be removed from the list through the screening are highlighted in gray in the Table 2.

Valuable information sources include the mayor, municipal planning and development coordinator (MPDC), municipal engineer (ME), municipal agriculture officer (MAO), and community leaders. Prior to the visit, the survey team should coordinate with the LGU to ensure smooth administration of the survey.



Assessing the real situation

In addition, a survey tool can be developed. Similar to the ethos of setting criteria in municipality selection, relevant areas of inquiry must be identified according to the project's objectives, and measurable indicators must be established for each area to ensure transparency and a certain degree of objectivity.

For example, if the objective of a field validation survey is to select municipalities with the most favorable environments in which to achieve the project's specific goals, general areas of inquiry may include: i) project acceptance, ii) governance, iii) natural and geographical conditions, iv) livelihood, and v) barangay needs. Each item can be evaluated differently, and the score for each is determined in a participatory process including all members of the survey team. Sample content and a measurement scale are depicted in Tables 4 and 5.



Meeting with the LGU

[Table 4: Sample survey contents and scoring scale]

Item	Means/Source	Scoring scale
i. LGU's acceptance of the project		
1 Willingness to accept the project	Interview/discussion with the mayor, LGU staffs	4 (very positive) to 1 (very negative)
2 Willingness to work with the project implementers	Interview/discussion with the mayor, LGU staffs	
3 Willingness to provide counterparts	Interview/discussion with the mayor, LGU staffs	
4 Ability to provide cash, in-kind contribution, technical support to the project	Interview/discussion with the mayor, LGU staffs	
ii. Governance		
1 Active involvement of staffs such as MPDC, MSWDO, ME and MAO in development projects	Interview/discussion with LGU staffs	4 (very active)-1(very inactive)
2 Well-defined LGU structure	Interview/discussion with LGU staffs	4 (well defined)-1(not defined)
3 Availability of development plans	Comprehensive Development Plan - Executive Legislative Agenda (CDP-ELA) and Annual Investment Plan (AIP)	4 (available)-1 (not available)
4 Existing resources	List of machines, equipment, & facilities if available.	4 (available)-1 (not available)
5 Experiences with development partners	Documents/interviews with MPDC and development partners	4 (many experience)-1 (no experience)
iii. Natural and Geographical Conditions		
1 Natural and geographical conditions	Documents (such as CDP-ELA), interview with MLGU staffs, and observation	4 (highly suitable)-1 (not suitable)
iv. Livelihood		
1 Livelihood activities such as agricultural and fisheries, livestock	List of products and production (Statistical data) if available from MAO, and observation of barangays and markets	4 (many primary products)-1 (no primary products)
v. Needs of Barangay		
1 Needs for infrastructure sector	Barangay development plan (BDP) if available and interview with barangay LGU	4 (very urgent)-1 (not necessary)
2 Needs for social services sector	BDP if available and interview with barangay LGU	
3 Needs for livelihood	BDP if available and interview with barangay LGU	

[Table 5: Sample Scoring Sheet]

Category	Item	Municipality 1	Municipality 2	Municipality 3
		Score	Score	Score
(i) Acceptance of the project	Willingness to accept the project	4	4	4
	Willingness to work with the implementer	4	4	4
	Willingness to provide counterparts	4	3	4
	Ability to provide counterparts	4	2	3
Sub score (a)		16	13	15
(ii) Governance	Active involvement of officials	4	3	4
	Well defined LGU structure	4	3	4
	Availability of development plans	4	3	4
	Availability of resources	1	0	1
Experiences with development partners		3	3	3
Sub score (b)		16	12	16
(iii) Natural and geographical condition	Natural and Geographical condition	3	3	3
	Sub score (c)	3	3	3
(iv) Livelihood	Livelihood activities	4	3	3
	Sub score (d)	4	3	3
(v) Needs of barangays	Needs for infrastructure	4	3	3
	Needs for social services	3	3	4
	Needs for livelihood	3	3	4
	Sub score (e)	10	9	11
Total Score: (a) + (b) + (c) + (d) + (e)		49	40	48
Ranking		1 st	3 rd	2 nd

Activity 5: Final selection and signing of Memorandum of Agreement (MOA)

Final selection of target municipalities shall be made based on results of field validation and its analysis. Upon final selection of the target municipalities, the major stake-holders may enter into official agreement on overall implementation of the project to clarify their respective commitments and obligations of relevant partners such as the target LGU and planners/implementers. Such official arrangement can greatly contribute to build a foundation of strong partnership between major stakeholders during implementation of the projects. With regard to the activities of planning described in the following sections, the MOA may stipulate roles and responsibilities of partners listed in the Table 6 below;

[Table 6: Sample Contents of MOA]

Development planner/implementer	Local Government Unit (LGU)
<i>Provide orientation to the Municipal LGU with regard to the objectives, process, and activities of social preparations and formulation of activity plans.</i>	<i>Provide available data necessary for carrying out a social preparation and formulation of activity plans.</i>
<i>Coordinate with partners of the LGUs such as the mayor, MPDC, ME, and MAO to carry out activities of social preparation and formulate the activity plans.</i>	<i>Assign relevant staff members to provide technical and logistical support for social preparation and formulation of activity plans.</i>
<i>Provide written and verbal reporting of progress and results of activities to the partners of the LGU on a regular basis.</i>	<i>Facilitate access and security of the survey team to the communities in coordination with the Barangay LGUs and community leaders.</i>
<i>Facilitate a participatory decision making process with the partners of LGU in selection of project contents, project sites, and direct beneficiaries.</i>	<i>Provide technical and strategic inputs/advice to the activity plans of community development project.</i>

In conflict-affected areas, where everything can be a priority and a need, planning often faces serious challenges, particularly when involving “selection.” While planners must consider the best way to achieve the objectives of intervention most effectively and efficiently, they must also reconcile the gap between the high expectations of stakeholders and limited resources available. For example, there are sometimes two incompatible groups of thought when selecting target municipalities. One group may focus on the successful implementation of projects and try to minimize risk by emphasizing operational aspects such as accessibility, security, functionality, and cooperation of target municipalities. The other group may emphasize socio-political considerations such as geographical balance and equity among different gender, ethnic, religious, and political groups. Effective planning should aim to accommodate stakeholders’ different perspectives. These Guidelines propose a two-step approach, namely shortlisting and a field validation survey. Although time-consuming, these practices ensure transparency among stakeholders in target site selection, reconcile the operational and socio-political aspects of development interventions, and lead to consensus acceptable to most stakeholders.

Step 3: Social Preparation 1

In principle, social preparation is designed to help major stakeholders prepare to effectively and sustainably plan and deliver relevant community development interventions. Stakeholders must participate in social preparation to ensure that the intervention addresses the relevant development needs and potential of target sites. Social preparation also enhances a sense of ownership among local stakeholders, thereby ensuring sustainability.

The first stage of social preparation—social preparation 1—can be carried out in two tiers of mutually supplemental activities within target municipalities: (1) community profiling and (2) a technical survey. To prepare the relevant community development intervention, community profiling collects basic information/data regarding the livelihood of community residents, condition of social and public services, demography, development plan, and so on. The technical survey obtains more detailed, in-depth sectorial information to determine the content of relevant community development projects.



[Figure 9: Social Preparation 1]

The technical survey obtains more detailed, in-depth sectorial information to determine the content of relevant community development projects.

Social preparation 1 is an essential aspect of the CD-CAAM model of community development. It aims to reconcile development needs and development potential in a balanced manner. Community profiling focuses on the community situation and general needs, while the technical survey highlights economic impact, sustainability, technical replicability, and the market potential of products within and outside municipalities. While communities and municipalities have diverse needs, aspirations, and priorities, comprehensive surveys conducted during the social preparation 1 stage can build a strong basis for determining the most viable community development projects, which are relevant and benefit the wider population in the community.

Activity 1: Community profiling

Community profiling examines the socio-economic conditions of the municipality in totality and the distinct conditions of respective barangays by collecting information from two sources, namely the municipal LGU and barangay LGU. As documented and reliable information/data sources are often limited in conflict-affected areas, this approach enhances the quality of information needed for relevant community development planning. Figure 10 illustrates major areas of inquiry of community profiling. Community profiling methods include document studies and interviews, as described in the succeeding page.



[Figure 10: Major Areas of Inquiry]

Document study

To understand target municipalities of community development projects, relevant documents must be identified and collected. Table 7 lists useful documents for community profiling.

[Table 7: Useful Documents for Community Profiling]

	DOCUMENT	SOURCE
1	<i>Municipal Development Plan (CDP-ELA)</i>	<i>Municipal LGU</i>
2	<i>Barangay Development Plan (BDP)</i>	<i>Barangay LGU</i>
3	<i>Comprehensive Land Use Plan</i>	<i>Municipal LGU</i>
4	<i>Local Poverty Reduction Action Plan</i>	<i>Municipal LGU</i>
5	<i>National Census</i>	<i>National Statistical Office</i>
6	<i>Poverty Indicator</i>	<i>Department of Social Welfare and Development</i>
7	<i>Agricultural statistics</i>	<i>Bureau of Agricultural Statistics</i>

However, a challenge is that useful documents such as barangay development plans and local poverty reduction action plans may not be available, especially in areas with limited human and technical resources. As such, community profiling methods can include secondary sources and visiting people in the municipality and communities.

Interviews (collecting information from the municipality)

Interviews with the personnel of municipal LGUs can augment information from secondary sources and deepen understanding of municipalities. Helpful sources of information on community development in the municipality include the municipal mayor and staff such as the MPDC, ME, and MAO. Interview series can be conducted to collect quantitative and qualitative data that cannot be obtained through the document study. Other municipal officials such as the vice-mayor, administrative officer, and members of the municipal council may also be good sources of information.



Interview with community leaders

Barangay captains' meeting (collecting information from barangays)

An effective way to learn more about a community is to collect information from barangay leaders. Leaders such as a barangay captain, members of the barangay council, members of the barangay LGU, and the community farmers' group are valuable sources of such information. To save time, a joint meeting with the barangay captains or other representatives of all barangays within target municipalities can be organized at a public space such as the municipal hall.

Development of a summary table and resource map

Quantitative or qualitative data or information obtained through community profiling provide useful bases for planning relevant community development projects. Collected

information should be summarized and compiled in a useful format to provide planners with easy reference to the community profile. As such, a summary table and resource map of all barangays within target municipalities can be formulated. Particularly, a visual image of community resources on the map enhances effective project planning, as it provides planners with a vantage point from which to understand the different circumstances of barangays (e.g., relatively advantaged or disadvantaged barangays in terms of natural and material resources). Table 8 provides a template for the summary table, while Figure 11 depicts a sample resource map.

Activity 2: Technical survey



Assessing the market situation

Alongside community profiling, which focuses on the general profile of a community, a technical survey should be conducted to obtain a more in-depth understanding of specific sectors community development projects are expected to address, such as agriculture, fisheries, livestock, and basic infrastructure.

In addition to project planners and implementers, technical survey teams can include municipal LGU staff such as the MPDC, MAO, and ME, as well as sector experts (local or international). The duration of the survey varies according to the locations and sectors surveyed, although they can be conducted within one and a half to two months. The technical survey can include interviews with the municipal LGU staff in charge of the sectors, relevant private sectors, and community groups. The technical survey can also include consultation with resource organizations such as NGOs and universities, who may provide technical support in implementing particular community development projects at the field level.

There is no standardized way in which to conduct a technical survey, and there may be different approaches to conducting the survey according to the specific objectives of each project. For example, if the purpose of the technical survey is to select the most viable community development intervention, the survey team may need to examine different possibilities (e.g., different agricultural commodities such as rice, corn, vegetables, and fruit for the agriculture sector), identify comparative advantages, and determine the viability of a particular option.



Assessing an existing pond for fish culture

In contrast, if the purpose of the survey is to assess the feasibility of introducing a new technology (e.g., labor-based technology (LBT) for road rehabilitation) in communities, the survey's areas of inquiry may be limited to specific aspects related to the technology (e.g., location, traffic, and conditions for LBT). Of the various approaches, the following are useful for technical surveys on livelihood and road sectors.

[Table 8: Sample Summary Table Format]

A.	Area of Characteristics:		
1	Geographical Features		
2	Topography and Climate		
	2.1 Dominant Weather/Climatic Season or condition		
3	Water Resources		
4	Land Use		
5	Total Land Area (has.)		
B.	Demographic Information:		
1	Total Population		
	Pop'n. Distribution:		
	a. Male/Female (%)		
	b. Age Distribution		
	10 or below (%)		
	10 to 20 (%)		
	20 to 30 (%)		
	30 to 40 (%)		
	40 to 50 (%)		
	50 or above (%)		
	c. Total No. of Households		
	d. Average Households size		
	e. Total No. of Families		
4	Language		
5	Religion		
6	Ethnic Groupings/Language or dialect Spoken		
7	Approx. No. of IDP's		
8	Approx No. of Returnees from being IDP's		
9	Approx. No. of IP's		
C.	Development Plans:		
1	Priorities (Needs) / Activities in CDP, ELA, BDP, AIP		
2	Total IRA-2012 (Php)		
D	Socio - Economic Profile:		
	Livelihood of community residents		
	Farming (%)		
	Fishing/Aquaculture (%)		
	Fishing/Catching (%)		
	Processing (%)		
	Entrepreneurship(%)		
	Employment (Gov't.) (%)		
	Employment (Private/Self-employed) (%)		
	Remittances from OFW (%)		
	Others if any (%)		
	Primary commodities		
	a. Agricultural Crops (ranked)		
	b. Fisheries - Freshwater and Marine or sea water (ranked)		
	c. Livestock/Poultry (ranked)		
	Educational Attainment		
	No educational attainment(%)		
	Pre School/Kindergarten (%)		
	Elementary level (%)		
	Elementary Graduate (%)		
	High School Level (%)		
	High School graduate (%)		
	Vocational School Graduate (%)		
	College Level (%)		
	College/University Graduate (%)		
	Post-Graduate (%)		
	Arabic/Islamic School(%)		
4	General Health Situation		
	General Poverty Situation (description)		
	Dominant Classification of Housing Condition		
	Poverty Incidence (CBMS, DSWD-2009)		
	Level of Income/year		
	Total No. of Households		
	Php 20,000 or less (%)		
	Php 20,000 to 40,000 (%)		
	Php 40,000 to 60,000 (%)		
	Php 60,000 to 100,000 (%)		
	Php 100,000 to 150,000 (%)		
	Php 150,000 or above (%)		
	Per Capita Income		
	Land ownership patterns		
	tenant / farm worker (%)		
	Land Owner (%)		
	Leaseholder (%)		
	Peace and Security		
	a) Presence of Rido (yes or no)		
	b) Presence of Crimes (yes or no)		
	Health Services		
	a) No. of Health Centers		
	b)No. of Community Health Workers		
	c) RN (Registered Nurse) Heals		
	d) Midwives II		
	e) Nurse II (Regular)		
	f) Doctor (MHO)		
	Educational Services		
	a) No. of Day Centers		
	b) No. Pre-School (Nursery/Kindergarten)		
	c) No. of Primary School (Grade 1-4)		
	d) No. of Elementary School (Grade 1-6)		
	e) No. of Secondary School		
	f) No. of Islamic School		
	g) No. of other Educational Facilities/Buildings		
	Water Supply		
	a) Potable water system (yes or no)		
	b) Potable water supply capacity		
	c) % of households supplied by water		
	d) Other sources of water if any		
	Electricity/ Power Supply		
	a) Electricity/Power supply (yes or no)		
	b) % of household supplied by power		
	c) Occurrence of power outtages(times/week)		
	d) Aside from LANECO, other source of power supply		
F	Economic Infrastructure		
	a. Barangay road network		
	a) Total road network(km)		
	b) concrete road (km)		
	c) gravel road (km)		
	d) earthen/ earthfill road (km)		
	e) Rough road (km)		
	b. Transportation Facilities		
	c. Distance from Iligan City		
	d. Travel time from Iligan City		
	Facilities for economic activities		
	a) Public Market		
	b) Private Market		
	d) Rice Thresher		
	f) Solar/Sun Drier		
	h) Public Warehouse		
	j) Rice Mill		
	l) Fish Landing/fish Port		
	m) Ice Plant		
	n) Cold Storage		
	o) Fish Drying Place		
	r) Slaughter House		
	Existing People's Organization/Association		
	a) Name of PO		
	b) No. of Members		
	c) Group type		
	d) Main Activities (describe briefly)		
	e) Name of Leader		
	f) Contact No.		
G	Other Donors' Activities:		
	Name of Donor Agency		
	Name of Project		
	Outline of Activities/Specific Project		
	Place and Beneficiaries		
	Total Budget (Php)		
	Progress/Status of Project		
H	Sectoral Needs/Challenges		
	1 Infrastructure Development		
	1.1 Serious challenges/issues on infrastructure and facilities.		
	Economic Development:		
	2.1 Serious challenges/issues for agriculture.		
	2.2 Serious challenges/issues for fisheries.		
	2.3. Serious challenges/issues for livestock		
	2.4. Serious challenges, issues, needs in other economic		
	Human Development		
	3.1 Health		
	3.2 Public Education Programming & Infrastructure		
	3.3. Governance Development:		
I	Profile of LGU		
	1 Organization Structure of LGU		
	2 Existing Facilities		
	3 Property and Equipment		

Technical survey to selecting the most viable development project



[Figure 12: Technical Survey Areas]

To identify the most viable community development project to improve livelihoods such as agriculture and fisheries, the technical survey must examine different aspects of municipalities' livelihood situations, which may include geographic condition, production, processing, the market situation, and aspects including producer group, land ownership, and water sources.

Information on these aspects can be obtained by interviewing LGU staff, the MAO, members of producer groups, traders, and retailers in various markets. Visits to production sites and nearby markets can yield valuable information on the status of livelihood activities. If a limited time is allocated to the survey, a resource mapping method can be used

to collect needed information on key subjects. Through the active participation of people in the community, a map can quickly be produced that contains relevant information regarding production sites, water sources, markets, and the geographic situation.

Availability of technical resource organizations or service providers able to transfer technologies or services to communities can be a critical factor in determining the viability of a community development intervention. A technical survey can include the identification of and initial consultation with potential technical resource organizations. Table 9 lists sample areas of inquiry for a technical survey on livelihood. Sample templates for market survey and technical surveys are included in Appendix 2 and 3.



Visiting production site

[Table 9: Sample Items for Technical Survey (Livelihood)]

SURVEY AREAS	SURVEY ITEMS
Topography and Natural Conditions	General location, Total land area, Land configuration Soil classification, Climate
Production Status	Productive land for farming, Irrigation, water source Number of farmers, Land ownership, Farming method (mechanized/traditional)
Commodity	Kinds of commodity (rice, coconut, vegetable, fruits, inland fish, coastal fish, etc.) Production sites, Harvested area, Volume of production, Value
Farming	Typical farm tasks, Farming methods, Timing, season, Expenditures and sales associated with paddy production
Market	Location, Commodity, Price (retail/delivered price), Price unit Origin of product
Others	Finance and traders, Pests and diseases Post-harvest facility, Community organizations (associations, cooperatives, groups), Other livelihood projects (past, current)

When the survey team collects information on a particular sector, a SWOT (strengths, weaknesses, opportunities, threats) analysis can determine the most viable community development project within a certain area. A SWOT analysis is a widely used framework for identifying and analyzing various factors that can impact a project’s viability. It examines four elements:



[Figure 13: Matrix of SWOT Analysis]

SWOT analysis can be carried out in participatory manner with the development planners and relevant stakeholders such as the LGU staffs as well as community people (whilst facilitation by the expert(s) on the subject may be crucial to ensure the quality of analysis). Once the SWOT factors are identified, they are normally expressed in a 2 x 2 matrix as illustrated in the Figure 13.

Technical survey to introduce a new technology

In contrast to the abovementioned approach, which aims to identify relevant project content, the technical survey identifies the most favorable conditions for introducing a technology to communities. For example, if the project aims to introduce a technology such as the LBT approach for community road rehabilitation or maintenance, the survey team may focus on the feasibility of the technology by examining technical aspects such as topography, surface condition, road length and width, socio-economic situation along the road, longitudinal gradation, curves, rivers, and drainage conditions.



Measuring the road width

Reference Information 2: Case studies on technical survey

CD-CAAM project: Case Study 1: Technical Survey on Agriculture in Matungao

Production/processing

Agriculture in Matungao is characterized by subsistence farming, meaning that food security remains a primary objective. However, several cases of commercialized agriculture do exist, the produce of which is sold to Iligan City or neighboring municipalities. Major agricultural products in Matungao are coconut, corn, rice, banana, root crops, and vegetables. Major farming practices fall into two categories: i) rotational cropping of rice and corn, which is intercropped with coconut and vegetables in backyards; and ii) rotational cropping of cereals with peanuts or vegetable farming under coconut trees. The former is geared toward food security—producing staple food for home consumption—and the latter is partly commercialized.

[Agricultural Production in Matungao]

Commodity	2009		2010	
	Area (ha)	Production (tons)	Area (ha)	Production (tons)
Coconut	7,544	30,216	7,554	22,662
Corn	1,449	10,867	1,392	10,440
Rice	729.3	1,458	836	2,090
Banana	163	945.4	163	815
Root crops	80	1,211	29	435
Vegetables	14	116	16	134

Source: Statistical document issued by the Matungao Municipality

Market

The municipal public market is located in barangay Poblacion near the municipal hall, which is open every Wednesday. The nearest market outside the municipality is located at municipality Linamon. Furthermore, there are two public wet markets, namely central market and Palao market in Iligan city. At the public market located in Matungao, a retailer sells various types of vegetables from Linamon, while a few others sell limited supplies of vegetables such as white scallions. According to the retailer, many others from Linamon once sold products at the market, but stopped because of armed conflict. The table below presents an example of the results of market surveys conducted at the public market in Matungao.

[Retail Prices of Commodities Sold at a Public Market in Matungao]

Commodity	Retail Price (PHP)	Price Unit	Origin of Product	Farm Gate Price	Max. Market Margin (%)
Tomato	40–50	Kg	Linamon	40	20
Bell pepper	50–70	Kg	Linamon	50	29
Squash	15–20	Kg	Linamon	15	25
Bulb onion	40–50	Kg	Linamon	40	20
Garlic	50–60	Kg	Linamon	50	17
Ginger	30–40	Kg	Linamon	30	25
Leek	10–20	Bundle	Linamon	10	50
Pumpkin	10–15	Kg	Linamon	10	50
Sweet potato	20–40	Kg	Iligan	18	55

Source: Market survey at public market of Matungao on March 27, 2013

Land-related issues and the farmers' group

Land-related issues are an important factor to consider when implementing agricultural projects. The technical survey in Matungao determined that most farmers work as tenants for a few big landowners who run coconut farms, especially in the barangays located below an altitude of 400 m. Crop sharing between the owner and tenants is practiced in coconut farming and other crops intercropped with coconut. Meanwhile, a few informal farmers' groups exist in the municipality.

SWOT analysis

As most farmers work as the tenants of landowners, the decision to farm coconuts is made by the landowner, and by-products such as coconut husks and coconut shells belong to the owner. Therefore, tenants have no opportunity to engage in further processing activities for income from coconut farming, and any intervention focusing on coconut farming might not substantially benefit tenants.

The productivity of upland rice and corn is low, because of low-quality seeds (used from the previous harvest), inefficient land preparation using carabao, limited availability of pest and disease control products, and ineffective fertilizer. Upland rice production cannot sustain domestic consumption; thus, corn is farmed to generate money to purchase rice. However, corn production is also low. The production of cereals, rice, and corn does not attain the "income generation" stage—one pilot project objective—but remains at the "food security" stage.

Vegetable production has several advantages as an income generation pilot project for farmers in Matungao.

First, a few farmers are actively engaged in vegetable production; however, the total volume remains low. By enhancing basic farming technologies, selecting high-value vegetable varieties, improving post-harvest handling, and selling directly at the market, vegetable farmers can provide a model for future peri-urban agriculture in the municipality.

Second, the market survey confirmed internal and external market demands in the municipality. If the municipality's existing public market can be used, the municipal marketplace would be more active, which would help vitalize municipal-wide economic activities.

Third, local resource organizations such as the Agricultural Training Institute (ATI) provide technical training to farmers.

SWOT analysis: Agriculture situation in a municipality	
STRENGTHS (S)	WEAKNESSES (W)
<ol style="list-style-type: none"> Tenants were given privilege to grow crops under coconut trees The area is suitable for inter-cropping of coconut trees with rice, corn, etc. Farmers, though financially not capable, are eager to engage in farming of corn, rice and coconut Large area for coconut plantation Farmers' Association works actively 	<ol style="list-style-type: none"> Most of the farmers are tenant (tenant farmers cannot decide what to produce either copra or nut) Crop sharing in some cases is high (50:50) on some crops planted under coconut trees Means of land preparation is not sufficient (only Carabao is utilized) Farmers do not have sufficient knowledge on farming Public market is not fully used by producers Most of the Farmers' Organizations and Associations are not working effectively Farmers have no sufficient tools to supplement their farm preparations Productivity is very low for major crops (upland corn) Some farmers are farming without available agriculture inputs like livestock and fertilizer Lack of technical assistance from LGU Most of the farmers are not financially capable Insufficient water supply for irrigation Problem on farm to market road Byproducts from coconut farming belong to land owner (tenants cannot utilize them) Crop sharing for coconut is 67:33 (landowner: tenant) Insufficient working animals for farmers
OPPORTUNITIES (O)	THREATS (T)
<ol style="list-style-type: none"> Coco trees can be used for coco lumber MAO has experience to implement vegetable demo farm Price of copra is P17/kg at the oil mill in Iligan City DA has the program on planting/replanting, coconut seedlings dispersal, fertilizer dispersal Harvested crops belong to tenant if the landowner did not provide fertilizer MAO conducted trainings on sustainable agriculture and organic farming Water irrigation can be developed through provision of ram pump High demand of coco sugar abroad About 500 hectares of cultivatable land is left idle Lake as source of irrigation water of adjacent barangays Vegetable products are marketable in neighboring barangays and municipalities 	<ol style="list-style-type: none"> The cost of coconut per kilo is decreasing due to the African oil (palm oil) Uncontrolled heavy rains/typhoon Uncontrolled drought Uncontrolled pestilence of flies to farm plants High cost of farm inputs Price of copra drastically dropped to P13/kg No local market for yellow corn High transportation cost for delivery of products due to unavailability of farm to market road Price information of copra in GRANEX is not conveyed by the traders to the farmers in Matungao

Technically, vegetable production projects can produce results relatively quickly and apply technologies in growing various types of vegetables. Finally, as most farmers in the municipality are landless tenants, vegetables can be produced by tenant farmers on small areas of land on the coconut farm. Here, farmers need to share the benefits of vegetable production.

The table below summarizes the major characteristics of vegetable production. This list can be used to confirm the validity of project selection.

Strengths
<ol style="list-style-type: none"> 1) <i>The production cycle of vegetable is shorter than other food crops such as rice and corn, which can increase income-generating opportunities.</i> 2) <i>Family members can grow a wide variety of vegetables in their backyard gardens on a small scale.</i> 3) <i>Selling prices can be high if vegetables can be delivered during the rainy season.</i>
Limitations/Weaknesses
<ol style="list-style-type: none"> 1) <i>The production place should be well drained, and located at a slightly high elevation.</i> 2) <i>A water source for irrigation is essential.</i> 3) <i>The production during the rainy season on lowlands is technically challenging.</i> 4) <i>Leafy vegetables must be delivered to the market immediately after the harvest, which may require the existence of markets nearby.</i> 5) <i>Crop failure by continuous cropping may occur.</i>
Others
<ol style="list-style-type: none"> 1) <i>Soil analysis is essential for successful production.</i> 2) <i>Market survey is necessary for selection of crops.</i> 3) <i>Rain shelter can be useful for production during the rainy season.</i> 4) <i>Crop failure by continuous cropping can be prevented by introducing crop rotation and planting leguminous crops.</i>

CD-CAAM project: Case Study 2: Technical Survey on Fisheries in Sultan Mastura

Production/farmers' group

Fisheries activities are limited in Sultan Mastura. Local communities are engaged in artisanal coastal fishing and maintaining brackish water fishponds in barangays Simuay Seashore and Boliok. Furthermore, small-scale inland fishing and aquaculture are practiced in barangays Balut, Tambu, and Solon. Table below summarizes the limited fisheries practices in the municipality.

[Fisheries Activities in Sultan Mastura]

Barangay	Methods	Operational body	Brief description of production situation
Balut	Earthen pond beside lake	Balut Inland Fisherfolk Association	1,000 tilapia seeds released into ponds, but no feed is provided to cultured fish. Most of cultured fish are lost in floods during the rainy season
Tambu	Fish ponds	Moro Young Entrepreneur Association	Six fish ponds on fish farm covering 1.5 ha, and the association started fish culture operations in 2012
Tambu	Earthen ponds	Tambu Agriculture Association	A member of the association has fishponds (3 large ponds, 2 small ponds) beside his vegetable farm.
Solon	Fish release at lake	Guiate Vegetable Producers Cooperative	Wild fish caught in rivers (tilapia, mudfish, catfish, climbing perch, etc.) were released into lake.

Market

The overall production of fisheries in local communities is limited. Therefore, local communities primarily consume cultured fish. To catch fish, local distributors carry small portions of marine fish at times, especially in outside markets such as Cotabato City and the Parang Public Market. Table below summarizes the market situation in Cotabato City.

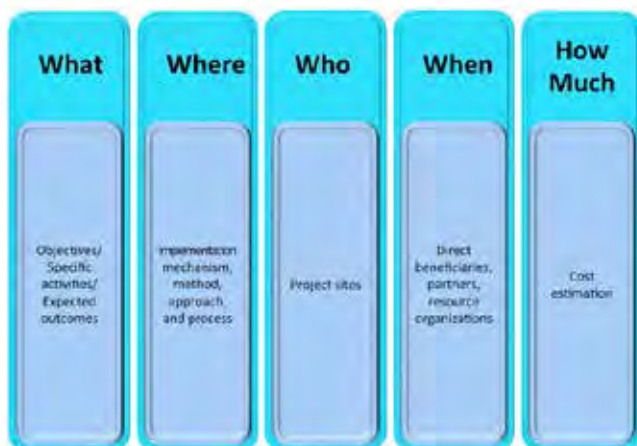
[Market Information on Fisheries Products in Cotabato City]

Species	Retail Price (PHP)	Delivered Price (PHP)	Culture/ Wild	Origin
Tilapia	100–130/kg	60–90/kg	Culture	Lake Buluan
Milkfish	90–120/kg	80–100/kg	Culture	General Santos, Cotabato, Digos City
Grouper	190	150	Wild	Bongo Island, Parang
Rabbit Fish	120	n.a.	Wild	Bongo Island, Parang
Skipjack	110–140	n.a.	Wild	Bongo Island, Parang
Black Tiger Shrimp	450–500/kg	400–450/kg	Culture	Cotabato City
Dried Sardine	120–160	n.a.	Wild	Pagadian, Zamboanga

Source: Data from market survey and interviews conducted at Cotabato Mega Market, May 16, 2013



Participatory Planning



[Figure 14: Major Components of an Activity Plan]

Activity 2: Technical survey

Alongside community profiling, which focuses on the general profile of a community, a technical survey should be conducted to obtain a more in-depth understanding of specific sectors community development projects are expected to address, such as agriculture, fisheries, livestock, and basic infrastructure.

In addition to project planners and implementers, technical survey teams can include municipal LGU staff such as the MPDC, MAO, and ME, as well as sector experts (local or international). The duration of the survey varies according to the locations and sectors surveyed, although they can be conducted within one and a half to two months. The technical survey can include interviews with the municipal LGU staff in charge of the sectors, relevant private sectors, and community groups. The technical survey can also include consultation with resource organizations such as NGOs and universities, who may provide technical support in implementing particular community development projects at the field level.

There is no standardized way in which to conduct a technical survey, and there may be different approaches to conducting the survey according to the specific objectives of each project. For example, if the purpose of the technical survey is to select the most viable community development intervention, the survey team may need to examine different possibilities (e.g., different agricultural commodities such as rice, corn, vegetables, and fruit for the agriculture sector), identify comparative advantages, and determine the viability of a particular option.



[Figure 15: Barangay Selection]

In contrast, if the purpose of the survey is to assess the feasibility of introducing a new technology (e.g., labor-based technology (LBT) for road rehabilitation) in communities, the survey's areas of inquiry may be limited to specific aspects related to the technology (e.g., location, traffic, and conditions for LBT). Of the various approaches, the following are useful for technical surveys on livelihood and road sectors.

14. Criteria for conflict and security are complex. For conflict prevention and "Doing maximum good," community development may need to address communities with weak social cohesion among different groups. However, if such vulnerability turns into violence, community development interventions may not be the best means to mitigate it, and community development implementers should not risk their safety.

Tilapia is the most popular freshwater fish sold at public markets in Cotabato City. Most catches are from Lake Buluan, which has a largely developed fish pen culture. While the demand for tilapia is high among Muslims, especially during Ramadan, local market supply is insufficient. Based on the unstable supply of locally produced fish, milkfish retailed at Cotabato City are obtained from the General Santos or Digos areas, and common marine fish such as grouper, snapper, or rabbit fish from Parang or Bongo Island. Dried pelagic fish are primarily transported from Pagadian or Zamboanga.

Rationale for selection

Regarding coastal fisheries, about 250 fishermen live at Barangay Simuay Seashore and 100 at Boliok. They make their living through artisanal fishing activities using wooden canoes or small motorized boats and small-scale fishing gear such as gillnets and bamboo traps. They catch coastal pelagic fish such as sardine, mackerel, mullet, anchovy, and squid in areas close to the shore. At times, they net juvenile milkfish using small push nets along the coastline. Illegal fishing activities using dynamite and electric shock remain problematic in the municipality, and nowadays, the catch is gradually decreasing. After the peak season of small pelagic fish (mackerel, sardine, and anchovy) in April, remaining fish are sundried for preservation. Though there are large areas of brackish water ponds for the extensive culture of milkfish, marine shrimp, and mangrove crab in some barangays, they are owned or managed by wealthy local residents who hire community residents to maintain and secure the ponds. Therefore, these activities may not be suitable in terms of attaining the income generation objective of CD-CAAM pilot projects.

Critical for inland fisheries activities is the availability of a water source. Many potential freshwater lakes and ponds for fishing and aquaculture are located in the inland areas of Sultan Mastura. However, these freshwater areas are not currently used for such purposes.

In Sultan Mastura, while inland fisheries are found in some barangays, most have not been very successful, because of factors such as the flooding of pond water during the rainy season and low productivity due to lack of technical support. Among the limited inland fisheries within Sultan Mastura, farmers' groups engage in fisheries activities, the most popular of which is tilapia culture. Furthermore, as a makeshift fish culture practice, groups in barangay Solon catch various types of fish including tilapia, mudfish, catfish, and climbing perch, which they then release into the lake.

[Table 11: Matrix for Plan of Operation]

Activity	Year												Notes (add/delete, location)	
	1	2	3	4	5	6	7	8	9	10	11	12		
Component A														
Sub-activity A-1														
Sub-activity A-2														
Sub-activity A-3														
Sub-activity A-4														
Component B														
Sub-activity B-1														
Sub-activity B-2														
Sub-activity B-3														
Sub-activity B-4														
Component C														
Sub-activity C-1														
Sub-activity C-2														
Sub-activity C-3														
Sub-activity C-4														

[Table 12: General Budgets and Components]

	CATEGORY	ITEM
1	Training	1.1. Professional fee for trainers
		1.2. Travel for trainers
		1.3. Venue for training
		1.4. Transportation for participants
		1.5. Consumables (e.g., stationery)
2	Monitoring	2.1. Professional fee for experts
		2.2. Travel for experts
		2.3. Transportation for monitoring
		2.4. Consumables (e.g., stationery)
3	Supplies	3.1. Equipment
		3.2. Tools and instruments (e.g., hand tools)
		3.3. Supplies/consumables
		3.4. Inputs (e.g., feed, fingerlings, seeds, fertilizer)
4	Others	Fee for contractors, service providers

Regarding technical feasibility, while mudfish and catfish are highly valued as consumable fish in many regions of the country, their predatory cannibalistic nature necessitates advanced understanding of their biology and characteristics to culture them. They are also susceptible to bacterial diseases that usually affect pond-raised fish. Technology for culturing mudfish is not yet widely available, and production of hatcheries for juveniles is still progressing. Given the technical complexity, there is no known hatchery operator within Mindanao, particularly for mudfish. Fingerlings supplies still depend on wild-catch, which is not environmentally friendly, and the necessary high-protein feed is expensive. Similarly, the lack of fingerlings discourages growers from catfish farming. In comparison, tilapias' sturdy characteristics make them easier to breed and culture. Specifically, they adapt to environmental stress, low-quality water, and crowding.



[Figure 16: Social Preparation 2]



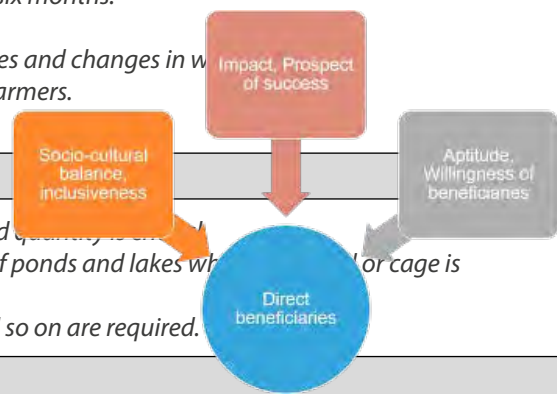
Explaining the project to the community

Furthermore, tilapia culture requires only modest capital to begin. Technology for tilapia culture is quite simple and easy to learn, especially for beginners or rural communities with limited knowledge or experience in fish culture. Tilapia is gaining popularity as a consumable fish, and can add value through processing into tilanggit (boneless dried tilapia), or being smoked or filleted. Tilapia fry and fingerlings produced by commercial and small-scale hatcheries are readily available

for growers nationwide.

The table below summarizes the major characteristics of Tilapia production.

Strengths
<ol style="list-style-type: none"> 1. Tilapia can be cultured in a short period of approximately six months. 2. The fry can be purchased at the hatchery of the BEFAR. 3. It can be cultured relatively easily as it is resistant to diseases and changes in water quality. 4. The seeds can be produced from the grown tilapia by the farmers. 5. It can be processed as dry and smoked products.
Weaknesses
<ol style="list-style-type: none"> 1. Availability of a water source with proper water quality and quantity. 2. It is necessary to confirm the ownership or property right of ponds and lakes where the fish pond/cage is established. 3. Initial inputs for establishment of fish pond/cage, feed and so on are required.
Others



[Figure 17: Selection Criteria of Direct Beneficiaries]

¹⁵ While the Barangays are officially the smallest political divisions, they may be subdivided into smaller areas called "Purok" and "Sitio," especially in rural areas. Purok may consist of one or more Sitio.

1. Analysis of water quality and quantity is necessary.
2. Water holding capacity of soil at fish pond need to be assessed.
3. Weather and natural environment such as flood and drought need to be assessed for cage culture at pond or lake.
4. It is necessary to take measures to prevent theft of fish.

CD-CAAM project: Case Study 3: Technical Survey on the Feasibility of LBT in Matungao

Based on a series of interviews conducted with the mayor and staff of municipal LGUs such as the ME, five road sections were identified as candidate roads for rehabilitation, and four sections for maintenance based on a visual inspection.

[Candidate Road Conditions in Matungao]

No.	Road section		Length	Brief description
Road Rehabilitation				
1	Sumiorang-Provincial	Barangay road (concrete)	0.13 km	Access road between provincial road and two barangay roads, but impassable during floods
2	Matampay-Poblacion	Barangay road (earth road)	2.05 km	150 households along the road; crossing pipe is damaged, and embankment condition is poor
3	Cadayonan-Bubong Radapan	Barangay road (earth road)	1.12 km	50 households along the road, and only passable by motorcycle
4	Pasayanon-Sitio Sendeg	Barangay road (earth road)	0.76 m	Road gradation is steep, and four-wheeled vehicles and bikes can pass except in rainy season
5	Pasayanon-Pangi	Barangay road (earth road)	1.8 km	589 households along the road; drainage system is totally broken, and road is somewhat abandoned
Road Maintenance				
1	Pasayanon-Cadayonan	Circumferential road (gravel road)	1.5 km	399 households along the road; several spots are damaged, but passable
2	Pasayanon-Lower Batal	Circumferential road (gravel road)	1.8 km	350 households along the road; several spots are damaged, but passable
3	Bangco-Batal	Circumferential road (earth road)	1.52 km	470 households along the road; impassable
4	Bangco-Pantao Ragat	Barangay road (gravel road)	0.76 km	500 households along the road; main road between Banco and Bubong Radapan, but only motorcycles and four-wheeled vehicles can pass in dry season

The most suitable locations for LBT were determined based on several considerations. The primary objective of the pilot project was to apply the LBT approach to improve community roads to a level maintainable by communities and the municipality. Therefore, the LBT approach was considered the most appropriate to develop a dilapidated earthen road into an all-weather gravel road. It was also assumed that the impact of the pilot project would increase if LBT was implemented in periodically impassable areas in communities. As such, Cadayonan-Bubong Radapan road and Bangco-Batal road were considered the most suitable for piloting LBT in Matungao. Impassable for several years, the Cadayonan-Bubong Radapan road section is severely dilapidated with large boulders. The entire stretch has deep ruts and gullies along the center line because of steep gradients caused by rainfall run-off following road alignment. It is also covered by thick vegetation, and there are no drainage canals. The Bangco-Batal road section is part of the municipality's circumferential road, and as such, supports regular traffic. However, as it is an earthen road characterized by large potholes and deep ruts, it is impassable to

Summary of Chapter 1

This chapter addressed the planning stage of the CD-CAAM model, an important and challenging phase of community development. Table 13 recommends a timeframe for planning activities in the CD-CAAM model. While it may seem that each step and activity described in this chapter can be conducted methodically, planning in the real world is more complicated and time-consuming. However, the key theme of planning in the CD-CAAM model is fostering a strong partnership between stakeholders such as development organizations, LGUs, and communities through a participatory planning process. In particular, the LGU can assign relevant staff members to provide necessary data as well as practical advice and technical support for social preparation and formulating activity plans. Such partnership with the LGU would enable the development planner to assess the realities and development needs of the communities. It also can facilitate the planners to select project sites and beneficiaries more effectively. Such strong partnership increases the relevancy, sustainability, and conflict sensitivity of community development interventions.

In terms of conflict sensitiveness, because the planning stage involves different types of selection, such as selection of the target municipalities, contents, communities, and beneficiaries, the development planners should do their utmost to ensure transparency and objectivity while accommodating different needs and interests of the stakeholders into the planning. However, selection is a complex process that involves a multitude of socio-political and cultural dynamics. For example, community development planning such as community profiling and technical survey often includes visiting potential target communities and people, which inevitably raises expectations among leaders and residents of the communities, particularly among less developed communities and people in need of interventions. It can create a conflict or friction among the selected ones and others if the process and reasons for the selection are not properly explained to the community people. Thus persistent follow-ups to the communities including non-project sites should be incorporated in the planning activities to ensure that the selection “does no harm.” In sum, it is hoped that development planners remain flexible, creative and persistent while adhering to general principles during the challenging real-world planning process.

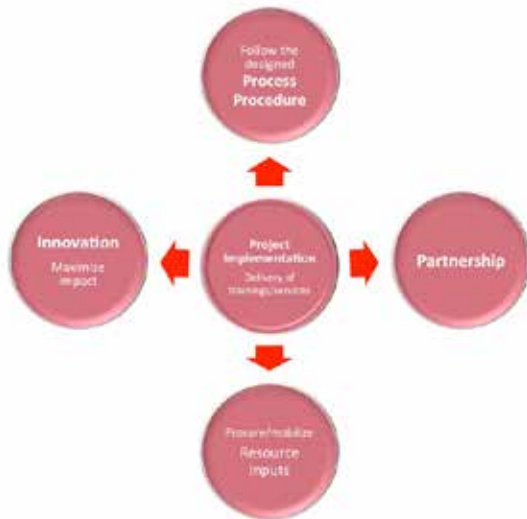
[Table 13: Indicative timeframe of planning stage]

Planning Stage		Month 1	2	3	4	5	6	7
	Activities							
	Selection of target municipality							
1	Short-listing of target municipality							
	Field survey on short-listed target municipalities							
	Final selection of target municipality							
	Coordinating with stakeholders							
2	Courtesy call to LGU and other relevant stakeholders							
	Signing of Memorandum of Agreement with MLGU							
	Social Preparation 1							
3	Preparation for social preparation 1							
	Community Profiling							
	Technical survey							
	Formulation of Activity Plan							
4	Participatory formulation planning (selection of target sites, budgeting etc)							
	Social Preparation 2							
	Barangaywide orientation							
5	Selection of direct beneficiaries							
	Baseline survey							

four-wheeled vehicles even during the dry season. Furthermore, there are no drainage canals along the road, and a low-lying section usually floods waist-deep during heavy rains.

Step 4: Formulating an Activity Plan

After the most viable content for a community development project is determined in the social preparation 1 stage, a specific activity plan must be formulated to implement identified community development projects. As seen in Figure 14, the project plan must articulate major aspects (who, what, where, how, and how much) of project implementation



[Figure 18: Key Elements of Project Implementation]

so that implementers and partners can prepare for each activity and monitor project progress. As a “living” document, the plan must also be updated and modified during implementation to respond effectively and efficiently to realities “on the ground.”

Activity plans may include project content, objectives, sites, implementation mechanisms, implementation processes, implementation schedule, and a cost estimation. Importantly, major stakeholders such as LGU representatives and technical content experts must be involved in the plan formulation process to ensure the project’s relevancy and technical standards.

Particularly, as project site selection sometimes involves the competing interests of various stakeholders, the next section recommends an approach to ensure transparent site selection.

Component 1: Project sites

Project sites must be carefully selected because selection measures the community’s development needs against development potential. Site selection must also ensure conflict sensitivity in project planning, as non-transparency during the process can antagonize communities.

To reconcile development needs and potential and to ensure transparency, project sites can be selected through the two approaches illustrated in Figure 15. Barangay scoring focuses on the development status of the barangay, while a feasibility review focuses on technical feasibility, economic impact, and prospects for success. Through this balanced consideration of needs and potential, the most appropriate barangays for projects can be determined while ensuring transparency.

Barangay scoring

Barangay scoring aims to confirm the basic conditions of each barangay in terms of development needs, and focuses on those with deprived conditions within the municipality. Development needs can be assessed based on the information collected during social preparation. Important is that major partners such as target LGUs must participate in this process. To facilitate consultation among stakeholders, indicators

may be set, to which specific points can be allocated. The deprivation of barangays can be assessed by reviewing the poverty situation as well as access to and existence of development support. Table 10 provides an example of barangay scoring.

[Table 10: Barangay Scoring]

Poverty (25 points in total)	
Indicators	Means of verification
Poverty situation	Poverty incidence per barangay, interview staffers of LGUs and/or observe with barangay visit
	public services, such as water source, and school Good (0) - Very poor (10) Comprehensive Management of Livelihood Project]
m municipal capital	Point Good (0) - Very bad (10)
a)	Point
ation GU/donors funded	Point Significant (0) – None (15)
onors	
Conflict and Security (total 20 points) ¹⁴	
Indicators	Means of verification
Conflict prevention	Inter-group cohesion (e.g., religion, linguistic groups, etc.)
Incidence of violence/crime	Interview with LGU staff, community leaders, etc.
	view with MLGU staff Low priority (0) – High priority (15)
Priority of LGU (15 points in total)	
Indicators	Means of verification
Preparation → Training Construction OJT ← Procurement O & M → Extension	view with MLGU staff Low priority (0) – High priority (15)
(15 points in total)	Point
rvation of the leadership of ngay captain and competence GU staffs, quality of Barangay development plan	Point Poor (0) – Very good (15)

[Figure 20: Comprehensive Management of Road Project]

Sector feasibility review



While the degree of development needs in barangays should be carefully considered, so too should the potential of specific development interventions in terms of technical feasibility and possibility of greater impact. Barangays scoring highest during the barangay scoring process are prioritized; however, to maximize the impact of interventions, a sector feasibility review focuses on development potential by examining the most feasible and suitable barangays for pilot projects. Here, results of the technical survey during social preparation 1 are reviewed, and partners such as

development planners, LGUs, and experts in various sectors consulted with.

Final selection

The most suitable barangays for pilot projects are selected by considering development needs and potential. The two approaches described here can methodically narrow barangay selection; however, partners and stakeholders should be involved in the final selection of target barangays. Other approaches, such as the “one-barangay-one-project” policy can also be adopted. Here, to increase fairness and the outreach of interventions within a target municipality, only one project is implemented per barangay.

Selecting a barangay for a project is often time-consuming and involves the coordination of many activities when planning. While distinct criteria and a process for barangay selection can be prepared to ensure transparency and objectivity, in reality, barangay selection is not straightforward and involves many socio-political and cultural dynamics. To mitigate stakeholders’ competing interests, involving a third party such as technical consultants can provide stakeholders with neutral scientific opinions, enabling consensus.

Component 2: Schedule and Cost estimation

The Plan of Operation (POO) summarizes the project’s major planned activities and schedule for each. The POO is often expressed in a simple matrix as shown in Table 11.

Project cost estimation is an important component of planning. Major expenses related to project implementation pertain to training, monitoring, supplies, and equipment, for example. The unit costs of items regarding operational and recurrent costs depend on the content, location, and modality of project implementation. Table 12 lists general budget components common to community development projects.

Step 5: Social Preparation 2

Social preparation 2 aims to prepare for the implementation of community development projects. This may include selecting direct project beneficiaries and through a barangay

orientation, sensitizing them and relevant community leaders and stakeholders to the content, vision, and values underlining the project. In addition, this stage involves collecting project participants' basic data and arranging pre-implementation activities such as signing the MOA with partners. In short, social preparation 2 enhances the ownership of project interventions, particularly among communities and the municipal LGU, and ensures sustainability after project completion. Figure 16 describes social preparation 2 activities.

Activity 1: Barangay-wide orientation


The objective of barangay-wide orientation is to present project plans to stakeholders to solicit their acceptance and support. Sensitization can be carried out at different levels, for example, through presentations at the municipal level for MLGU staff, and barangay-wide orientation for representatives of the BLGU and leaders of the community. In addition, Sitio/purok¹⁵-level orientation can be organized to inform and mobilize individuals and the community at project sites. Barangay-wide orientation introduces the activity plan to communities to create project awareness, increase acceptance, and highlight the importance of participation. Furthermore, potential direct project beneficiaries can be profiled during the orientation.

Activity 2: Selecting direct beneficiaries

Selecting appropriate beneficiaries is an important and difficult part of community development projects, as various aspects including increasing prospects for success, the impact of the intervention, gender balance, and vulnerable groups must be considered. Figure 17 describes some major considerations involved in selection of beneficiaries. Such considerations must be prioritized based on the scope and objectives of the community development interventions.



After direct beneficiaries of the projects are selected, an orientation meeting may be held to familiarize them with detailed activities of the projects and clarify their responsibilities.

<p><i>Impact, prospects of success</i></p>	<p><i>This criterion pertains to aspects including the following:</i></p> <ul style="list-style-type: none"> • Experiences that are relevant to the intervention may be considered for efficacy. • The appropriate number of beneficiaries should be determined to ensure quality. • Beneficiaries may be selected from different locations in the target community.
<p><i>Socio-cultural balance, inclusiveness</i></p>	<p><i>This criterion pertains to aspects including the following:</i></p> <ul style="list-style-type: none"> • Balanced participation of different ethnic, religious, and gender groups must be ensured. • Due attention should be paid to vulnerable groups such as indigenous people, (IDP), people in severe poverty, and others.
<p><i>Aptitude, willingness of beneficiaries</i></p>	 <p><i>Effective technology transfer to his or her community</i></p>

Activity 3: Baseline survey

The baseline survey aims to collect relevant baseline data to profile project participants. The survey tool must be developed (sample templates are attached

in Appendix 4), which includes information such as general profile, household situation, skills and education, and farming experience.

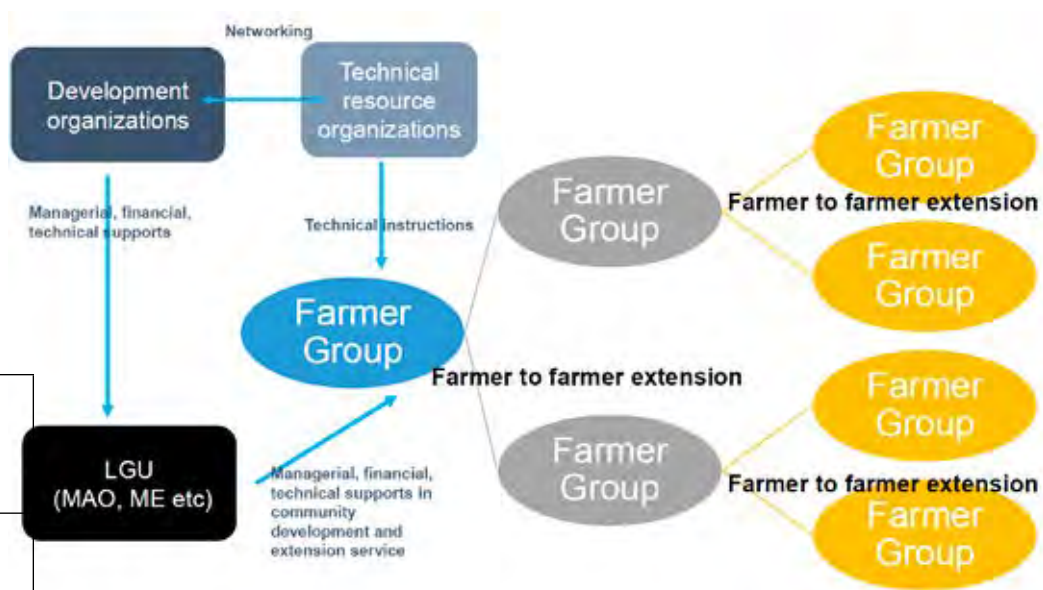


Road work by the Pakyaw group

Activity 4: Signing the Memorandum of Agreement (MOA)

After selecting target barangays and direct participants, the MOA is concluded to ensure smooth project implementation. For example, if a project requirement is the use of private property such as a farm or fish pond, an MOA specifying arrangements between the property owner and project must be signed to ensure that implementers, monitors, partners, and

direct beneficiaries have access to project sites and the security of the site, equipment, and supplies.



[Figure 21: Farmer to Farmer Extension of the CD-CAAM Model]

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Chapter 2: DO: Implementing community development projects

The “D” (DO) stage of the PDCA cycle aims to implement the activities planned during the preceding “P” stage. Activities in the D stage vary according to the type and content of community development interventions. Therefore, it is difficult to generalize the structure and process through which each project is implemented to achieve specific goals.

This chapter suggests four key elements of successful implementation of the community development projects. As Figure 18 describes, to deliver training and services to the communities, it is necessary to design and operationalize specific implementation procedures, and then procure and mobilize necessary human and material resources, goods, and inputs before the delivery of activities such as training and services to the target beneficiaries. Throughout such process, it is necessary to ensure close coordination and communication with partners and stakeholders for smooth project implementation. Meanwhile, the implementation of community development projects must be flexible given the rapidly changing ground situation particularly in the CAAM. While the modality of project implementation must be constantly reviewed and adjusted if necessary, development implementers should be attentive and responsive to innovations and initiatives from the field.

The key elements above are synchronized well with the six pillars of the CD-CAAM model as follows:

Pillar 1	Balance between development potential and development needs
Pillar 2	Inclusiveness
Pillar 3	Comprehensive management process
Pillar 4	Strong partnership with LGU
Pillar 5	Mobilization of local resources
Pillar 6	Farmer to farmer extension

While the pillar 1 and 2 are mainly ensured in the planning stage as described in Chapter 1, the remaining four pillars form the basis of the implementation of the CD-CAAM model. This chapter presents three community development projects as sample cases, and explains how the pillars of the CD-CAAM model can be in line with the key elements of successful implementation of community development projects.

Element 1: Implementation Process

How to ensure comprehensive management process (Pillar 3)

Community development interventions in the CD-CAAM model aim to promote locally relevant technology among the communities of Mindanao to improve quality of life. A significant characteristic of the CD-CAAM model is that interventions for livelihood or small-scale infrastructure address the comprehensive aspects of technology transfer and ensure sustainable and expandable community development within Mindanao (pillar 3 of the CD-CAAM model). As illustrated in Figure 19, livelihood projects in the CD-CAAM model comprise various activities ranging from production to extension.

For example, a livelihood project focusing on vegetable production focuses on technology transfer to address land preparation, various production processes, pest and disease control, marketing, and selling. In addition, by introducing technologies such as worm culture and home seed raising, it aims to ensure product quality and cost effectiveness, thereby enhancing the intervention's sustainability.

Similarly, a livelihood project focusing on tilapia culture aims to build comprehensive capabilities among farmers, ranging from the establishment of a fish pond and fish cage to marketing, selling, and processing. In addition, the introduction of community-based seed production and homemade feed aims to enhance the intervention's sustainability and cost effectiveness.

This comprehensive technology transfer process characterizing these livelihood projects eventually contributes towards developing farmers' confidence and self-reliance, which facilitates subsequent extension activities to the wider community population.

Furthermore, a project on community infrastructure also focuses on technology transfer, ranging from technical planning such as engineering design and procurement to operation and maintenance (O&M). For example, the community road rehabilitation and maintenance project through LBT addresses technology transfer in preparing technical documents through a "Walk Through" survey, and procurement including the formulation of bid documents such as detailed engineering plans, work programs, bid forms, and contract prototypes. Concurrently, a training series on LBT and Do-Nou methods is conducted through workshops and lectures to prepare for roadwork. The LBT and Do-Nou methods are technically simple but locally relevant and cost effective innovations for community road rehabilitation and maintenance. Community workers implement the processes and technologies introduced in workshops and lectures during roadwork (on-the-job training). Although this technology transfer process is time-consuming, it can ensure institutionalization of technologies within target communities, thereby increasing their sustainability and application even after external intervention is withdrawn.

Element 2: Partnership

How to operationalize partnership with the LGU (Pillar 4)

A strong partnership with the LGU is an important principle of the CD-CAAM model (pillar 4). Thus, implementation of any projects adopting the model should be structured

to enhance partnerships with the LGUs where projects are implemented.

Among potential partners within the LGU, coordination with leadership such as the municipal mayor, vice-mayor, and council members are crucial for successful implementation of development projects in the CD-CAAM model. Furthermore, close cooperation with other relevant staff in the LGU such as the MPDC, ME, and MAO will increase the efficiency and effectiveness of community development interventions.

Generally, the implementing organization is responsible for facilitating logistical, administrative, and technical tasks regarding various activities of the community development project, while experts in specific areas provide technical instruction or training and support to the intervention. Primarily, the LGU is responsible for facilitating a favorable environment in which the project can effectively be implemented, sustained, and expanded. For example, the municipal LGU coordinates with the barangay LGU and community leaders to mobilize community participation in activities, provide locally available resources to the project—human, material, and financial—and resolve disputes that may arise during implementation. Establishing a coordination body, e.g., a project coordination team or project management unit, which can include representatives from the LGU, the implementing organization, and technical experts, provides an effective platform to ensure coordination between partners. Through this platform, partners can review progress, plan activities, share experiences, identify issues and challenges, and develop solutions in a participatory way. Table 16 summarizes the major roles and responsibilities of partners in the CD-CAAM model.

[Table 14: Roles and Responsibilities of the Partners in Implementation]

<p>Development implementer</p>	<ul style="list-style-type: none"> • <i>Formulate a micro-plan for each specific activity of the project.</i> • <i>Make logistical and administrative arrangements for the activities.</i> • <i>Coordinate with LGUs and technical resource organizations and experts to carry out technical transfer.</i> • <i>Carry out regular field monitoring to collect data and information on the progress of the project.</i> • <i>Provide written and verbal reporting of progress and results of activities to the LGU on a regular basis.</i> • <i>Facilitate a participatory decision making process with the partners of LGU in field implementation of the project.</i>
<p>Local Government Unit (LGU)</p>	<ul style="list-style-type: none"> • <i>Encourage community leaders and people to support and participate in activities of the community development project.</i> • <i>Assign relevant staff members to provide technical and logistical support for implementing the project.</i> • <i>Facilitate access and security of the implementer and technical resources/experts to the communities to carry out activities.</i> • <i>Carry out regular field monitoring to identify issues and challenges, and solve disputes and conflicts that may arise.</i> • <i>Formulate a strategic plan to sustain and expand technology transfer to reach more people in the municipality.</i> • <i>Facilitate and support farmer groups to disseminate technology (farmer-to-farmer extension) in the municipality or barangays.</i>
<p>Technical partners/experts</p>	<ul style="list-style-type: none"> • <i>Provide technical instructions and training on relevant technology to the community people.</i> • <i>Provide technical support and guidance to the implementing organization and the LGU.</i> • <i>Ensure the quality of technology transfer through periodic field monitoring.</i>

Element 3: Resource Mobilization

How to mobilize local resources (Pillar 5)

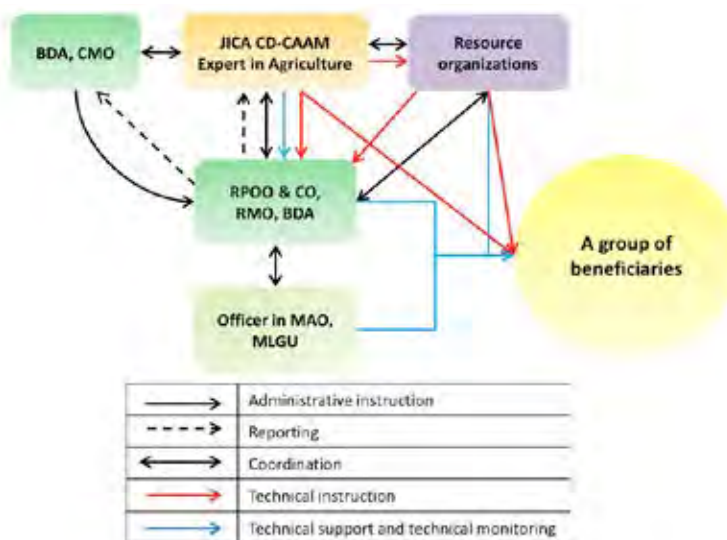
17. Two Community Organizers were assigned to the target municipality in CD-CAAM Project.

The pillar 5 of the CD-CAAM model is the effective utilization of locally available human, material, and technical resources. Notably, networking with technical resource organizations such as the Bureau of Fisheries and Aquatic Resources (BFAR) in livelihood projects ensures the quality and relevance of technology transfer in the context of Mindanao. The task of local resource organizations or experts is to introduce technically simple and locally relevant and sustainable technologies to communities. An example of the utilization of the locally available materials and simple technologies advocated in the CD-CAAM model include the introduction of technologies such as worm culture, home seed raising for vegetable production, bamboo fish cages, community-based seed making, homemade feed manufacturing for tilapia culture, and the LBT and Do-Nou for road rehabilitation and maintenance.

Local technical organizations and experts do not only provide technical training and guidance, but also help the community gain access to potential buyers and markets.

One way to increase the cost effectiveness of technology transfer is to use a local practice such as a Pakyaw group. "Pakyaw" refers to the system of hiring a labor group to perform specific work and/or services related to the implementation of an infrastructure project by administration. In this system, the implementing entity provides all tools and materials. For the work/service output, a lump-sum payment is made through the group leader or divided among the pakyaw workers through a payroll system¹⁶.

By introducing simple and locally applicable technologies, the CD-CAAM model aims to ensure a smooth transition for community people from learning to applying technologies.



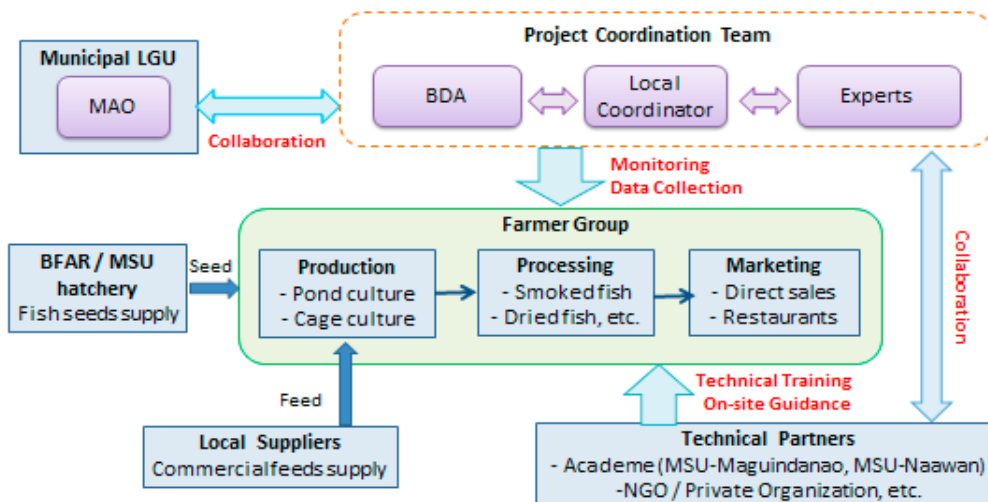
[Implementation mechanism of vegetable production and marketing of CD-CAAM]

Element 4: Innovation

How to carry out Farmer-to-Farmer extension (Pillar 6)

The farmer-to-farmer extension approach aims to promote technology transfer for livelihood to the wider community population effectively and efficiently. Here, farmer-to-farmer extension is defined as an approach wherein a limited number of community people receive direct technology transfer from technical resource organizations or experts through community development interventions. These community people then work as community extension workers to disseminate their learning to other members of the community.

For effective farmer-to-farmer extension, teams of community extension workers can be developed within the municipality. Extension teams provide technical advice and on-site guidance to other farmers. However, to ensure the quality of technology transfer in the farmer-to-farmer extension approach, continuous technical and financial support from LGU staff such as the MAO, and technical backstopping from technical resource organizations or experts is crucial. In addition, the instruction techniques and capacities of extension workers may need to be strengthened through a "train the trainer" (TOT) program to enhance the quality of extension efforts further. In addition to livelihood projects, the



[Implementation mechanism of tilapia culture, processing and marketing]
farmer-to-farmer approach can be extended to other community development initiatives in which community people can disseminate simple technologies such as Do-Nou to a wider municipality population. Figure 21 illustrates this group-based farmer-to-farmer extension approach, which developed through lessons learned from the CD-CAAM.

Summary of Chapter 2

Chapter 2 described the D stage of the PDCA cycle, namely the implementation of community development projects. While various approaches and activities correspond to the objectives and content of particular community development interventions, this chapter highlighted four underlining characteristics of the CD-CAAM model, namely a comprehensive management process, partnerships with LGUs, mobilizing local resources, and farmer-to-farmer extension.

Regarding conflict sensitiveness, group work and the farmer-to-farmer extension approach embedded to the CD-CAAM model can contribute significantly to the principle of "Do maximum good." Group work requires close cooperation among community people, which would nurture friendship and trust among participants of different ethnic, religious, political, and gender backgrounds. The farmer-to-farmer extension approach can not only disseminate technology, but also extend a sense of cooperation to members of the community other than one's own groups. In the meantime, relatively large community development projects such as those on road construction



may sometimes create disputes within the communities regarding such issues as land property. Strong partnership with the LGU and community leaders can facilitate peaceful problem solving through community-based problem solving mechanisms such as a grievance committee formulated in the CD-CAAM pilot project, and ensure the principle of “Do no harm.”

This approach ultimately aims to build trust and mutual understanding between development partners such as development organizations, LGUs, technical organizations and importantly, between community people to contribute to enduring peace in Mindanao. The next chapter focuses on the remaining two stages—the “C” and “A” in the PDCA cycle—and recommends methods and processes to monitor and evaluate community development interventions in the CD-CAAM model.

Reference information 3: Implementation Mechanism of CD-CAAM Pilot Project

The pilot phase of the CD-CAAM was implemented by the Project Team consisting of the BDA as well as the JICA experts and their national staff members. The BDA, under the Executive Director, assigned the following project personnel for implementing the CD-CAAM.

POSITION		MAJOR FUNCTION
Central Management Office (CMO)		
1	Program Management Officer	<ul style="list-style-type: none"> • Support the Executive Director in overall project planning and management; • Establish and ensure effective and efficient communication within the BDA, i.e. CMO and related RMOs on project implementation; • Establish close communication and coordination with JICA experts; • Provide guidance to RMOs in a timely manner; • Coordinate with stakeholders such as MLGUs and resource organizations; and • Conduct supportive monitoring visits to the project sites.
2	Infrastructure Engineer	<ul style="list-style-type: none"> • Provide technical inputs to social preparation; • Review and issue recommendations on the detailed engineering designs, plans and specifications; • Help plan and supervise the construction in the infrastructure project; and • Conduct monitoring on the progress during the implementation to ensure compliance with technical specifications, environment and social safeguards.

18. Annex 'A' of the Government Procurement Policy Board (GPPB) Resolution No. 018-2006, dated December 6, 2006.

Vegetable Production and Marketing

Activity	Month 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A Trainings/Workshops/ Study Tour															
1 Facilitators exposure to vegetable production site	■														
2 Training on basics of vegetable production		■													
3 Companion Plants Training			■												
4 Compost Making Training				■											
5 Natural Farming Technology System Training					■										
6 Pest and Disease Management Training						■									
7 Farm Management Training							■								
8 Marketing Training (1st Phase Financial Literacy)								■							
9 Marketing Training (2nd Phase: Direct Selling)									■						
10 Beneficiaries study tour to vegetable production site										■					
11 Post harvest operation training															■
12 Training on Home-Seed Production Technology															
B Production and Marketing															
1 Establishment of demonstration farm		■	■												
2 Land preparation activities		■	■												
3 Establishment of vermi-composting facility				■											
4 First Cycle crops: Sowing/Transplanting				■	■										
5 Harvesting, Post-harvest and selling of first cycle crops						■	■	■	■	■	■	■	■	■	■
6 Second Cycle Crops: Land Preparation/Sowing/Transplanting [SM]											■	■	■	■	■
7 Harvesting, Post-harvest and selling of Second cycle crops [SM]															
8 Installation of Drip Irrigation															
9 Construction of Rain Protection Shelter															
10 Farm Management															
11 Establishment of Grading and Storage facility of products															
C Evaluation/Completion															
1 Endline Survey															

Tilapia Culture, Processing and Marketing

Activity	Month 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
A Implementation of Pilot Projects																
1 Fish pond preparation			■	■												
2 Fish culture/pond management					■	■	■	■	■	■	■	■	■	■	■	■
3 Development of home-made feeds made from locally available ingredients																
4 Monitor fish culture activities of local communities (on-site guidance)																
5 Preparations for fish processing																
6 Production of processed fish products from harvested tilapia fish																
7 Provision of advice on packaging and quality control of processed products																
8 Establishment of fish stall at local market or direct sale stand																
9 Trial marketing of fresh and processed fish at local market																
10 Monitor fish processing and marketing activities of local communities																
B Trainings/Workshops/Study Tours																
1 Training on Tilapia Culture (Pond and Cage)		■	■													
2 Training on Fish Processing				■												
3 Follow-through activity on technical and management issues of fish culture					■											
4 Follow-through activity on technical and management issues on fish processing and marketing																
5 Study tour to areas with successful cases of fish culture																
6 Study tour to areas with successful cases of fish processing and marketing																
C Evaluation/Completion																
1 Evaluation workshop with local communities																
2 Conduct of interviews with BDA counterparts																

Road Rehabilitation and Maintenance

Activity	Month 1	2	3	4	5	6	7	8	9	10	11	12	13	14
A Preparatory Works														
1 Conduct of "Walk Thru" Survey for Road Maintenance pilot projects & preparation of Det. Eng'g Documents			■	■										
2 Conduct of Topo Survey, Design, and Estimates for Road Rehabilitation PP					■	■								
3 Review of Detailed Engineering Plans and POW for Pilot Road Maintenance and Rehabilitation														
4 Procurement of Handtools and light equipment														
5 Preparation of TOR & tender documents, briefing, bidding, & awarding to contractor for pilot roads														
6 Organization of Workforce & "Pakyaw" contracting for Pilot Road Maintenance & Rehabilitation														
B Pilot Projects Implementation														
1 Pre-Construction Conference and Mobilization														
2 Construction, supervision, reporting, monitoring, and completion														
C Trainings and Workshops														
1 Stage 1 LBT Technical Training on Road Rehabilitation and Maintenance				■										
2 Workshop on Pilot Road Implementation Modality					■									
3 Stage 2 LBT Training of Trainers (TOT)						■								
4 Orientation - Workshop on Pilot Project Implementation Plan, Modality, and Guideline							■							
5 Stage 3 LBT Community Orientation & Demonstration														
6 Conduct of VTT and Leadership Training (schedule under BDA's control)														
7 Training Workshop on Pilot Road Sustainability Mechanism														
8 Trainings in construction supervision, reporting, monitoring and periodic coaching (Do-Not) by expert														

Indicative budget for particular projects

Project cost differs according to the location of project sites. Nonetheless, detailed indicative budgets for three community development projects are provided in the tables below.

Vegetable Production and Marketing¹⁹

	Items	Unit Price (Php)	Units	Total Price (Php)	Remarks
1. Equipment					
1	Powertiller/land tractor	200,000	1 unit	200,000	For land preparation (tillage & weeding)
2	Drip Irrigation	50,000	1 unit	50,000	For irrigation of production area
3	Water pump	15,000	1 unit	15,000	For additional water supply of demo farm
4	Shredder Machine	120,000	1 unit	120,000	For shredding and chopping substrates for vermiecompost
				385,000	
2. Tools					
1	Bush knife (Short)	200	2 pcs	400	To be used for cutting & clearing bushes & overgrown areas
2	Bush knife (Long)	200	2 pcs	400	To be used for cutting & clearing bushes & overgrown areas
3	Handheld Cultivator (Guna)	100	4 pcs	400	For surface upkeep of the soil after plowing and tilling & weed control
4	Pick mattock (Piko)	350	4 pcs	1,400	For heavy duty digging during land prep and setting up of demo farm facilities
5	Shovel (spade)	350	4 pcs	1,400	For land preparation, digging and
6	Shovel (plain)	200	4 pcs	800	For plot shaping, digging a footing, Levelling a yard.
7	Hole Digger	600	2 pcs	1,200	digging holes to put up bamboo poles for fencing
8	Garden Rake	200	2 pcs	400	
9	Knapsack sprayer	2,500	4 pcs	10,000	Capacity: 16 Liters
10	Adjustable Hacksaw	200	1 pcs	200	
11	Pruning Shears	250	9 pcs	2,250	For pruning and harvesting
				18,850	
3. Supplies					
Supplies for production					
1	Megaphone	2,500	1 unit	2,500	For field lecture and application use in the field
2	Seedling Tray	100	40 pcs	4,000	Capacity: 100 holes
3	Plastic twine	100	2 rolls	200	For plotting and landmarking
4	Sprinkler	200	6 pcs	1,200	for watering soil with organic liquid fertilizer
5	Jerry can	250	1 pc	250	Container for gasoline
6	Plastic Canvass	50	10 meters	500	For covering power tiller
7	Nylon rope	10	10 meters	100	For tying plastic canvass covering the power tiller
8	Hacksaw blade	200	1 pc	200	Reserved blades for saw
9	PVC Pipe	500	1 length	500	3" x 3M series 1000
10	Carburundum	150	1 pc	150	For sharpening tools
11	Record Book	100	22 pcs	2,200	for demo farm and individual farm production record
12	Discharge hose	5,000	1 roll	5,000	used for water pump
13	Suction hose	100	10 meters	1,000	used for water pump
14	Plastic Drums	1,500	5 pcs	7,500	For water container from pumped water
15	Gloves	100	20 pairs	2,000	For harvesting gear
16	Plastic crate	350	40 pcs	14,000	for harvesting vegetables
17	Weighing scale	1,000	1 pc	1,000	10 kg capacity
18	Weighing scale	3,000	1 pc	3,000	60 kg capacity
19	Cash box	1,000	1 pc	1,000	for sales income safe keeping
20	Calculator	350	1 pc	350	for computation during sales
				42,300	
Supplies for nursery house					
1	Assorted Nails	100	3 kls	300	for construction of nursery house
2	Bamboo poles	150	26 poles	3,900	For columns and trusses
3	Black Net	3,000	3 roll	9,000	For nursery house's roof and wall.
4	Plastic canvass (trapal)	100	40 meters	4,000	To cover seed bed
				17,200	
Supplies for vermie facility					
1	Shingles (roof made of Nipa)	10	300 pcs	3,000	Thatch roofing material for vermie bed
2	Bamboo poles	150	30 poles	4,500	For vermie bed sidings, vermie house columns and trusses
3	Assorted Nails	100	3 kls	300	
4	Plastic canvass (trapal)	100	20 meters	2,000	Support to bamboo as bed sidings
5	Vermie tea brewer	1,000	2 pcs	2,000	For production of vermie tea as fertilizer
6	Plain Sheet	200	3 pcs	600	Ridge roll
7	Flat nail	150	0.5 kl	75	
8	Chalk board	200	1 pc	200	For recording and monitoring on site
				12,675	
Supplies for fencing					
1	Bamboo Poles	150	40 poles	6,000	For columns/posts
2	Cyclone wire	1,000	23 rolls	23,000	Fencing the production area to protect crops against stray animals
3	U-nail	100	5 kls	500	Nails specific for cyclone wires
				29,500	
Supplies for temporary sorting area					
1	Cocunut Column	2,000	6 pcs	12,000	
2	Cement	300	12 bags	3,600	For building's column
3	Sand	350	6 cu.m.	2,100	
4	Gravel	450	12 cu.m.	5,400	
5	Nipa Shingles	10	1500 pcs	15,000	For roofing
6	Net	3,000	2 rolls	6,000	
7	Good lumber (liston) 1"x1.5"x10'	200	26 bundles	5,200	For frames and purlins
8	Coco lumber (2"x2"x10")	50	135 bd.ft.	6,750	
9	Nails (Assorted)	150	10 kls	1,500	
10	Bamboo (sliced)	100	10 bundles	1,000	For sorting table
11	Good lumber (2x2x10)	50	30 pcs	1,500	
12	Chalk board	3,000	1 pc	3,000	For production and sales monitoring in the demo farm
				63,050	

19. For an area of 1,000 m² in a demonstration farm

Community Development Guidelines

Chapter 2

Supplies for water source of production area					
1	Portland Cement	300	4 bags	1,200	
2	Mixed Sand	350	3 cu.m	1,050	used to make concrete flatform of the hand pump
3	CHB	50	25 pcs	1,250	
4	Tie wire #16	100	1 kg	100	
5	10mmx6 RSB	200	4 liters	800	
6	Jetmatic Pump (Dragon)	5,500	1 set	5,500	Hand pump
7	GI Pipe (1 1/4)	1,500	2 liter	3,000	pipng for getting ground water
8	GI Coupling (1 1/4)	150	1 pc	150	
9	Taflon tape 3/4"	25	1 roll	25	
10	Solvent cement 100cc	50	1 can	50	
11	CWN 2"	100	1 kg	100	
				13,225	
Supplies for rain shelter					
1	Plastic Vinyl	10,000	1 roll	10,000	2.5m x 100m x 150 micron
2	Plastic Vinyl	15,000	2 rolls	30,000	5m x 100m x 150 micron
3	Plastic Vinyl	30,000	1 roll	30,000	10m x 100m x 150 micron
4	Aluminum Ladders	2,500	2 pcs	5,000	
5	Bamboo Poles	200	330 poles	66,000	used for frames and poles of the shelter
6	Cable Ties	50	8 pcs	400	
7	GI Tie Wire	100	2 kl	200	used for tying and support of the bamboos and plastic film against rain and strong winds
8	Duct Tape	200	22 pcs	4,400	
9	Plastic Strap	100	25 rolls	2,500	
				148,500	
Supplies for cooperative facilities					
1	GI Sheet	500	20 pcs	10,000	For roofing
2	Hardiflex Plywoods	500	11 pcs	5,500	For walls
3	Lumber 1x8x11	200	20 pcs	4,000	For frames and purlins
4	Lumber 2x3x11	250	25 pcs	6,250	
5	Lumber 2x2x10	200	20 pcs	4,000	
6	Nail 4"	100	1 kl	100	
7	Nail 3"	100	1 kl	100	
8	Nail 2"	100	1 kl	100	
				30,050	
4. Agricultural inputs					
1	African Night Crawler	500	10 kg	5,000	For vermie culture production
2	"Lamas": (Onion, ginger, garlic)	50	3 kg each	150	Ingredients for natural fertilizer
3	Milk	400	3 kl	1,200	
4	Brown Sugar	50	32 kl	1,600	Ingredients for natural fertilizer
5	Eggplant seeds	50	5 sachet	250	Used during training for demonstration
6	Tomato Seeds	50	5 sachet	250	Used during training for demonstration
7	Bell Pepper Seeds	50	5 sachet	250	Used during training for demonstration
8	Onion seeds	50	5 sachet	250	Used during training for demonstration
9	Eggplant seeds	1,000	8 cans	8,000	25 gms. seeds in a can
10	Tomato Seeds	1,500	8 cans	12,000	25 gms. seeds in a can
11	Bell Pepper Seeds	1,000	8 cans	8,000	25 gms. seeds in a can
12	Onion seeds	300	10 packs	3,000	100 gms seeds per pack
13	Cauliflower seeds	600	2 cans	1,200	25 gms seeds in a can
14	Herbicide	350	1 box	350	Powder (10 packs in a box)
15	Herbicide	400	4 liters	1,600	liquid
16	Pesticide	350	1 liters	350	For pest/insect and diseases management in the production area
17	Insecticide	600	6 liters	3,600	For pest/insect and diseases management in the production area
18	Fungicide	350	8 kilos	2,800	Granules
19	Fungicide	600	6 liters	3,600	liquid
20	Foliar Fertilizer	200	8 kilos	1,600	
21	Nematocide	900	2 bags	1,800	Granules
22	Bactericide	1,500	10 liters	15,000	1 bottle of 500ml.
23	16-20	1,200	5 bags	6,000	50 kilos per bag
24	Urea	1,000	5 bags	5,000	50 kilos per bag
25	0-0-60	1,200	5 bags	6,000	50 kilos per bag
26	Mulching Film	2,000	10 rolls	20,000	1 roll (400 m.)
27	Banana Tie back	100	15 kls	1,500	used as ties for trellises
28	Wire screen	250	1 meter	250	use for sieving vermie cast during harvesting
29	Vermie Cast	350	105 sacks	36,750	Organic application for basal
30	Bamboo Poles	150	100 poles	15,000	For construction of trellis for tomatoes, bell pepper and eggplant
				162,350	
	Grand Total			922,700	

Tilapia Culture, Processing, and Marketing²⁰

	Items	Unit Price (Php)	Units	Total Price (Php)	Remarks
1. Instruments					
1	Dissolve Oxygen (DO) Meter	15,000	1 pc	15,000	
2	pH Meter	15,000	1 pc	15,000	
3	USB Microscope	15,000	1 pc	15,000	
4	Thermometer	100	1 pc	100	
5	Measuring tape	550	1 pc	550	
6	Measuring tape	1,200	1 pc	1,200	
7	Tool box	350	1 pc	350	
8	Water pump	15,000	1 pc	15,000	
9	Corrugated suction hose	5,500	6 ft	33,000	
10	Discharge hose	5,500	1 roll	5,500	
11	Discharge hose	100	4 m	400	
12	Foot valve	100	1 pc	100	
13	Fish Sun Dryer	2,000	1 unit	2,000	For drying of processed boneless tilapia 'tilanggit' for Sultan Mastura
14	Fish Holding Tank	4,000	1 set	4,000	
15	Processing Equipment and Utensils	15,000	1 set	15,000	Vacuum packer, plastic sealer, plastic cellophane, measuring cups, kitchen scissors and others
				122,200	
2. Tools					
1	Scoop Net	5,000	2 pc	10,000	For sampling and harvesting of tilapia
2	Weighing scale	300	2 pc	600	For weighing smaller size fish sample
3	Weighing scale	1,000	2 pc	2,000	For weighing bigger size fish sample
4	Fine mesh net	50	80 m	4,000	For nursery rearing of fingerlings size tilapia
5	Polyethylene Net	50	20 m	1,000	Seine net for harvesting
6	CC Net	50	47 m	2,350	For holding breeder holding cage
7	Pamo twine	50	3 roll	150	Sewing thread
8	Polyethylene Rope	450	1 roll	450	For net cage lining
9	B-Net black	100	10 m	1,000	Seine net for harvesting
10	B-Net black	100	10 m	1,000	Seine net for harvesting
11	B-Net black single	100	15 m	1,500	Seine net for harvesting
12	B-Net	4,500	1 roll	4,500	
14	Plastic Basin	350	4 pc	1,400	
15	Styro box	300	4 pc	1,200	For fish storage during harvest
16	Styro box (ice box)	400	6 pc	2,400	For fish storage during harvest
17	GI wire	100	1 roll	100	Scoop net frame
18	Cast nets	1,000	2 set	2,000	
19	Packaging tape	50	6 pc	300	Transport and packaging of fingerlings
20	Poly bag	50	10 pc	500	Transport and packaging of fingerlings
21	Bush knife (Bolo Balingkong)	250	5 pc	1,250	For cutting grasses/ clearing of the pond premises
22	Bush Knife (Bolo long)	250	3 pc	750	
23	Bolo short	200	3 pc	600	
24	Bush Knife (Bolo long)	300	5 pc	1,500	
25	Tagad-Long	1,000	1 pc	1,000	Device for manual soil excavation and dike making
26	Tagad-Long	500	1 pc	500	Device for manual soil excavation and dike making
27	Spade	350	6 pc	2,100	Digging/ removing earth/ spreading the soil
28	Shovel	350	5 pc	1,750	
29	Wheel barrow	2,000	2 pc	4,000	Transport fingerlings, feeds and other heavy things
30	Hacksaw	300	3 pc	899	Cutting of pipes and others.
31	Rake	400	4 pc	1,600	Removing debris in the pond area
32	Rake	300	2 pc	600	
33	Hamburg	100	2 pc	200	
34	Sayap	15	25 pc	375	
35	Pick mattock with handle	450	1 pc	450	
36	Flashlight 555	500	1 pc	500	
37	Flashlight 545	350	1 pc	350	
38	Torch lamp	400	1 pc	400	
39	Torch lamp	600	1 pc	600	
				55,874	

 20. Fish pond: number 2-3, size 45-560 m²; fish cage: 77-128 ³

Road Rehabilitation and Maintenance²¹

Items	Unit Price (Php)	Units	Total Price (Php)	Remarks
1. Sub-contract				
1 Cadayonan-Bubong Radapan Pilot Road Rehabilitation	3,700,000	1 set	3,700,000	Ditching, Embankment, Clearing & Grubbing, RCPCs
2 Banco-Batal Pilot Road Maintenance Package 1	3,500,000	1 set	3,500,000	1 unit Box Culvert and RCPCs
3 Banco-Batal Pilot Road Maintenance Package 2	3,700,000	1 set	3,700,000	Vegetation Control, Patching of Potholes
4 Local consultant	200,000	1 set	200,000	Topographic survey, design
			11,100,000	
2. Light Equipment				
1 Walk-behind Double Drum Vibratory Roller	730,000	1 set	730,000	
			1,460,000	
3. Instruments				
1 LBT FlipChart Sets	20,000	6 sets	117,996	Stages 2 and 3 training
2 50 m long measuring tape	700	5 pcs	3,400	Stanley linen tape
3 5m long measuring tape	250	5 pcs	1,100	Stanley Tylon tape
4 Spirit Hand Level	600	4	2,400	40cm long with horizontal and vertical bubble tubes
5 Line Level	250	4	1,000	8 - 12cm long with hooks and horizontal center bubble tube
6 Ranging Rods	6,000	12	72,000	2.5cm diameter x 2.0m long of metal or plastic material with pointed metal end and painted with red and white at 50cm interval with black marking at 1.0m points
7 Plumb Bob with string	1,000	4	4,000	stainless bob with durable string
8 Boning Plate	1,250	6	7,500	10cm wide x 80cm long Ga. 18 G.I. Sheet with adjustable clamps to fit the ranging rod painted with bright red
9 Transparent Plastic Hose	300	5	1,500	1/4" diameter x 15m long heavy duty transparent plastic hose
10 Balls of Twine	55	10	550	100m length durable plastic straw
11 Balls of Strings	1,000	4	4,000	100m length durable cotton string
12 Fishing Line	400	4	1,600	100m x 50lb mono nylon string
13 Camber board	350	16	5,600	10cm x 34cm x 3.0m long trapezoidal board with trimmings
14 Ditch base template	350	16	5,600	40cm wide x 60cm high rectangular board with trimmings
15 Ditch slope template	350	16	5,600	40cm (bottom width) x 60cm high x 100cm (top width) trapezoidal board with trimmings
16 Chainage pegs	350	10	3,500	2" x 3" x 70cm long S4S hardwood (Mahogany) painted with white
			237,346	
4. Hand Tools				
1 Wheelbarrow	4,500	25	112,500	Heavy Duty standard size with rubber wheels
2 Sledge Hammer	1,500	8	12,000	Medium size with sturdy handle
3 Pickmattock	1,000	43	43,000	Standard size with sturdy handle
4 Pipe bar	1,500	43	64,500	2" riangul x 1.50m G.I. pipe handle with 3/8" x 3" pointed flat bar end
5 Crowbar	1,000	8	8,000	Standard size
6 Steel Chisel	1,000	6	6,000	1.5" diameter x 10" round hard steel with pointed end
7 Hand Saw	1,000	2	2,000	Standard size
8 Axe	1,000	4	4,000	Standard size with sturdy handle
9 Shovel	1,000	28	28,000	Standard size with sturdy handle
10 Hoe	1,000	16	16,000	Standard size with sturdy handle
11 Rakes	2,000	32	64,000	Ga. #16 x 40cm Hot Rolled Sheet (saw-toothed) with long sturdy handle
12 Hand Tamper	3,000	36	108,000	1/2" x 30cm x 30cm steel plate with 2" diameter x 1.50m G.I. pipe handle
13 Bolo	500	54	27,000	Standard with sturdy handle
14 Tagad	1,000	8	8,000	Standard with sturdy handle
15 Grass Cutter (long/short)	550	25	13,750	Standard with sturdy handle
16 Mason's Tools	200	4	800	Set of concrete trowel and pallete
17 Sharpening tools	100	8	800	Set of carborundum and riangular files
18 Buckets	150	24	3,600	Regular size of heavy duty galvanized iron
19 Watering cans	600	30	18,000	Regular size of heavy duty galvanized iron
			539,950	
5. Supplies				
1 Working Gloves	100	268	26,800	For protection
2 Gum Boots	300	273	81,900	For protection
3 Long Sleeved T-Shirts	400	200	80,000	For protection
			188,700	
Grand Total			13,525,996	

21. Road Rehabilitation: a total length of 1.12km; Road Maintenance: a total length of 1.52 km

3	Planning, Monitoring, and Evaluation Officer	<ul style="list-style-type: none"> • Support the Program Management Officer in overall project planning and management; • Conduct monitoring on the progress during the implementation to ensure compliance with technical specifications, environment and social safeguards; • Help identify and analyze lessons, issues and challenges in community development; and • Provide inputs in evaluation of the Project.
4	Information, Communication, and Learning Officer	<ul style="list-style-type: none"> • Document minutes of meetings, workshops and others; • Help develop Community Development Guidelines; • Establish networks with the media; and • Help present documented project outputs and other project information in different formats including the BDA website.



and submission of all necessary documents receipts, working records, and any other special documents as required by JICA and the uses that occur at CMO and RMOs; logistics of the CMO and RMOs of the BDA; and administrative support in the CD-plementation and operations; and in clerical work.

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ing and management of CD-CAAM program at the RMO level in consultation with CMO; s with LGUs and other development players

[Figure 22: Monitoring of CD-CAAM Model]

1	Regional Manager	<ul style="list-style-type: none"> • Participate in monitoring or visits to target municipalities and barangays; • Review performance commitments of regional staff and undertake periodic performance reviews; and • Recommend improvements to CMO on project policies, standards and processes to enhance the BDA management and implementation capacities.
2	Regional Coordinator	<ul style="list-style-type: none"> • Support the Regional Manager in project planning and management at the regional level; • Coordinate with LGU and other relevant stakeholders at the field level; • Review project management and implementation processes to improve project operations at the RMO level; • Coordinate with the CMO and other institutional partners; and • Conduct monitoring at pilot project sites.
3	Community Organizer Supervisor	<ul style="list-style-type: none"> • Supervise Community Organizers for pilot project implementation; • Provide guidance and instructions to community organizers in putting together and strengthening groups of community people; and • Submit reports for the status of pilot projects to the RMO.

4	Regional Project Operation Officer (Road)	<ul style="list-style-type: none"> • Help plan the infrastructure project; • Work and coordinate with the Municipal Engineer and other relevant MLGU officials, contractors, JICA experts and other stakeholders on the infrastructure project; • Identify and analyze lessons, issues, and challenges on the infrastructure project; • Provide technical support to the infrastructure project; and • Conduct monitoring and supervision on the infrastructure project.
5	Regional Project Operation Officer (Agriculture and Fisheries)	<ul style="list-style-type: none"> • Help plan the income-generation project; • Work and coordinate with relevant MLGU officials such as the Municipal Agriculture Officer, contractors, JICA experts and other stakeholders on the infrastructure project; • Identify and analyze lessons, issues, and challenges on the income-generation project; • Provide technical support to the income-generation project; and • Conduct monitoring and supervision on the income-generation project.

Who will carry out monitoring?



Monitoring by the expert

Various players can conduct the monitoring phase, each focusing on different but mutually supplementary objectives. As Figure 22 illustrates, the implementer, the LGU, and technical partners and/or experts on particular technologies primarily monitor the CD-CAAM.

Given the usually limited human resources within the LGU, an implementing organization may sometimes need to take a leading role in monitoring projects in the field. Thus, when coordinating the LGU and communities or

beneficiaries at the field level, an implementer may need to assign responsibility to field coordinators for monitoring logistical and managerial aspects of project implementation²². Field coordinators must closely communicate with beneficiaries at project sites regarding the issues and challenges they face on the ground. These must be immediately relayed to other major stakeholders such as the LGU, implementer, and resource organizations or experts so that necessary action can be taken.

In addition, while technical partners and/or experts must regularly visit projects sites to provide technical instruction and training, to ensure effective technology transfer, implementers may need to assign sector-specific coordinators with basic knowledge and skills regarding project content to conduct frequent technical monitoring or to supervise beneficiaries. This is necessary because technical personnel such as the MAO and ME of the LGU may be unable to visit the site²³ frequently.



Checking the proper application of technology

²² In the pilot phase of the CD-CAAM, the BDA assigned two Community Organizers to each target municipality to coordinate daily with LGUs and communities.

²³ In the pilot phase of the CD-CAAM, the BDA assigned a Regional Project Operation Officer for each sector, i.e., agriculture, fisheries, and infrastructure. The officers were selected based on their experience and qualifications on the relevant sector.

Community people as a beneficiary of the project are also an integral partner of effective monitoring. For example, data collection is another important component of monitoring; thus, sound recordkeeping is essential.



Keeping the sales record

In the CD-CAAM model, skills related to keeping records of important data such as product sales, income and expenditure, and production progress such as fish growth, are continuously promoted among beneficiaries. Recordkeeping increases monitoring effectiveness and strengthens beneficiaries' capabilities to make informed decisions.



Recording the fish growth

[Table 15: Roles and responsibilities of the partners (monitoring and evaluation)]

Development implementer
<ol style="list-style-type: none"> 1. To carry out regular field monitoring to collect data and information on the progress of the projects 2. To provide written and verbal reporting of progress and results of activities to the LGU on regular basis 3. To carry out periodical assessment on the progress toward objectives, impact and goals of the projects with the LGU
Local Government Unit (LGU)
<ol style="list-style-type: none"> 1. To carry out regular field monitoring to identify issues and challenges, and solve disputes/conflict that may arise 2. To carry out periodical assessment on the progress toward objectives, impact and goals of the projects with the development implementer
Technical partners/experts
<ol style="list-style-type: none"> 1. To ensure the quality of technology transfer through periodical field monitoring 2. To identify training needs of the beneficiaries 3. To provide technical inputs on periodical assessment on the progress of technology transfer
Beneficiaries
<ol style="list-style-type: none"> 1. To keep the record on activities, production, sales, and others

How can we act?

Through monitoring, various challenges and problems can be identified including heavy rain, floods, pests and diseases, low or over-production, marketing or selling failure, and disputes or conflict among beneficiaries. Implementers and partners apply their judgment in solving these problems or mitigating further risks.

A strong partnership between the implementer, LGU, and technical resource organizations or experts, as well as rigorous monitoring practices under the CD-CAAM model, enhances quick and relevant responses to these challenges.



Installing a rain shelter



Attack by army worm

For example, technical issues such as pests and diseases should be included in the scope of responsibilities of technical partners or experts. In vegetable production, if production failure or certain diseases can be attributed to heavy rains, technical partners may suggest installing a rain shelter. If a flash flood caused by a heavy storm damages fish pond dikes, beneficiaries and the implementer's field coordinators may need to monitor the situation and coordinate with the LGU to take measures to respond to the situation.

Particularly, when issues become serious disputes or conflicts in communities, the background to and causes of these conflicts must be carefully assessed and the necessary action taken to prevent exacerbation. Local dynamics can be complex for outsiders; thus, the LGU and community leaders' initiatives must be encouraged.

Meanwhile, implementers and technical partners can contribute to conflict resolution or prevention through managerial and/or technical inputs. From a conflict sensitive perspective, formulation of local conflict resolution can help ensure the "do no harm" and "do maximum good" ethos. (Please see no. 2 of appendix 1 for a case in which a grievance committee facilitated the solving of issues that could potentially have led to serious conflict in the community during roadwork.)



Flood damaged the fish pond

Summary of Chapter 3

This chapter described the final "Check" and "Act" stages of the PDCA cycle. As mentioned, the joint effort of continuous formative assessment among development partners is a strength of the CD-CAAM model. Furthermore, strengthening community resilience and contributing to a peaceful and productive Bangsamoro are the ultimate objectives of the CD-CAAM model. A general definition is that a resilient community has the sustained ability to utilize available resources to respond to, withstand, and recover from adverse situations. Enhanced self-reliance and social cohesion within Bangsamoro communities through the CD-CAAM model of community development will strengthen individual and collective resilience and readiness for hardship.

Meanwhile, community resilience must be nurtured through careful and comprehensive support from development partners such as development organizations, the LGU, and a network of technical organizations and experts. To summarize, if appropriately replicated on a larger scale, the CD-CAAM model of community development has the potential to contribute greatly to a peaceful and productive Bangsamoro through nurturing community resilience.

Six Pillars of the CD-CAAM model: Cases in the field

Appendix 1 aims to describe several specific cases that took place during the implementation of CD-CAAM pilot projects, and lessons-learned identified from those cases formulated a basis for the major characteristics of the CD-CAAM model of community development the Guidelines suggests.

1. Development needs and potentials



Collecting information from the community people

To reconcile development needs and potentials in a balanced manner, the development planners need to have intimate knowledge of the community where the interventions are intended to be delivered. The best sources of such information are the Local Government Unit (LGU) and the communities themselves. In CD-CAAM, as part of social preparation, community profiling and technical survey teams worked closely with the municipal and barangay LGU and representatives of communities within the target municipalities of the pilot project. The

community profiling mainly aimed to examine general development needs and potential within the municipality, and information obtained from the community profiling were summarized in a summary table and a resource map. It was found that a resource map can be a very helpful tool to know the communities as it entails sketching of road network and bridges, water resources, infrastructure such as schools, clinic, markets, agriculture facilities such as dryers, and development projects. The visualized image of the community resources in the map can be one of the good tools for planning of development projects, as it provided the team with a vantage point, from which general development needs and potential can be grasped. The technical survey aimed to further examine specific needs and potential in the particular development sectors to prioritize the general needs and potentials identified through community profiling within the target municipalities.

However, in reality, weighing the development needs and the development potentials was found to be quite challenging, particularly when consensus needed to be reached among stakeholders on project contents and sites. Participatory SWOT analysis adopted for selection of content of agriculture pilot project may have been one of the successful cases for balancing development needs and potentials in CD-CAAM. In contrast, in the cases of determining project content and target sites for road rehabilitation and fisheries, major partners seemed to have somewhat different perspectives, which sometimes become a heated argument among partners. Eventually, different ideas on proper site for Tilapia culture among stakeholders were reconciled through technical



Carrying out a technical survey

Appendix 1: Six Pillars of the CD-CAAM Model

investigation (plankton survey and analysis) carried out by the Mindanao State University, Naawan, whereas field validation by partners as well as the third party investigation by local consultants were carried out to reach 'evidence-based' consensus for the scope of road rehabilitation. In fact, technical and socio-political factors are often entangled in community development management, and strategic and participatory decision making process may be further enhanced to ensure balance between needs and potentials as the cases of CD-CAAM illustrated.

2. Partnership with LGU

In CD-CAAM, establishment of strong partnership with the LGU was one of the most critical tasks to ensure successful implementation of the pilot projects. Aside from the local chief executive and other development related officials such as the Municipal Agricultural Officer (MAO), the Municipal Planning and Development Coordinator (MPDC), and the Municipal Engineer (ME), all of whom were the major counterpart in the municipality in implementation of CD-CAAM, other LGU officials also played substantial roles in community development. For example, barangay captain made substantially



Updating the LGU officials about the progress of pilot projects

contribution to the pilot projects, particularly in terms of community mobilization and sustainability. When the BDA and the LGU team started their survey for the road rehabilitation, an elder woman came out from her house with a large knife, and threaten the team to stop the project around her land. To respond to such issues, so-called grievance committee was established with the barangay captain, council of elders, and the barangay councilors. With the creation of the committee, the concerns raised by the community residents were properly resolved, which helped smooth implementation of the road rehabilitation project in the barangay.



Fisheries study visit

Study tours organized for fisheries pilot project in CD-CAAM have also identified a possibility for further proactive involvement of LGU in community development. Through the study visit to Panabo, the beneficiaries and LGU staffs learned that there was an emerging win-win relationship between the LGU and private investors for the promoting of fisheries. The LGU of Panabo has enacted an ordinance to protect natural resources and provide security for private fisheries activities, whereas it is legally able to impose taxes on the private activities. Based on learning from such cases, the target municipalities of CD-CAAM have started drafting similar LGU code to promote fisheries and attract private sectors to the municipalities.

Appendix 1: Six Pillars of the CD-CAAM Model

3. Inclusiveness



Ms. Mangulamas demonstrating fish processing to other group members

Inclusiveness is one of the most important guiding principles of any interventions particularly in conflict-affected areas, which was clearly illustrated in the CD-CAAM. Groups formed for respective pilot projects included members with diverse background in terms of religion, gender, political affiliation and so on. In particular, women played an important role not only in works such as the production and marketing but also in the planning, coordination, and decision making. A testimony of women's contribution is the case of Ms. Aida Mangulamas, a member of fisheries group in Sultan Mastura. Ms. Aida

used to study fisheries at the Mindanao State University (MSU) Naawan campus, but had to give up her study due to the war and financial constraints. When she attended the CD-CAAM training on fish processing which was held in the MSU Naawan, she shared her experience with the professors who lectured at the training. The professor helped her process her remaining requirements, and finally she was able to obtain her bachelor degree on fisheries. Now, she is considered as one of the most knowledgeable resource on fish processing among the group members, and disseminates new processing technologies among her group members and other people in her community.

Through ensuring inclusiveness, CD-CAAM has also contributed to bridging among different socio-cultural and political groups. For example, Christians and Muslims work together hand in hand in the agriculture pilot project in Matungao, and the group eventually became a registered PO. One of the members testified that they realized that they have the same values of hard work, love, trust, honesty, respect, cooperation, and so on. The beneficiaries have become very close, and when one of the beneficiaries was enthroned as the 'Kabugatan', a Muslim crown prince, every one of the group were invited to celebrate it, which was not very common practice in the area before. As the armed conflicts often fragmented different groups, these success stories, although at small scale, prove that community development projects have a potential to contribute to strengthen social cohesion at grass-root level.

4. Comprehensive management

One of the strengths of income-generation projects in CD-CAAM was that they addressed not only to production, but also to marketing and selling of the products, which are often neglected areas in other income-generation projects.

A market survey, facilitated by BDA and MLGU, was carried out during technical survey of social preparation 1 to assess general situations of potential markets, and market survey specifically for products were also carried out during the production period to determine the markets and the prices of products and so on.



A beneficiary signs the delivery receipt in the shopping mall warehouse

Appendix 1: Six Pillars of the CD-CAAM Model



Tilanggit

As a result, agriculture group of Sultan Mastura has gained access to the markets such as the mega market in Cotabato city, whereas the group in Matungao delivered its products at the shopping mall in Iligan city and other markets. The groups are on the constant lookout for marketing opportunities.

To be able to better market the products produced by the pilot project sites, the beneficiaries continuously think of ways to innovate and to add more value to the

products. For the fishery pilot project, the processing of the tilapia into dried fish or tilanggit was one way of adding value. The tilanggit commands a higher price in the market according to the market survey they conduct earlier. In addition, beneficiaries also noticed added value of a new species of tilapia, so-called red tilapia, which was believed to taste better and be sold at a higher market price, and they have started raising it in a separate fish cage.

CD-CAAM pilot project also pay careful attention to sustainability of the interventions. For example, one of the activities introduced to the beneficiaries in the fishery sector was the formulation of organic feeds. Expenses on feeds normally comprises 50-60% of the production costs of fish. By making feeds from indigenous materials available in the locality such as ipil-ipil, and malunggay leaves, expenses for the feeds can be cut down to only 10% of production cost. In addition, they also started tilapia seed production so that they would not need to purchase fingerlings from hatcheries located far from their municipality, and moreover, they would be able to sell the fingerlings to others in the communities as an additional income source.

Similarly, the use of organic fertilizer such as worm cast and worm tea for land introduced through agriculture pilot project would greatly contribute to lower the cost of production inputs such as chemical fertilizers and pesticides. In addition, seed production technology was also introduced through pilot project, which would contribute to enhance self-sufficiency of farmers as they do not need to depend entirely on buying seeds from agricultural supply shops.

5. Mobilization of local resources

Mobilization and utilization of locally available resources (either technical, material or human resources) is another distinct characteristics of CD-CAAM. By ensuring relevancy of interventions to the local contexts, community development activities introduced through CD-CAAM were relatively easily replicated by community people by themselves.

The agriculture beneficiaries of Sultan Mastura, appreciating the technologies learned, immediately applied their learnings at their own home farms. By applying the new technologies, they more or less succeeded in producing vegetables with better qualities and quantities than the ones they produced



One of the farmer beneficiaries showing his own production farm applying what he learned from the trainings in CD-CAAM

Appendix 1: Six Pillars of the CD-CAAM Model

before. Some of the fishery beneficiaries from Sultan Mastura have also established their own fish pond and have built their own fish cages in Lake Tareken. Similarly, LBT approach was also immediately used for the community road. The barangay Cadayonan of Matungao is hilly area, and water source is at the bottom of valley where the fish pond for CD-CAAM is located. The access road from the community of group members to the pond is steep, and very slippery during the rainy season, which severely hamper the activities of the fisheries group, particularly on pond management and harvesting. With technical guidance from the staff of LGU and BDA, members of fisheries group successfully carried out the rehabilitation works by using LBT approach.

6. Farmer to farmer extension



Extension work by the farmers

Success of the CD-CAAM pilot project has greatly attracted interests among people living in the neighboring barangays and municipalities, and many expressed their willingness to learn the technologies. Encouraged by the Municipal Agriculture Officer, the beneficiaries of Sultan Mastura started their extension work, sharing their learned agricultural technologies to neighboring barangays. In particular, the extension team encouraged women's groups as the beneficiaries to grow vegetables in their own backyard to earn an additional source of income.

Fishery pilot project also have attracted many visitors from neighboring barangay, and beneficiaries of fisheries group started transferring their learned skills to those who are interested in. For example, a local commander in Sultan Mastura asked for technical assistance from the beneficiaries group and eventually set up his own fish cage. In Matungao, some residents from the neighboring municipality visited the pilot project sites, and established their own fish pond in their barangay through technical advices from the beneficiaries of pilot project.



Fish cage built by initiative of community residents



Office of a newly registered cooperative in Sultan Mastura

The agricultural beneficiaries group in Sultan Mastura expressed that they would like to expand such extension work to further promote technologies on vegetable production. As the group has registered itself as a cooperative, the group is now planning to start community services through technical training and guidance to further encourage vegetable production in the area. They have already established an office in Sultan Mastura and inviting other farmers to become members of their cooperative, so that extension service can be more organized and scaled up.

Appendix 2: Technical Survey Format
Market Survey on Different Commodities

Place: _____

Date: _____

Enumerator: _____

Commodity	Photo	Retail units	Retail Price	Months	Packaged or Not	Origin of products	Farm gate price	Remarks
			H	H				
			A	A				
			L	L				
			H	H				
			A	A				
			L	L				
			H	H				
			A	A				
			L	L				
			H	H				
			A	A				
			L	L				
			H	H				
			A	A				
			L	L				
			H	H				
			A	A				
			L	L				

Appendix 2: Technical Survey Format

IV.4 Amount of paddy as seeds for next year: () kg or () sacks

V. What is your opinion about strategies to increase income more from rice farming from view points of technical feasibility and financial affordability?

V.1 Increasing production by increasing cultivation areas

Easy, Difficult, or no idea and why?:

V.2 Increasing production by increasing productivity

Easy, Difficult, or no idea and why?:

V.3 Milling paddy into white rice by farmers and selling it in Municipality

Easy, Difficult, or no idea and why?:

V.4 Milling paddy into white rice by farmers and selling it outside of Municipality

Easy, Difficult, or no idea and why?:

V.5 5. Any others if you have?:

VI. What are the good points on agriculture of your Barangay?

VII. What are the issues and constraints on current agriculture in your Barangay?

VIII. What do you want to try to do on agriculture in near future?

Appendix 2: Technical Survey Format

Questionnaire on Corn farming

Date _____
 Remunerator _____

Municipality 1. Matungao 2. Sultan Mastura
 Barangay () ()

I. Interviewee's information:

- I.1 Name of interviewee: _____
 I.2 Tel No. of interviewee: _____
 I.3 Land owner ship: 1. Land owner farmer 2. Tenant
 I.4 Name of farmers' group if any: _____
 I.5 Title of interviewee in the group if any: _____
 I.6 No. of the members if any: _____

II. Farming system

- II.1 Farming pattern: 1. Mono-cropping 2. Inter-cropping with () 3. Rotational cropping with ()
 II.2 No. of cropping / yr 1. Once 2. Twice
 II.3 Farming scale: () ha
 II.4 Variety: ()
 II.5 Cropping calendar (or frequency): Land preparation (LP):
 Basal doze (BD):
 Sowing (SW):
 Top dressing (TD):
 Pest Control (PC):
 Weed Control (WC):
 Harvesting (Hr):

III. Cost for inputs (in 2012)

- III.1 L/P: 1. Tractor hiring () peso 2. Animal power () peso 3. If any specified () peso 4. no cost
 III.2 BD: 1. Chemical fertilizer () sacks x () peso/sack 2. Organic fertilizer () sacks x () peso/sack 3. No cost
 III.3 SW: 1. Seed: () peso/kg x () kg 2. () kg of previous years' paddy
 III.4 PC: 1. Chemical () peso/bottles x () bottles 2. if any, specified () peso, 3. no cost
 III.5 WC: 1. Herbicide () peso/bottles x () bottles 2. Manual weeding () peso 3. no cost
 III.6 Hr: 1. Mechanical harvesting () peso 2. Manual harvesting labor () peso 3. no cost
 III.7 Drying 1. Mechanical drying () peso 2. Solar drying () peso 3. no cost
 III.8 De-husking: 1. Manual de-husking labor () peso 2. no cost

IV. Sale (in 2012)

- IV.1 Amount of harvested corn (with cob): () sacks x () kg/sack
 IV.2 Amount of sale of corn (with cob): () sacks x () peso/sack
 IV.3 Amount of corn (with cob) for home consumption: () sacks
 IV.4 Amount of corn (with cob) as seeds for next year: () kg or () sacks

Appendix 2: Technical Survey Format

V. What is your opinion about strategies to increase income more from corn farming from view points of technical feasibility and financial affordability?

V.1 Increasing production by increasing cultivation areas

Easy, Difficult, or no idea and why?:

V.2 Increasing production by increasing productivity

Easy, Difficult, or no idea and why?:

V.3 Shelling corn, Milling kernel into flour by farmers and selling the flour in Municipality

Easy, Difficult, or no idea and why?:

V.4 Shelling corn, Milling kernel into flour by farmers and selling the flour outside of Municipality

Easy, Difficult, or no idea and why?:

V.5 Any others if you have?:

VI. What are the good points on agriculture of your Barangay?

VII. What are the issues and constraints on current agriculture in your Barangay?

VIII. What do you want to try to do on agriculture in near future?

Appendix 2: Technical Survey Format

Questionnaire on Coconuts farming

Date

Remunerator

Municipality

1. Matungao

2. Sultan Mastura

Barangay

(

)

I. Interviewee's information:

I.1 Name of interviewee:

I.2 Tel No. of interviewee:

I.3 Land ownership: 1. Land owner farmer 2. Tenant

I.4 Name of farmers' group if any:

I.5 Title of interviewee in the group if any:

I.6 No. of the members if any:

II. Farming system

II.1 Farming pattern: 1. Mono-cropping 2. Inter-cropping with ()

II.2 Farming scale: () ha

II.3 What is the products?

1. Coconuts 2. Copra 3. If any, specify ()

II.4 Frequency of Harvesting of coconuts / tree-yr:

Every () months a year a tree

II.5 If nut is farmer's product, productivity of coconuts / tree-harvest:

() nuts a tree

II.6 If copra is farmer's product, Productivity of copra:

() kg of copra from () nuts

II.7 No. of productive trees: () trees

II.8 Age of the productive trees: () years old

II.9 No. of non-productive trees (senile): () trees

II.10 No. of non-productive trees (infant): () trees

III. Post-harvest processing for copra (if farmer's product is copra)

III.1 Method of drying

1. Sun drying 2. Traditional dryer 3. If any, specify ()

III.2 Capacity of drying of the above drying method

() kg dried copra a day or () nuts a day

III.3 What is the fuel in the case of traditional dryer? ()

III.4 Do you transport the copra to trader / dropping point? 1. Yes 2. No

III.5 If yes, which particular places do you transport?

III.6 If yes, how do you transport them? ()

IV. Cost for inputs (in 2012)

IV.1 Fertilization: () peso

IV.2 Chemical application: () peso

IV.3 Harvesting: () peso for Patatabid

IV.4 Breaking and removing copra meat if farmer's product is copra:

() peso

IV.5 Drying if farmer's product is copra::

() peso by 1. Sun drying 2. Traditional dryer

Appendix 2: Technical Survey Format

V. Sale (in 2012)

V.1 Farm gate price of coconut: () peso / nut

V.2 Total sale from coconuts: () peso

V.3 If farmer's product is copra, farm gate price:

() peso / kg of copra or () peso / sacks (kg / sack)

V.4 If farmer's product is copra, total sale from copra:

() peso

VI. What is your opinion about strategies to increase income more from coconut farming from view points of technical feasibility and financial affordability?

VI.1 Increasing production by increasing cultivation areas

Easy, Difficult, or no idea and why?

VI.2 Increasing production by increasing productivity

Easy, Difficult, or no idea and why?

VI.3 Producing quality copra (well dried white copra)

Easy, Difficult, or no idea and why?

VI.4 Producing other processed products from coconuts

Easy, Difficult, or no idea and why?

VI.5 What other processed products from coconuts do you think you better produce? And why?

VII. What are the good points on agriculture of your Barangay?

--

VIII. What are the issues and constraints on current agriculture in your Barangay?

--

IX. What do you want to try to do on agriculture in near future?

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Appendix 2: Technical Survey Format

Questionnaire on groundnuts farming

Date

Remunerator

Municipality

Matungao

Barangay

()

I. Interviewee's information:

I.1 Name of interviewee:

I.2 Tel No. of interviewee:

I.3 Land ownership: 1. Land owner farmer 2. Tenant

I.4 Name of farmers' group if any:

I.5 Title of interviewee in the group if any:

I.6 No. of the members if any:

II. Farming system

II.1 Farming pattern: 1. Mono-cropping 2. Inter-cropping with () 3. Rotational cropping with ()

II.2 No. of cropping / yr: 1. Once 2. Twice 3. Three times

II.3 Farming scale: () ha

II.4 Variety: ()

II.5 Cropping calendar (or frequency):

Land preparation (LP):

Basal doze (BD):

Sowing (SW):

Top dressing (TD):

Pest Control (PC):

Weed Control (WC):

Harvesting (Hr):

III. Cost for inputs (in 2012)

III.1 L/P: 1. Tractor hiring () peso 2. Animal power () peso 3. If any specified () peso 4. no cost

III.2 BD: 1. Chemical fertilizer () sacks x () peso/sack 2. Organic fertilizer () sacks x () peso/sack 3. No cost

III.3 SW: 1. Seed: () peso/kg x () kg 2. () kg of previous years' paddy

III.4 PC: 1. Chemical () peso/bottles x () bottles 2. if any, specified () peso, 3. no cost

III.5 WC: 1. Herbicide () peso/bottles x () bottles 2. Manual weeding () peso 3. no cost

Appendix 2: Technical Survey Format

III.6 Hr: 1. Mechanical harvesting () peso 2. Manual harvesting labor () peso 3. no cost

III.7 Drying 1. Mechanical drying () peso 2. Solar drying () peso 3. no cost

III.8 De-husking: 1. Manual de-husking labor () peso 2. no cost

IV. Sale (in 2012)

IV.1 Amount of harvested groundnuts: () sacks x () kg/sack

IV.2 Amount of sale of groundnuts: () sacks x () peso/sack

IV.3 Amount of groundnuts for home consumption: () sacks

IV.4 Amount of groundnuts as seeds for next year: () kg or () sacks

V. What is your opinion about strategies to increase income more from groundnuts farming from view points of technical feasibility and financial affordability?

V.1 Increasing production by increasing cultivation areas

Easy, Difficult, or no idea and why?:

V.2 Increasing production by increasing productivity

Easy, Difficult, or no idea and why?:

V.3 Drying and husking groundnuts by farmers and selling the husked nuts to processors

Easy, Difficult, or no idea and why?:

V.4 Processing into processed products like salt nuts or sugar nuts and selling them outside of Municipality

Easy, Difficult, or no idea and why?:

V.5 Any others if you have?:

VI. What are the good points on agriculture of your Barangay?

VII. What are the issues and constraints on current agriculture in your Barangay?

VIII. What do you want to try to do on agriculture in near future?

Appendix 2: Technical Survey Format

Semi-structured interview to Copra Traders

Date

Place

Interviewer

I Basic information

- 1 Name of trader or trading firm
- 2 Name of interviewee
- 3 Tel number of trader
- 4 Address of trader

II Farm gate price of copra (buying price of copra from farmers)

- 1 Current farm gate price of copra (peso/kg) at trader's premises
- 2 Current farm gate price of copra (peso/kg) at farm if traders come and collect from farmers (e.g., at Matung
- 3 Trend of copra farm gate price for last 5 years (if possible, price in 2012, 2011, 2010, 2009, 2008)
- 4 Background or reasons of 3
- 5 Prospect of farm gate price of copra for next 5 years
- 6 Background or reasons of 4

III Quality of copra when buying from farmers

- 1 Does farm gate price differ from copra to copra when buying from farmers? Or, Is it same for any copra?
- 2 If there is price difference, what is the highest and lowest price when buying from famers?
- 3 What factor is the important determinant of price of copra when buying from famers?
(Moisture contents? Color? Smell? Shape? Hardness? etc. ??)
- 4 What is the best condition of the said factor when buying from farmers?
(M/C = xx%, color = xx, smell = xx, Shape = xx, hardness = xxx ,,,,,,,,,)
- 5 What do coconut farmers have to do to produce copra which can meet the requirement (the best condition)
- 6 What is the minimum quantity for farmers to be able to sell copra at premises of trader's company?
- 7 What is the minimum quantity for traders to come and collect copra from farmers (e.g., at Matungao)?

IV Customers

- 1 Who are your customers or companies to which you sell copra?
- 2 Can we know their names and contact?
- 3 Current wholesale price of copra when selling to the customers.
- 4 What is the quality requirement of copra when the customers buy from traders?

Semi-structured interview to Final Processors (Coconuts Oil)

Date

Place

Interviewer

I Basic information

- 1 Name of firm
- 2 Name of interviewee
- 3 Tel number of the firm
- 4 Address of firm

II Final processed products (coconut oil)

- 1 What is the final product processed from copra (maybe coconut oil) ?
- 2 What is the current shipping price (ex-godown) of the said products?
- 3 What is the trend of the supply and demand of coconut oil?
- 4 What is the trend of price of ex-godown of coconut oil?
- 5 Prospect of coconut oil industry

III Raw material (copra)

- 1 From how many traders do you buy copra?
- 2 What is current buying price of copra from the traders?
- 3 Trend of the buying price of copra from traders for last 5 years (if possible, price in 2012, 2011, 2010, 2009, 2008)
- 4 Background or reasons of 3
- 5 Is there difference of price of copra when the firm buys from traders?
- 6 If yes, what is the highest price and lowest price currently?
- 7 What is the important factor to determine the price difference?
(Moisture contents? Color? Smell? Shape? Hardness? etc. ??)
- 8 What is the best condition of the said factor when buying from traders?
(M/C = xx%, color = xx, smell = xx, Shape = xx, hardness = xxx ,,,,,,,,,)
- 9 If farmers produces copra which can meet the required condition of copra,
what is the minimum quantity of copra for the firm to buy it from them directly?
- 10 If so, can the firm staff come and collect the copra from farmers (e.g., at Matungao)?

Appendix 2: Technical Survey Format

Semi-structured interview to Groundnuts Traders

Date

Place

Interviewer

I Basic information

- 1 Name of trader
- 2 Name of interviewee
- 3 Tel number of trader
- 4 Address of trader

II Farm gate price of groundnuts (buying price of groundnuts from farmers)

- 1 Current farm gate price of groundnuts with shell (peso/kg or peso/sack) at trader's premises
- 2 Current farm gate price of groundnuts with shell (peso/kg or peso/sack) at farmers' fields or home
- 3 Trend of groundnuts farm gate price for last 5 years (if possible, price in 2012, 2011, 2010, 2009, 2008)
- 4 Background or reasons of 3
- 5 Prospect of farm gate price of groundnuts for next 5 years
- 6 Background or reasons of 4

III Quality of groundnuts when buying from farmers

- 1 Does farm gate price differ from groundnuts to groundnuts when buying from farmers?
Or, Is it same for any groundnuts?
- 2 If there is price difference, what is the highest and lowest price when buying from famers?
- 3 What factor is the important determinant of price of groundnuts when buying from famers?
(Variety? Sizes? Uniformity of shape and size? Moisture contents? Cleanness meaning removed soil or not?)
- 4 What is the best condition of the said factor when buying from farmers?
(Variety=xx, Sizes=xx, Uniformity=xx, M/C=xx, Cleanness meaning removed soil or not-XX, etc.)
- 5 What do farmers have to do to produce groundnuts which can meet the requirement (the best condition)?
- 6 What is the minimum quantity for farmers to be able to sell groundnuts at premises of traders?
- 7 What is the minimum quantity for traders to come and collect groundnuts from farmers (e.g., at Matungao

IV Processing

- 1 Do you process raw groundnuts after buying from farmers?
- 2 If yes, What is the final processed form?
(Raw groundnuts with shell / Dried groundnuts with shell / Dried husked groundnuts with skin / Dried husked groundnuts without skin)
- 4 Please briefly explain each work of processing for the said processed products
(for example: drying groundnuts with shell => de-husking shell=> bagging of groundnuts with skin)

V Customers

- 1 Who are your customers or companies to which you sell the above mentioned products?
- 2 Can we know their names and contact?
- 3 Current wholesale price of the above mentioned products.
- 4 What is the quality requirement of the above mentioned products?

Semi-structured interview to Final Processors of groundnuts

Date
Place
Interviewer

I Basic information

- 1 Name of firm
- 2 Name of interviewee
- 3 Tel number of the firm
- 4 Address of firm

II Final processed products (coconut oil)

- 1 What is the final product processed from groundnuts?
- 2 What is the current retail price of the said products?
- 3 What is the trend of sale (or demand) of the products from groundnuts?
- 4 Prospect of groundnuts processing industry

III Raw material (groundnuts)

- 1 From how many traders do you buy groundnuts?
- 2 What is the form of groundnuts when buying from traders?
(Raw groundnuts with shell / Dried groundnuts with shell / Dried husked groundnuts with skin / Dried husked groundnuts without skin)
- 3 What is current buying price of the said groundnuts?
- 4 Trend of the buying price of the said groundnuts from traders for last 5 years
(if possible, price in 2012, 2011, 2010, 2009, 2008)
- 5 Background or reasons of 3
- 6 Is there difference of price of the said groundnuts when the firm buys from traders?
- 7 If yes, what is the highest price and lowest price currently?
- 8 What is the important factor to determine the price difference?
(Variety=xx, Sizes=xx, Uniformity=xx, M/C=xx, specify if any)
- 9 What is the best condition of the said factor when buying from traders?
(Variety=xx, Sizes=xx, Uniformity=xx, M/C=xx, specify if any)
- 9 If farmers produce groundnuts which can meet the required condition of the said groundnuts, what is the minimum quantity of the said groundnuts for the firm to buy it from them directly?
- 10 If so, can the firm staff come and collect the said groundnuts from farmers (e.g., at Matungao)?

Appendix 3: Baseline Survey Format

3.4 Number of family members helping in vegetable farming activity. _____ family members

[*Bilang ng miyembro sa pamilya na tumutulong sa pagsasaka ng gulay*] _____ [ilang miyembro]

3.5 Have you attended any agricultural training program? 1. Yes 2.

[*Nakapag-dalo na po ba kayo ng pagsasanay tungkol sa pagsasaka?*] [Oo] [Hindi]

If yes, specify the name of the course and the most effective subject (such as how to make compost fertilizer).

 [Kung oo, sabihin ang pangalan ng kurso at pinaka epiktibong paksa (katulad ng kung papaano gumagawa ng pangpataba sa lupa o kompost na abuno).]

4.0 Production and Sales of vegetables

If you cultivate any kind of vegetable, please answer the question below.

[*Kung ikaw ay nagtatanim ng anumang gulay, paki-sagot ang tanong sa ibaba.*]

a) Production:

4.1 Total cultivated land area for vegetable farming in 2012. _____ ha

[*Kabuuang lawak ng lupa na tinataniman ng gulay sa taong 2012*]

4.2 Owned land area from the total cultivated land area for vegetable farming in 2012. _____ ha

[*Sariling lupain sa loob ng kabuuang lupang tinataniman ng gulay sa taong 2012.*]

4.3 Rent-in area from the total cultivated land area for vegetable farming in 2012 _____ ha

[*Inuupahan na lupa sa loob ng kabuuang tinataniman ng gulay sa taon 2012*]

4.4 What is your farming system for vegetables?

[*Ano ang iyong sistema sa pagtatanim ng gulay?*]

1. monoculture gar 2. intercropp

[*isang uri ng gulay lamang*] [*kasabay sa ibang pananim*]

4.5 Number of croppings for vegetables per year. 1. 1-Cropp 2. 2-Croppi

[*Beses/ulit ng pagtatanim ng gulay bawat taon?*] [*1 beses bawat taon*] [*2 beses bawat taon*]

4.6 Fertility of the soil. 1. Quite fertile to very fertile 3. Not fertile

[*Gaano ka taba ang lupa?*] [*matabang lupa*] [*hindi mataba*]

2. less fert

[*di gaanong mataba*]

4.7 Water source for watering the plants.

[*Pinanggalingan ng tubig na pandilig sa taniman.*]

1. irrigation/drain 2. Ri 3. Spr 4. R

[*irigasyon/kanal*] [*ilog*] [*bukal*] [*ulan*]

4.8 Area planted for each vegetable crop, number of croppings, cost per croppings and volume harvested in 2012 (if there are).

Appendix 3: Baseline Survey Format

	Name of Vegetable	Area planted (ha)	# of croppings/year	Prodn. Cost /cropping (Php)	Area hrvstd /cropping (ha)	Vol. hrvstd /cropping (kg)
1.	eggplant					
2.	ampalaya					
3.	tomato					
4.	stringbean					
5.	squash					
6.	cucumber					
7.	upo					
8.	pechay					
9.	cauliflower					
10.	bulb onion					
11.	broccoli					
12.	bell pepper					
13.	potato					
14.	carrots					
15.	lettuce					
16.	cabbage					
17.	radish					
18.	Chinese cabbage					
19.	chilli					

Note: Production costs involves labor and external inputs:

- a) Labor costs - land preparation, nursery, planting, weeding and watering, fertilizing, pesticide application, harvesting, and transporting.
- b) Cost of external inputs - seeds/seedlings, chemical and organic fertilizers, pesticides, herbicides, fungicides and other chemical inputs.

b) Sales

4.9 Post-harvest (PH)/ marketing costs (storage, sorting, grading, packaging, transport cost, handling or labor cost if there are.

	Name of Vegetable	Storage cost/unit	Sorting, Grading, Packaging Cost/unit	Transport Cost(kg)	Handling Cost/unit	Total PH Cost
1.	eggplant					
2.	ampalaya					
3.	tomato					
4.	stringbean					
5.	squash					
6.	cucumber					
7.	upo					

Appendix 3: Baseline Survey Format

8.	pechay					
9.	cauliflower					
10.	bulb onion					
11.	broccoli					
12.	bell pepper					
13.	potato					
14.	carrots					
15.	lettuce					
16.	cabbage					
17.	radish					
18.	Chinese cabbage					
19.	chilli					

4.10 Prevailing farmgate, retail / wholesale prices during harvest months in 2012.

	Name of Vegetable	Harvest Months	Farmgate Price/unit	Retail Price(kg)	Whle. Price(kg)	Gross Sales(Php)
1.	eggplant					
2.	ampalaya					
3.	tomato					
4.	stringbean					
5.	squash					
6.	cucumber					
7.	upo					
8.	pechay					
9.	cauliflower					
10.	bulb onion					
11.	broccoli					
12.	bell pepper					
13.	potato					
14.	carrots					
15.	lettuce					
16.	cabbage					
17.	radish					
18.	Chinese cabbage					
19.	chilli					

Appendix 3: Baseline Survey Format

4.11 Profit margin (Gross Sales less production cost and post harvest costs).

	Name of Vegetable	Gross Sales	Production Cost	Post Harvest Cost	Profit Margin
1.	eggplant				
2.	ampalaya				
3.	tomato				
4.	stringbean				
5.	squash				
6.	cucumber				
7.	upo				
8.	pechay				
9.	cauliflower				
10.	bulb onion				
11.	broccoli				
12.	bell pepper				
13.	potato				
14.	carrots				
15.	lettuce				
16.	cabbage				
17.	radish				
18.	Chinese cabbage				
19.	chilli				

c) Marketing issues and concerns

4.12 Where do you normally sell your vegetables?

[Saan ninyo palagiang ibinebenta ang inyong mga produktong gulay?]

	Name of Vegetable	Market Outlet	Retail Price/unit	Wholesale Price/unit	Aver.Qty. Sold(kg)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

4.13 What are the problems/issues that you have encountered in vegetable production?

[Ano-ano ang mga problema na kinakaharap ninyo sa pagsasaka ng gulay?]

Appendix 3: Baseline Survey Format

4.13.1 On Production (sa pagsasaka/produksyon):

On Marketing (sa pagbebenta):

4.14 Will you introduce vegetable production to your children and relatives?

[Gusto mo bang matutunan ng inyong mga anak o mga kamag-anak ang pagtatanim ng gulay?]

1. Yes

2.

[Oo]

[Hindi]

If yes, why? [Kung oo, bakit?]

If no, why? [Kung hindi, bakit?]

END

Appendix 3: Baseline Survey Format

Baseline Survey for (Fisheries) Tilapia Production

Code Number

1.0 Preliminary information

- 1.1 Province _____
- 1.2 Municipality _____
- 1.3 Barangay _____
- 1.4 Name of Enumerator _____
- 1.5 Date of Interview _____

2.0 Profile of Farmer

- 2.1 Name of Farmer : _____
- 2.2 Sex : 1. M 2. Fem
- 2.3 Age : _____ years old
- 2.4 Ethnicity : _____
- 2.5 Religion: 1. Is 2. Catho 3. Others (_____)
- 2.6 Educational Attainment:
1. No school attenda 3. Secondary sch 5. College/Univers
2. Primary sch 4. High sch 6. Ot
- 2.7 Total Number of family members: _____ persons
- Adult (20 years old & above) _____ persons
- Children (19 years old & below) _____ persons
- 2.8 If member of a fish farmers' group, state the name of the group. _____
- 2.9 Position in the fish farmers' group.
1. member o 2. fficer of the group (specify title or position) _____
- 2.10 Total number of members of your group. _____ members
- 2.11 Contact Phone Number: _____

3.0 Experience in Fish Catching / Fish Culture Activity

- 3.1 What is the main source of your family income?
- [Ano ang malaking pinagkukunan ng hanapbuhay ng pamilya?]
1. Agriculture 2. Fisher 3. Private St
- [Pagsasaka] [Pangingisda] [Sariling Tindahan]
- 3.2 How many years have you been in fish catching activity? _____ Years
- [Ilang taon na kayo sa panghuhuli ng isda na inyong pangkabuhayan?] [taon]
- 3.3 How many years have you been in fish culture activities (pond/ cage/ pen)? _____ Years
- [Ilang taon na kayong nag-aalaga/nagpapalaki ng isda?] [taon]
- 3.4 What kind of fish do you produced? Specify _____ [example: tilapia, carp, bangus]
- [Anong klaseng isda ang inyong inaalagaan/pinapalaki?]
- 3.5 If tilapia, how long have you been in tilapia culture? _____ Years
- [Kung tilapia, gaano katagal na kayong nag-aalaga ng tilapia?] [taon]
- 3.6 Number of family members helping in tilapia culture activity. _____ family members
- [Bilang ng miyembro sa pamilya na tumutulong sa pag-aalaga ng tilapia na isda]
- 3.7 Have you attended any fish culture training program? 1. Yes 2.
- [Nakadalo na po ba kayo ng pagsasanay tungkol sa pag-aalaga ng isda?] [Oo] [Hindi]
- If yes , specify the name of the course and the most effective subject (such as how to make home-made/ locally produced feeds for tilapia).
- [Kung oo, sabihin ang pangalan ng kurso at pinaka epektibong paksa (katulad ng kung papaano gumagawa ng lokal na pagkain ng isdang tilapia).

Appendix 3: Baseline Survey Format

3.8 Do you need more training on fish culture? 1. Yes 2.
 [Kailangan nyo pa ba ng karagdagang pagsasanay sa pagpaparami ng isda?] [Oo] [Hindi]

3.9 If yes, specify the area / topic needed. _____

4.0 Production and Sales of Tilapia

4.1 Total land area for the fishpond in 2012. _____ ha.
 [Kabuuang lawak ng fishpond para sa tilapia sa taong 2012]

4.2 Is the fishpond land area owned or rented? 1.Owned 2. Ren
 [Ang lupain ng fishpond ba ay sariling pagmamay- ari o inuupahan?] [Sariling lupa] [inuupahan]

4.3 For the year 2012, how many times did you harvest tilapia from your fishpond? 1. o 2. tw 3. thr
 [Sa taong 2012, ilang beses kayo nakapag-ani ng tilapia sa inyong "fishpond"?] [isang beses] [2 beses] [3 beses]

4.4 What is the average volume (kilograms) of tilapia per harvest in 2012? _____ kg
 [Ilang kilo ng tilapia bawat ani sa taong 2012?]

4.5 Water source for the fishpond. 1. irrigation/drain 2. Ri 3.Spring 4. L
 [Pinanggalingan ng tubig para sa "fishpond".] [irigasyon/kanal] [ilog] [bukal] [lawa]

4.6 Cost of production for tilapia freshwater pond in 2012.

	PARTICULARS		COST (Php)
A.	Pond development		
1.	Dike construction/ repair		
B.	Production cost		
1.	Pond Preparation		
2.	Fingerlings/ Fries		
3.	Feeds		
4.	Lease / Rent (Php)		
5.	Labor cost	Family	
		Hired labor	
		Total	
6.	Interest Cost	Long term capital	
		Working capital	
7.	Depreciation		
	Total Cost		

4.7 Sales / Income of Tilapia in 2012.

	Channels / Selling Point	Volume (kg)	Selling Price / Amount per kg	Total Sales (Php)	Total Income (Php)
1.	Brokers				
2.	Wholesalers-viajeros				
3.	Wholesalers				
4.	Retailers				
5.	Consumers				

* Total Income = Total Sales less Total costs
 = _____ less _____

4.8 Captured Fish Production and Sales in 2012, if any

a. Production

	Captured Fish Variety	Yearly Costs / Expenses				Total Cost
		Boat Hired	Fishing Gears	Labor	Other Costs	
1.						

Appendix 3: Baseline Survey Format

2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

b. Sales / Income

	Fish Variety	Volume of fish Captured (kg)	Volume of Fish Sold (kg)	Market Price / kg (Php)	Total Sales (Php)	Total Income (Php)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

5.0 Subsidiary occupations

- 5.1** What duration in the year you are not engaged in fish/ tilapia farming? _____ months
 [Anong panahon sa loob ng taon na ikaw ay hindi abala sa pag aalaga ng isda/tilapia?] [buwan]
- 5.2** What are the alternative occupations other than fish/tilapia farming? _____ other occupations
 [Anong ibang hanapbuhay ang iyong ginagawa maliban sa pag aalaga ng isda/tilapia?] [ibang hanapbuhay]
- 5.3** How much is your approximate income on subsidiary occupation in 2012? _____ Income (Php)
 [Magkano ang iyong kinita sa iyong ibang hanapbuhay sa taong 2012?] [kinita-Peso]
- 5.4** Are you getting extra income from any government programme such as 4P's of DSWD? 1. Yes 2.
 [Meron ka bang kinikita sa mga proyekto ng gobyerno katulad ng 4P's ng DSWD?] [Oo] [Hindi]
- 5.5** If yes, specify approximate income (day/month/year). _____ (Php)
 [Kung Oo, sabihin kung magkano] [halaga-peso]

6.0 Sources of Knowledge

- 6.1** From where you get information regarding fish culture, processing and marketing?
 [Saan ka kumuha ng impormasyon tungkol sa pag-aalaga ng isda, pagproseso at pangangalakal?]
1. Farm friends/ group discuss
2. Field demonstrations / traini
3. Market middleman from where you purchase farm inputs / sell your output
4. Rad TV, Electronic media, newspapers, bulletins, mass communication media
5. Others, spec _____
- 6.2** Is your present knowledge on fish farming sufficient to increase your production and income? 1. Yes 2.
 [Sapat ba ang iyong kaalaman sa pag aalaga ng isda upang ang iyong produksyon at kita ay tumaas?] [Oo] [Hindi]

7.0 Perception of Farmers

- 7.1** What are the major causes affecting your production/ fish harvest?
 [Ano ang mga dahilan na naka apekto sa iyong ani ng isda?]
1. I fficient water / low water level 6. Culture management

Appendix 3: Baseline Survey Format

- | | |
|---|--|
| <input type="checkbox"/> 2. Acidity of water | <input type="checkbox"/> 7. Inefficient funds for operation |
| <input type="checkbox"/> 3. Low quality of fish seed/fingerli | <input type="checkbox"/> 8. High price of input |
| <input type="checkbox"/> 4. Poor quality of feed | <input type="checkbox"/> 9. Low prevailing market price of produce |
| <input type="checkbox"/> 5. Disease | <input type="checkbox"/> 10. Others, specify _____ |

7.2 What are the possible solutions by which you can increase your production/harvest?

[Ano ang mga posibleng solusyon na makapagpalaki ng produksyon / ani?]

- | | |
|--|--|
| <input type="checkbox"/> 1. Availability of sufficient water | <input type="checkbox"/> 6. Access to crop loans to sustain funds for operation |
| <input type="checkbox"/> 2. Good quality of fish seed / fingerli | <input type="checkbox"/> 7. Access to high quality and of reasonable price for inputs |
| <input type="checkbox"/> 3. Good quality feed | <input type="checkbox"/> 8. Access to other markets with higher buying price for produce |
| <input type="checkbox"/> 4. Immediate treatment for disease | <input type="checkbox"/> 9. Availability of cold storage |
| <input type="checkbox"/> 5. Good culture management practices | <input type="checkbox"/> 10. Others, specify _____ |

7.3 Is the source of fishpond inputs a problem?

[Problema ba kung saan mabibili ang mga kailangang gamit sa fishpond?]

- | | |
|---------------------------------|--------------------------------|
| <input type="checkbox"/> 1. Yes | <input type="checkbox"/> 2. No |
| [Oo] | [Hindi] |

7.4 If yes, specify the kind of inputs.

[Kung Oo, sabihin kung ano ang mga eto.]

- | | |
|--|---|
| <input type="checkbox"/> 1. fish seed / fingerli | <input type="checkbox"/> 3. Materials (nets, ropes etc) |
| <input type="checkbox"/> 2. Feed | <input type="checkbox"/> 4. Others, specify _____ |

7.5 Is there any fish processing in your sitio/barangay?

[Meron bang nagproseso ng isda sa inyong sitio/batangay?]

- | | |
|---------------------------------|--------------------------------|
| <input type="checkbox"/> 1. Yes | <input type="checkbox"/> 2. No |
| [Oo] | [Hindi] |

7.6 If yes, specify the kind of products.

- | | |
|--|---|
| <input type="checkbox"/> 1. Dried fish | <input type="checkbox"/> 5. Fish chorizo |
| <input type="checkbox"/> 2. Boneless fish | <input type="checkbox"/> 6. Fish Chicha |
| <input type="checkbox"/> 3. Smoked Fish | <input type="checkbox"/> 7. Others, specify _____ |
| <input type="checkbox"/> 4. Fish Paste/ Bago | |

The Project for
**Capacity Building for Community Development in
Conflict-Affected Areas in Mindanao (CD-CAAM)**

Implemented by
**Bangsamoro Development Agency (BDA)
Office of the Presidential Adviser on the Peace Process (OPAPP)
Japan International Cooperation Agency (JICA)**





OPERATION HANDBOOK

*on Community Development
through the CD-CAAM model*

FOREWORD

The Japan International Cooperation Agency (JICA) has through the years consistently demonstrated its unwavering commitment for the attainment of a just and lasting peace and sustainable development in Mindanao, particularly, in the conflict affected Bangsamoro communities. Its towering presence in the landscape of the GPH-MILF peace process is well entrenched in both the political and development tracts - a fitting recognition of the fact that the two tracts must be pursued together without prejudice to each other.

One of its programs entitled “The Project for Capacity Building for Community Development in Conflict-A fected Communities in Mindanao (CD-CAAM)” that aims to capacitate the staff of the Bangsamoro Development Agency (BDA) and its target communities has shown significant success during its implementation phase. As the program draws to a close this coming August 2016, the BDA staff and the communities where they have piloted the model such as in Matungao, Lanao del Norte, Sultan Kudarat, Maguindanao and Panglima Sugala, Tawi Tawi are confide t that they can replicate the model in other municipalities even without external assistance.

A concrete and living legacy of this JICA-BDA partnership facilitated by ICNet is the publication of a Community Development Guidelines for CD-CAAM and now this Operations Handbook on Community Development through the CD-CAAM Model as a supplement to the guidelines. These two guidebooks have been formulated based on the experiences and lessons learned during the implementation of CD-CAAM pilot and extension phases.

As Chairman of the BDA Board of Directors, I am privileged to manifest once again our sincere recognition of the significant assistance of JICA and its service provider, ICNet, for a very successful project engagement. The CD-CAAM model has the great potential of being adopted as a practical approach for community development in the entire Bangsamoro communities. I personally hope that this Operations Handbook on Community Development will continue to serve as a useful guidebook for BDA and other relevant partners and stakeholders to lead an effective and sustainable development that will contribute to the attainment of a peaceful, prosperous and self-reliant Bangsamoro.

DR. SAFFRULLAH M. DIPATUAN
Chairman
BDA Board of Directors

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How to use this handbook

The conflict sensitive approaches for community development projects have evolved over the past two decades thanks to the field practices and academic research in various conflict/post conflict settings.

A decade earlier, the Organisation for Economic Co-operation and Development (OECD)'s adopted 'Principles for Good International Engagement in Fragile States and Situations'¹, which aim at improving effectiveness of international engagement in conflict-affected areas. The Principles have set the two basics for any engagement in conflict-affected areas/countries, namely, 'take context as the starting point' and 'do no harm'. The former emphasizes the significance of sound analysis of specific socio-political and cultural contexts for any engagements in conflict affected situations. Whereas, the latter asks for extra attention to possible harm development interventions, and requires development planners/implementers to take necessary measures to prevent such occurrence.

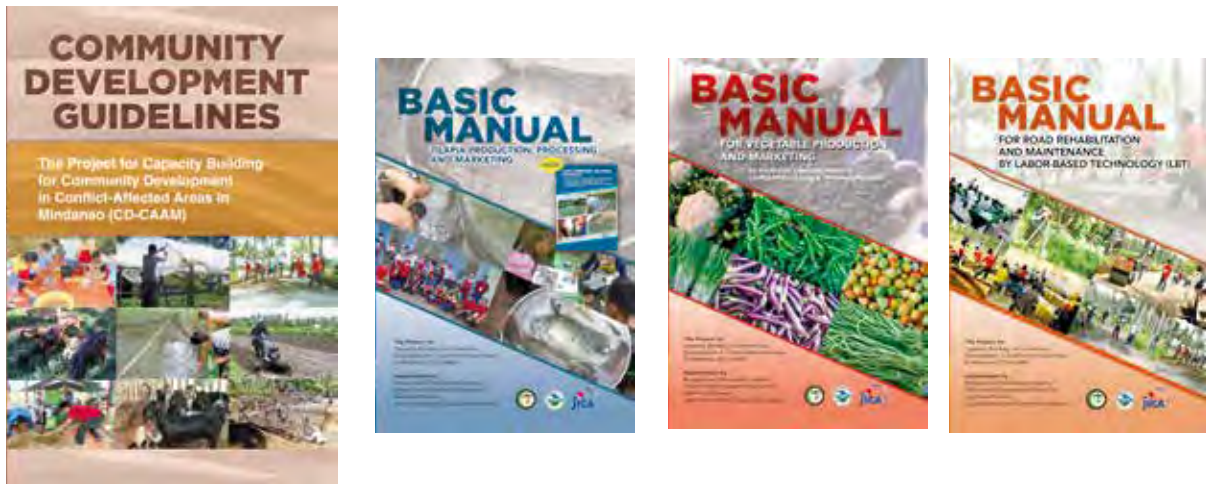
Meanwhile, at the field level, the "Community-Driven Development (CDD)" approach has become a key operational strategy for service delivery in the conflict-affected communities since the late 1990s. According to the World Bank², the CDD approach emphasize on the principles of transparency, participation, local empowerment, demand-responsiveness, greater downward accountability, and enhanced local capacity. In other words, the CDD approach stands on the premises where community people can effectively organize to identify their priorities and address local problems by working in partnership with local governments and other supportive institutions when given clear and transparent rules, access to information, appropriate capacity, and financial support

The Project for Capacity Building for Community Development in Conflict-Affected Areas in Mindanao (CD-CAAM) was launched in February 2012 with partnership among the Bangsamoro Development Agency (BDA), the Office of the Presidential Adviser on the Peace Process (OPAPP) and the Japan International Cooperation Agency (JICA). Keeping the aforementioned principles and approach in mind, the objective of the Project was primarily to propose a mechanism/approach of community development that further strengthens relevancy of the interventions to the specific socio-economic contexts of the conflict-affected areas in Mindanao (CAAM), and ensure the principle of 'do no harm' as well as 'do maximum good'. Thanks to the great efforts of the partners as well as community people, the Project has successfully formulated an approach for "the Community Development for Conflict Affected Areas in Mindanao", or so-called "CD-CAAM model". Additionally, the Community Development Guidelines (CD-Guidelines) was developed, which summarizes the underlying concept, process and steps of the related activities of the CD-CAAM model.

¹ <http://www.oecd.org/dac/fragilestates/43463433.pdf>

² <http://www.worldbank.org/en/topic/communitydrivendevelopment/overview#1>

As a technical reference for specific community development/livelihood projects, basic technical manuals were also developed.



[Community Development Guidelines and technical manuals]

While it can be said that the BDA, which is mandated to lead community development in Bangsamoro, is now well equipped with necessary skills and knowledge to manage the CD-CAAM model, the challenges can be enormous for the BDA who has to address diverse needs and aspirations of people in the war-torn communities. As a supplementary materials for the previous CD-Guidelines, the *Operation Handbook on Community Development through the CD-CAAM model* has been written mainly for two audiences—the BDA with the purpose to further augment its understanding of the CD-CAAM model, and the policy makers and donors who are planning development interventions in Bangsamoro. It is hoped that this handbook will serve the needs of both audiences by presenting practical information and insights based on the five years of field engagement in the CAA

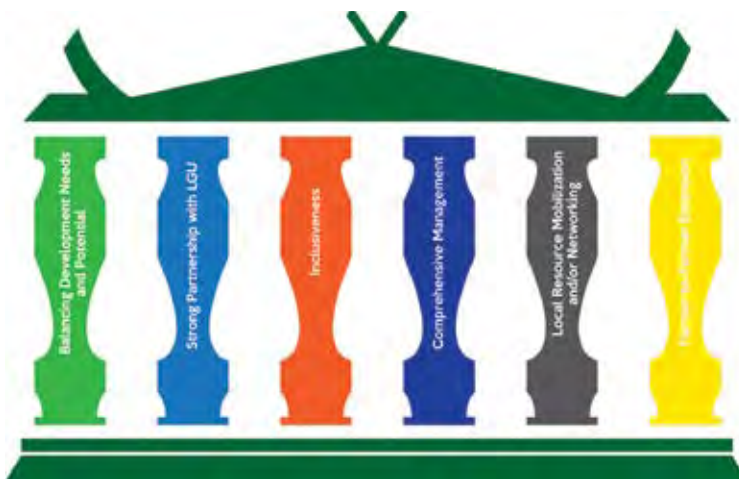
In writing this handbook, we have benefitted enormously from the input and support of a number of people. In particular, we would like to thank BDA staffers from its Central Management Office (CMO), the Regional Management Offices (RMOs) of Central Mindanao and Ranaw, as well as the Provincial Management Office (PMO) of Tawi-Tawi. We also thank the staffers of the Local Government Units (LGU) of Sultan Mastura, Maguindanao, Matungao, Lanao del Norte and Panglima Sugala, Tawi-Tawi province. Last but not the least, we thank all community people who supported and participated in the CD-CAAM project. Without their efforts and commitments, it was not possible that the CD-CAAM model would be formulated in the first place.

LIST OF ABBREVIATIONS

AT	Agricultural Technician
BDA	Bangsamoro Development Agency
BFAR	Bureau of Fisheries and Aquatic Resources
CD-CAAM model	Community Development Model for Conflict-Affected Areas in Mindanao
CAAM	Conflict-Affected Areas in Mindanao
CD-CAAM	The Project for Capacity Building for Community Development in Conflict-Affected Areas in Mindanao
CDD	Community-Driven Development
CDP-ELA	Comprehensive Development Plan - Executive Legislative Agenda
CMO	Central Management Office
CO	Community Organizer
DILG	Department of Interior and Local Government
DSWD	Department of Social Welfare and Development
FGD	Focus Group Discussion
FT	Farmer Trainer
FTF	Farmer to Farmer
JICA	Japan International Cooperation Agency
LGU	Local Government Unit
MAO	Municipal Agriculture Officer
MILF	Moro Islamic Liberation Front
MOA	Memorandum of Agreement
MOPA	Memorandum of Partnership Agreement
MPDC	Municipal Planning and Development Coordinator
NHTS	National Household Targeting System
OECD	Organisation for Economic Co-operation and Development
OPAPP	Office of the Presidential Adviser on the Peace Process
PIP	Project Implementation Plan
PMO	Provincial Management Office
PO	People's Organization
POO	Plan of Operation
PPOO	Provincial Project Operation Officers
RMO	Regional Management Office
RPOO	Regional Project Operation Officers
TOT	Training of Trainers

1. Introduction

What is the CD-CAAM model?



[Figure 1: Six Pillars of the CD-CAAM Model]

As the aforementioned CD Guidelines elaborate the concept and characteristics of the approach for “Community Development for Conflict-Affected Areas in Mindanao (CD-CAAM model)”, this chapter summarizes its underlying principles, or so-called “six pillars” and implication of those pillars on the ground. Ultimately, the CD-CAAM model of community development aims to promote peaceful and productive communities in the Bangsamoro through ensuring its six distinct characteristics as illustrated in Figure 1. Each pillar is summarized in

the following section. While each pillar per se is not quite new conception, the significance of the CD-CAAM model lies in their synergy of for successful community development in conflict affected areas.

Pillar 1: Balancing “development needs” and “development potential”

The first pillar addresses both development needs and development potentials in order to ensure greater impact of community development interventions. Development needs refer to communities’ priorities, whereas development potential refers to whether interventions can have a wider economic and socio-economic impact in terms of area and population. The activities of social preparation, particularly the community profiling and technical survey are the linchpins that provide the planners with necessary information to determine appropriate community development interventions, training contents, project sites, participants and so on while considering the balance between development needs and potential.



Pillar 2: Emphasizing a strong partnership with Local Government Units (LGUs)



The second pillar emphasizes strong partnership with the LGUs where the community development interventions are implemented. Establishing strong partnerships with LGUs was a critical task in terms of ensuring the successful implementation and sustainability of the community development projects. The local chief executive and other development officials such as the Municipal Agriculture Officer (MAO), the Agricultural/ Fisheries Technician, the Municipal Planning

and Development Coordinator (MPDC), as well as the Barangay LGU officials/sta fers are the key partners. The CD-CAAM model also emphasizes multi-sector interventions simultaneously within target municipalities, which bolsters LGU’s interest in and commitment to providing technical and financial support. Strong commitment from the LGU increases the sustainability, impact, and visibility of interventions, thereby attracting the attention of other potential development partners.

Pillar 3: Ensuring inclusiveness

The third pillar aims to ensure inclusiveness of community development. As the prolonged armed conflict often fragments the socio-cultural fabric of communities, it aims to contribute to bridge different socio-cultural and political groups in the communities. Under the CD-CAAM model, groups are formed for respective community development projects, and it advocates that groups include members with diverse backgrounds in terms of ethnicity, religion, gender, political affiliation, and so on. Women are also encouraged to play important roles in every aspects of activities and decision making. Additionally, the beneficiary groups are encouraged to register themselves as the official entity such as a Cooperative or a People’s Organization (PO), which further institutionalize their group unity, and may make the group eligible for external supports and financial credit



Pillar 4: Promoting a comprehensive management process

The fourth pillar emphasizes the entire income generation process of livelihood projects, including planning, production, processing, marketing, distribution, sales, and internal financial management. While many community development projects in Mindanao tend to put more focus on production, the CD-CAAM model looks more carefully at marketing and selling aspects so as to ensure sustainable income generation. The farmer groups are continuously encouraged to innovate and add value to the products to better market products as well as maximize the benefit by reducing the production costs. For example, introduction of organic fertilizer greatly reduced the cost by decreasing usage of chemical fertilizer and pesticides for vegetable production. Semi-organic production also added value to the vegetables at the markets. In fisheries projects, the processing of the tilapia into dried fish (Tilanggit) is one way of adding value, and production of so-called red tilapia, which can be sold at a higher price, is another example. So-called match making session is another interesting initiative to link producers with the markets and buyers.



Pillar 5: Mobilizing partnerships and networks with locally available resources

The fifth pillar promotes mobilization and utilization of locally available resources—technical, material, or human. Although Mindanao has experienced prolonged conflict, there are possibly abundant valuable resources locally. However, these valuable technical resources often remain untapped in CAAM. The CD-CAAM model ensures maximum use of locally (regionally) available (technical) resources such as universities and governmental and non-governmental technical resources, which strengthens the relevance and sustainability of interventions in CAAM’s specific contexts. By ensuring the relevancy of interventions to local contexts, community people could replicate relatively easily community development activities introduced through the CD-CAAM.



Pillar 6: Promoting farmer-to-farmer extension of technologies



The last pillar of the CD-CAAM model is the Farmer to Farmer (FTF) technology extension approach. Given the current shortage of financial and technical resources, extension of certain technologies within municipalities is a serious challenge faced by LGUs. Thus, the CD-CAAM model provides the Training of Trainers (TOT); and encourages farmers to disseminate their technical knowledge and skills as a Farmer Trainer to other farmers in and out of their community. FTF aims not only to disseminate necessary technologies on livelihood to wider population in cost-effective way, but also to contribute to social cohesion and peacebuilding through intimate instruction between farmers of different communities. Additionally, the demonstration farms which are to be established under the CD-CAAM model are another avenue to disseminate technologies to wider audiences, as they are expected to function as a show case of good practices within the communities.

2. Set-ups for the Operation

Who leads the CD-CAAM model in Bangsamoro?

Bangsamoro Development Agency (BDA)

The BDA, being a vanguard of the CD-CAAM model, is expected to play a leading role in promoting it in wider areas in Bangsamoro. An overall management team shall be set up at the BDA Central Management Office (CMO), which is responsible for overseeing project implementation and coordination at the central level and provides guidance to field operations. Field operation teams shall be set up within the Regional Management Offices (RMOs) and/or the Provincial Management Office (PMO), which are responsible for project implementation and coordination at the regional/provincial, municipality, and community level.

Table 1 is a list of key staffers to manage the CD-CAAM model. While the managerial staffers play an important role to safeguard quality and the principles of the CD-CAAM model, field staffers, particularly the Regional/Provincial Project Operation Officers (RPOO/PPOO) and the Community Organizers (CO) are assigned to play a key role in effective technology transfer on the ground. Ideally, RPOO/PPOO and COs shall be assigned for each specific sector such as agriculture, fisheries and livestock respectively to ensure effective and smooth field implementation of the projects. The RPOOs shall be selected from those who have prior experience and basic skills, knowledge, and qualifications in respective sectors. Meanwhile, the COs shall be selected from those who have experiences in grassroots community mobilization and/or intimate knowledge on the target municipalities. Depending on the scale of field implementation, assignment of additional staffers such as an administrative/finance officer/assistant etc., shall be considered

[Table 1: Roles and Responsibilities of the Major BDA Staffers]

Central Management Office (CMO)		
1	Executive Director	<ul style="list-style-type: none"> · Lead the overall management of the project; · Oversee the implementation of the project; · Coordinate with partners such as government agencies, and other donors; and · Consult with the Board of Directors of BDA on important matters related to the project.
2	Program Management Officer	<ul style="list-style-type: none"> · Support the Executive Director in overall project planning and management; · Establish and ensure effective and efficient communication within BDA, i.e., CMO and related RMO/PMO, on project implementation; · Provide guidance to RMO/PMO in a timely manner; · Coordinate with stakeholders such as MLGUs and resource organizations; and · Conduct supportive monitoring visits to the project sites.

Set-Ups for the Operation

3	Planning, Monitoring, and Evaluation Officer	<ul style="list-style-type: none"> Support the Program Management Officer in overall project planning and management; Conduct monitoring on the project during implementation to ensure compliance with technical specifications, environment and social safeguards; Help identify and analyze lessons, issues and challenges in community development; and Provide inputs in evaluating the project.
4	Information, Communication, and Learning Officer	<ul style="list-style-type: none"> Document minutes of meetings, workshops and others; Establish networks with the media; and Assist in presenting documented project outputs and other project information in different formats (including website).
5	Administration and Finance Officer	<ul style="list-style-type: none"> Ensure collection and submission of all necessary documents such as official receipts, working records, and any other financial supporting documents for all expenses at CMO and RMO/PMO; Organize travel logistics; Provide secretarial and administrative support in the project implementation and operations; and Provide assistance in office clerical work.
Regional Management Office (RMO) and Provincial Management Office (PMO)		
1	Regional/ Provincial Manager	<ul style="list-style-type: none"> Lead planning and management of implementation at the RMO/PMO level in consultation with CMO; Establish linkages with LGU and other development players operating in the regional/provincial project area; Participate in monitoring or visits to target municipalities and barangays; Review commitments of the staffs and undertake periodic performance reviews; and Recommend improvements to CMO on project policies, standards and processes to enhance BDA management and implementation capacities.
2	Regional/ Provincial Coordinator	<ul style="list-style-type: none"> Support the Regional/Provincial Manager on project planning and management at the regional level; Coordinate with LGU and other relevant stakeholders at the field level; Review project management and implementation processes to improve project operation at the RMO/PMO level; Coordinate with the CMO and other institutional partners; and Conduct monitoring at pilot project sites.
3	Regional/ Provincial Project Operation Officer	<ul style="list-style-type: none"> Help plan livelihood/income-generation projects; Work with relevant MLGU officials (such as Municipal Agriculture Officer), resource person/organization and other relevant stakeholders on livelihood project; Identify and analyze lessons, issues, and challenges on the livelihood projects; Provide technical support to the livelihood projects; and Conduct monitoring and supervision on livelihood projects.
4	Community Organizer Supervisor	<ul style="list-style-type: none"> Supervise Community Organizers; Provide instructions to community organizers in organizing and strengthening groups of community people; and Submit reports on the status of projects to the RMO/PMO.
5	Community Organizer	<ul style="list-style-type: none"> Coordinate with the MLGU, and barangay LGUs for project implementation; Coordinate with community leaders and other stakeholders for the projects; Help mobilize the communities for project implementation; and Conduct regular monitoring and reporting to RMO/PMO.

Who are the partners?

As the Pillars 2 and 5 clearly indicate, key partners of the CD-CAAM model are the LGU of the target municipalities of the project and local technical organization/person who have relevant technical expertise on the planned technology transfer.

Local Government Units (LGU)

The LGUs play a pivotal role in facilitating an effective implementation of the projects as well as ensuring sustainability of the interventions. The LGUs are expected to assign relevant staff members such as the MPDC, MAO, Agricultural Technician, and so on, to provide the technical and logistical supports to the project implementation. The LGUs are also expected to encourage community leaders and people to support the projects, carry out regular field monitoring to identify issues and challenges, and solve disputes and conflicts that may arise. Ideally, the LGU is responsible for formulating a strategic plan to sustain and expand technology transfer to reach more people in the municipality through institutionalizing Farmer-to-Farmer (FTF) approach and others.

Once target municipalities are selected, the BDA and the LGUs shall enter into an official agreement regarding overall implementation of the project to clarify their respective commitments and the obligations. This official arrangement builds the foundation of a strong partnership between the two parties during project implementation. Format 1 is a sample Memorandum of Agreement (MOA) with the LGU, which should be modified according to the specific contexts/environments of the target municipality (for example, if private lands are utilized for the projects to establish the demonstration farm or fishponds, the land owners may be included in the MOA with regard to terms, duration and scope of the land usage).

MEMORANDUM OF AGREEMENT
For Name of the Project

KNOW ALL BY MEN THESE PRESENTS:

This **Memorandum of Agreement** entered and executed this **day** of **month**, **year** at location of **Name of Municipality, Name of Province** between:

The **Name of Agency**, with office and postal address at **address** herein represented by **Name of Representative**, in his/her capacity as **Title**, hereinafter known as "**Abbreviation of the Agency**";
and

The **MUNICIPAL GOVERNMENT OF Name of Municipality**, a local government unit existing under the laws and regulations of the Republic of the Philippines, with office and postal address at **Address** represented by its Mayor, **Name of Mayor**, hereinafter referred to as the "**LGU**";

WHEREAS, the purpose of the **Project** is to _____ .

WHEREAS, the **Agency** is mandated to _____ ;

WHEREAS, the LGU is deemed as an essential partner in the implementation of the **Project** by which the Municipality of **Name** has expressed willingness to extend its strong partnership with the **Agency** for the implementation of the **Project**;

NOW THEREFORE, for and in consideration of the foregoing premises, the PARTIES do hereby mutually agreed to express their full commitment and support to the implementation of the **Project** phase through entering into this Memorandum of Agreement;

ARTICLES OF AGREEMENT:

I. COMMITMENTS AND OBLIGATIONS OF PARTIES:

A. Agency

Based on the agreed design of the **Project**, the **Agency** will undertake the following functions:

- a) Supervises the project staff who are contracted under the Project to undertake community profiling and social preparation works in the designated project sites;
- b) Provides orientation to the Municipal/Barangay Local Government Units and its assigned staff with regards to the projects;
- c) Coordinates with the Municipal/Barangay Local Government Units in the formulation of the project implementation plans;
- d) Coordinates with the Municipal/Barangay Local Government Units in the implementation of income generating projects;
- e) Conducts site visits for project monitoring and/or other project- related concerns; and
- f) Facilitates and coordinates the conduct of workshops, meetings and updates involving key partners to assess overall progress and results of the projects.

B. LGU

Based on the agreed design of the Project, the LGU commits to actively support and will undertake the following functions:

1. Provisions of available data regarding the municipality and the target barangays that are necessary to the projects;
2. Tasks each respective line agency/office to provide necessary assistance or technical supports related to project.
3. Facilitates the Barangay LGUs for community profiling, social preparation works and necessary coordination in the designated project sites;
4. Provisions of counterpart in securing the applicable government permits/certificates such as ECC and others, whenever possible;

- 5. Provisions of security measures during the implementations of the projects
- 6. Jointly monitor project implementation in the project sites in coordination with the Agency;
- 7. Assigns technical/focal persons from the LGU for the agriculture, fishery, and livestock sector respectively, who will be tasked to monitor the activities on the ground, to provide technical assistance if required, and to give feedback reports to the Office of the Mayor on the progress of the project; and
- 8. Provisions of necessary assistance/counterparts pertaining to the Operations and Maintenance for each sector whenever possible.

II. SETTLEMENT

If any kind of disagreement or discrepancy arises in the implementation process between the two institutions, both institutions immediately act to overcome those differences and promise to reach to amicable solutions for overall benefits of the project and people concerned.

In order to avoid or prevent appearance of such differences, both institutions commit themselves to maintain close communication and take joint actions whenever necessary during the project period.

III. AMENDMENT

This Memorandum of Agreement may be amended, altered, modified or supplemented by written agreement of the parties.

III. TERMINATION

This Agreement may be terminated based on mutually agreed conditions by both party.

IV. EFFECTIVITY

This Agreement shall take effect upon the signing hereof and shall remain in full force and effect unless sooner terminated as provided above or by written agreement of the parties.

IN WITNESS WHEREOF, we have hereunto set our hands this Date at Location.

Name of Agency	Municipal Government
By:	By:
_____	_____
Signed in the Presence of:	
_____	_____

ACKNOWLEDGEMENT

Republic of the Philippines
Municipality of

BEFORE ME, Notary Public for and in the Municipality of _____, this __ day of _____, 20xx, personally appeared the following persons:

Name	CTC No.	Place/Date Issued
1.		
2.		
3.		
4.		

All known to me and to me known to be the same persons who executed the foregoing Memorandum of Agreement and acknowledged to me that the same is their free and voluntary act and those of the offices they represent.

This instrument consisting of four (4) pages signed on each and every page by the parties and their witnesses.

WITNESS MY HAND AND NOTARIAL SEAL

Resource Organizations/Persons

Partnership with the relevant resource organizations/persons is another critical part in the preparation of field implementation of the projects. Technical resource can be organizations/institutions such as university, governmental or non-governmental training institutes, private companies and individual experts³. They are responsible for providing technical instructions and training on relevant technology to community people through a series of training sessions, on-the-job training as well as periodic field monitoring. The regular coordination meetings among the BDA, resource organizations and the LGU may be a useful platform for sharing the progress and joint planning of the upcoming activities, and so on. Format 2 is a sample Memorandum of Partnership Agreement (MOPA) with the resource organization, which should be modified according to the specific requirements for the technology transfer.

³Thus far, the BDA has established networking with organizations such as the Upi Agriculture School (UAS), the Agricultural Training Institute (ATI), the Mindanao State University (MSU) Maguindanao, Naawan and Tawi-Tawi, the Bureau of Plant Industry (BPI) Davao National Crop Research and Development Center, the Bureau of Fisheries and Aquatic Resources (BFAR) Regional Fisheries Training Center, the BFAR Mindanao Freshwater Fisheries Technology Center, the Tawi-Tawi Regional Agricultural College (TRAC), and the University of South Mindanao.

**MEMORANDUM OF PARTNERSHIP AGREEMENT
between**

Name of Agency
and
Name of Resource Organization

KNOW ALL PERSONS BY THESE PRESENTS:

This agreement entered into by and between

Agency, with the office address at **location** represented by **name**, hereinafter referred to as "xxxxx"
and

Resource organization, with office address at **location** represented by **name**, hereinafter referred to as "xxxx"

WITNESSETH

WHEREAS, **Agency** is mandated to _____ ;

WHEREAS, **Resource Organization** is mandated to _____ ;

WHEREAS, the purpose of the **Project** is _____ ;

WHEREAS, **Agency** is responsible for under the **Project** _____ ;

WHEREAS, the **Resource Organization** has already established reputation in the Philippines as one of the most resourceful entities in terms of technology and facilities on **xxxx**; The **Resource Organization** is responsible for providing their technical services to the **Project**;

NOW THEREFORE, for and in consideration of the above objectives of the **Project**, **Agency** and **Resource Organization** are willing to enter into this Agreement to implement the income generating project on **xxx** in **locations** to achieve the above objectives of the **Project**.

Then, **Agency** and **Resource Organization** hereby agree on the following terms and conditions for implementation of projects on the implementation of **xxx**.

**Article 1
COMMITMENT OF EACH PARTY**

Agency agrees to undertake the following roles:

1. Prepare a consultant contract with specific terms and conditions about the commitment for the expert(s) appointed by the **Resource Organization** in advance, within the scope of work of the **Project**.
2. Cover the necessary expenses for the operation of the expert(s) appointed by the **Resource Organization**, within the **Donor's** rules and regulations, upon receipt of required reports from the expert(s) appointed by the **Resource Organization**.
3. Establish reliable communication channels and make full use of them for the sake of good and fast communication, consultation and reporting with the **Resource Organization**. In this regard, name of person is the focal person, representing the **Agency**.
4. Facilitate appropriate logistics and administrative services for the expert(s) appointed by the **Resource Organization** to ensure the smooth transfer of technology in the **Project**.
5. Provide support and assistance in carrying out project activities to the expert(s) appointed by the **Resource Organization**.
6. Coordinate with the LGU and other stakeholders of the target municipalities for the implementation of activities.
7. Conduct regular joint monitoring to support the smooth and appropriate implementation of the project with the **Resource Organization**.

Resource Organization hereto agrees to undertake the following roles:

1. Upon request from the **Agency**, the **Resource Organization** makes available pertinent materials and provides most qualified academic and intellectual technical service.
2. Establish reliable communication channels and make full use of them for the sake of good and fast communication, consultation and reporting with the **Agency**.
3. Provide pool of lecturers/resource persons for the technology transfer of **xxx**. The assignment of the lecturers/resource persons, however, has to be mutually agreed upon by both parties.

Format 2: Memorandum of Partnership Agreement with Resource Organization (sample)

4. **Resource Organization** will provide technical assistance on the stated tasks/program in coordination with **Agency** to implement the said project.
5. **Resource Organization** will do the documentation of the training activities undertaken and provide copy to the **Agency**.
6. **Resource Organization** will assign **name** as the focal person representing Organization.

Article 2
JOINT ACTIVITIES AND FINANCIAL AGREEMENT

The draft plan of joint activities will be initiated by the **Agency**. Then, the final plan will be formulated through mutual consultation and agreement among the both parties.

In addition to fee and other necessary expenses such as transportation cost for the expert(s) appointed by the **Resource Organization**, **Agency** will disburse expenses necessary for the administrative management and undertaking of the **Resource Organization** through mutual consultation and agreement between the two parties as well as based on **Donor's** rules and regulations.

Article 3
DURATION OF THE PROJECT AND EFFECTIVITY

It is agreed that this Memorandum of Partnership Agreement (MOPA) shall take effect on the date both parties affix their signatures, and remain valid until the completion of the Project on **date**, unless sooner terminated when one of the parties notifies the other in writing of its intention to terminate the MOPA in which case, the MOPA will terminate one month from the date of such notification. This MOPA may be further renewed or extended upon mutual agreement between the parties, which shall be made not later than one month prior to the termination date.

Article 4
OWNERSHIP, PUBLICATION OF RESULTS AND INTELLECTUAL PROPERTY RIGHTS (IPR)

Both parties agree that:

1. Any direct outcome/output which is produced through the joint activities in the Project belongs to **the Donor** as specified in the contract between **Agency** and the **Donor**.
2. All data gathered in the course of and as a result of the implementation of the project such as, but not limited to reports, articles, research papers, data banks, tri-media presentations including project outputs, discoveries, inventions as well as the income derived from such implementation, shall be subject to IPR Policy of **the Donor**, all of which are deemed incorporated into this Agreement.

Article 5
SETTLEMENT

If any kind of disagreement or discrepancy arises in the implementation process between the three institutions, all institution immediately act to overcome those differences and promise to reach to amicable solutions for overall benefits of the project and people concerned.

In order to avoid or prevent appearance of such differences, all institutions commit themselves to maintain close communication and take joint actions whenever necessary during the project period.

Article 6
AMENDMENTS

It is mutually agreed that this Agreement will not be modified except by written amendment executed by both parties hereto.

IN WITNESS HEREOF, the parties hereunto have affixed their signatures this good day of **201x**, at.

Signed by the Agency

Signed by the Resource
Organization

3. Selection of the Municipalities

Selection of the target municipalities for the projects requires a good strategy – the process must be transparent, but it also needs not only technical considerations but also conflict sensitivity given the complex realities in Bangsamoro.

To select target municipalities for community development interventions in an accountable and transparent manner, the CD-CAAM model suggests the following criteria, which may be modified through consultation with relevant stakeholders to match specific objectives of the overall project.



[Table 2: Considerations and Indicators for Municipality Selection]

Areas of Consideration	Indicators
Poverty	1) Poverty incidence ratio of the National Household Targeting System of the Department of Social Welfare and Development (DSWD) 2) Income classification of municipalities by the Department of Finance
Degree of impact from armed conflict	It is not easy to quantify conflict affectedness, and BDA's conflict-affectedness indicator may be used , which addresses 1) encounter with major conflicts, and 2) degree of IDP presence
Inclusiveness	Geographic balance, balance among different ethnic/identity/gender groups
Partnership	Functions of LGU: Seal of good housekeeping standards of the Department of Interior and Local Government (DILG)
Others	Presence of other development projects, security situation, accessibility

Format 3 is a template of a matrix for the short-listing process which can serve as a starting point for transparent decision making, and is evidence that all areas are treated equally.

Once candidate municipalities are short-listed, given the limited reliable or updated data and information of the municipalities in Bangsamoro, a field validation survey can help to assess the real situation and select the most appropriate municipalities for an intervention. Valuable information sources include the mayor, MPDC, MAO, and community leaders. Prior to the visit, the survey team should coordinate with the LGU to ensure smooth administration of the survey. Format 4 is a survey tool for the field validation survey, which can be another proof of methodical and transparent selection process. Once target municipalities are selected, an official agreement should be exchanged with the LGU (see Format 1) to clarify the commitments and the obligations related to the project implementation.

1. Acceptance of the project

First of all, as partnership with Municipal Local Government Unit (MLGU) is an essential part of the project, general willingness of acceptance of the project within the MLGU needs to be confirmed.

[Scope of Inquiry]

	Item	Inquiry Points	Means/Source
1	Willingness to accept the project	Willingness of MLGU	Interview/discussion with the mayor, MLGU staffs
2	Willingness to work with BDA	Willingness of MLGU	Interview/discussion with the mayor, MLGU staffs
3	Willingness to provide counterparts	Willingness of MLGU	Interview/discussion with the mayor, MLGU staffs
4	Ability to provide counterparts	MLGU's ability to provide cash, in-kind contribution, technical support, etc. to the project	Interview/discussion with the mayor, MLGU staffs

[Sample Questions]

1	Willingness to accept the project
	How relevant do you think is the project to the development priorities and needs of the MLGU?
2	Willingness to work with BDA
	How can MLGU and BDA establish a cooperative relationship in implementing the projects effectively?
3	Willingness to provide counterparts
	How can MLGU and BDA enter into official counter-parting for the pilot projects?
4	Ability to provide counterparts
	What support can the projects expect from MLGUs, and how can it be provided to the projects?

[Scoring Scale]

	Item	Scoring				
		4	3	2	1	0
1	Willingness to accept project	Very positive	Positive	Not clear	Negative	Very negative
2	Willingness to work with BDA	Very positive	Positive	Not clear	Negative	Very negative
3	Willingness to provide counterparts	Very positive	Positive	Not clear	Negative	Very negative
4	Ability to provide counterparts	Very positive	Positive	Not clear	Negative	Very negative

2. Governance

Functionality of the MLGU is critical for successful partnership for project implementation, therefore status of material and human resources needs to be assessed.

[Scope of Inquiry]

	Item	Inquiry Points	Means/Source
1	Active involvement of officials	Active involvement of staffs such as MPDC, MSWDO, ME and MAO in development projects	Interview/discussion with MLGU staffs
2	Well-defined LGU structure	Functionality of municipal office	Interview/discussion with MLGU staffs
3	Availability of updated CDP-ELA and AIP	Consciousness of development and social welfare	CDP-ELA and AIP
4	Availability of resources	Existing resource within the municipality	List of machines, equipment, & facilities if available.
5	Experiences with development partners	Quality of project management with development partners	Documents/interviews with MPDC and development partners

[Sample Questions]

1	Active involvement of officials
	Please describe your current activities and priorities.
2	Well-defined LGU structure
	How does the MLGU function in terms of executing development projects?
3	Availability of updated CDP-ELA and AIP
	Please give us CDP-ELA and AIP (2012) and an outline of their contents and priorities.
4	Availability of resources
	Please describe available resources such as machinery, equipment, and facilities for development projects for infrastructure and livelihood.
5	Experiences with development partners
	How does the MLGU work with other development partners in implementing development projects?

[Scoring Scale]

	Item	Scoring				
		4	3	2	1	0
1	Active involvement of officials	Very active	Active	Fair	Inactive	Very inactive
2	Well-defined LGU structure	Well-defined	Defined		Less defined	Not defined
3	Availability of updated CDP-ELA and AIP	Available	Waiting for approval	on process	Available but not updated	Not available
4	Availability of resources				Available	Not available
5	Experiences with development partners	Very good	Good	Fair	Bad	Very bad

3. Natural and Geographical Conditions

General environments needs to be assessed to identify potentials and risks for project implementation.

[Scope of Inquiry]

	Item	Inquiry Points	Means/Source
1	Natural and geographical conditions	Potential and risks for development projects	Documents (such as CDP-ELA), interview with MLGU staffs, and observation

[Sample Questions]

1	Natural and geographical conditions
	Please describe the natural and geographical conditions in general, which can be risks or potential for the projects.

[Scoring Scale]

	Item	Scoring				
		4	3	2	1	0
1	Natural and geographical conditions	Very suitable	Suitable	Acceptable	Less suitable	Not suitable

4. Livelihood

As income-generation is one of the area for intervention of the project, general situation of livelihood activities need to be assessed.

[Scope of Inquiry]

	Item	Inquiry Points	Means/Source
1	Livelihood activities such as agricultural and fisheries, livestock	Situation of agricultural and fisheries (catch and aquaculture), livestock production	List of products and production (Statistical data) if available from MAO, and observation of barangays and markets

[Sample Questions]

1	Livelihood activities such as agricultural and fisheries, livestock
	What are the major products and priorities for promoting agriculture, fisheries and livestock in the municipality?

[Scoring Scale]

	Item	Scoring				
		4	3	2	1	0
1	Livelihood activities	Many primary products exist	Primary products exist	Fair	A very small number of primary products exist	Primary products do not exist

5. Needs of Barangay

General needs within the barangays need to be inquired to have better understanding of the priorities set in the CDP-ELA at municipal level.

[Scope of Inquiry]

	Item	Inquiry Points	Means/Source
1	Needs for infrastructure sector	Needs felt in the barangay	Barangay Development Plan if available and interview with BLGU
2	Needs for social services sector	Needs felt in the barangay	BDP if available and interview with BLGU
3	Needs for livelihood	Needs felt in the barangay	BDP if available and interview with BLGU

[Sample Questions]

1	Needs for infrastructure sector
	What are the priorities on infrastructure in the barangay?
2	Needs for social services sector
	What are the priorities on social services in the barangay?
3	Needs for livelihood
	What are the priorities on livelihood in the barangay?

[Scoring Scale]

	Item	Scoring				
		4	3	2	1	0
1	Needs for infrastructure	Very urgent	Urgent	Fair	Less urgent	No need
2	Needs for social services	Very urgent	Urgent		Less urgent	No need
3	Needs for livelihood	Very urgent	Urgent		Less urgent	No need

6. Survey Result

The results of a field validation survey shall be summarized in the narrative report and scoring sheet.

Category	Item				
		Score	Score	Score	Score
(a) Acceptance of the project	Willingness to accept the project				
	Willingness to work with BDA				
	Willingness to provide counterparts				
	Ability to provide counterparts				
	Sub score (a)				
(b) Governance	Active involvement of officials				
	Well defined LGU structure				
	Availability of updated CDP-ELA and AIP				
	Availability of resources				
	Experiences with development partners				
	Sub score (b)				
(c) Natural and geographical condition	Natural and Geographical condition				
	Sub score (c)				
(d) Livelihood	Livelihood activities				
	Sub score (d)				
(e) Needs of barangays	Needs for infrastructure				
	Needs for social services				
	Needs for livelihood				
	Sub score (e)				
Total Score: (a) + (b) + (c) + (d) + (e)					
Ranking					

4. Social Preparation 1

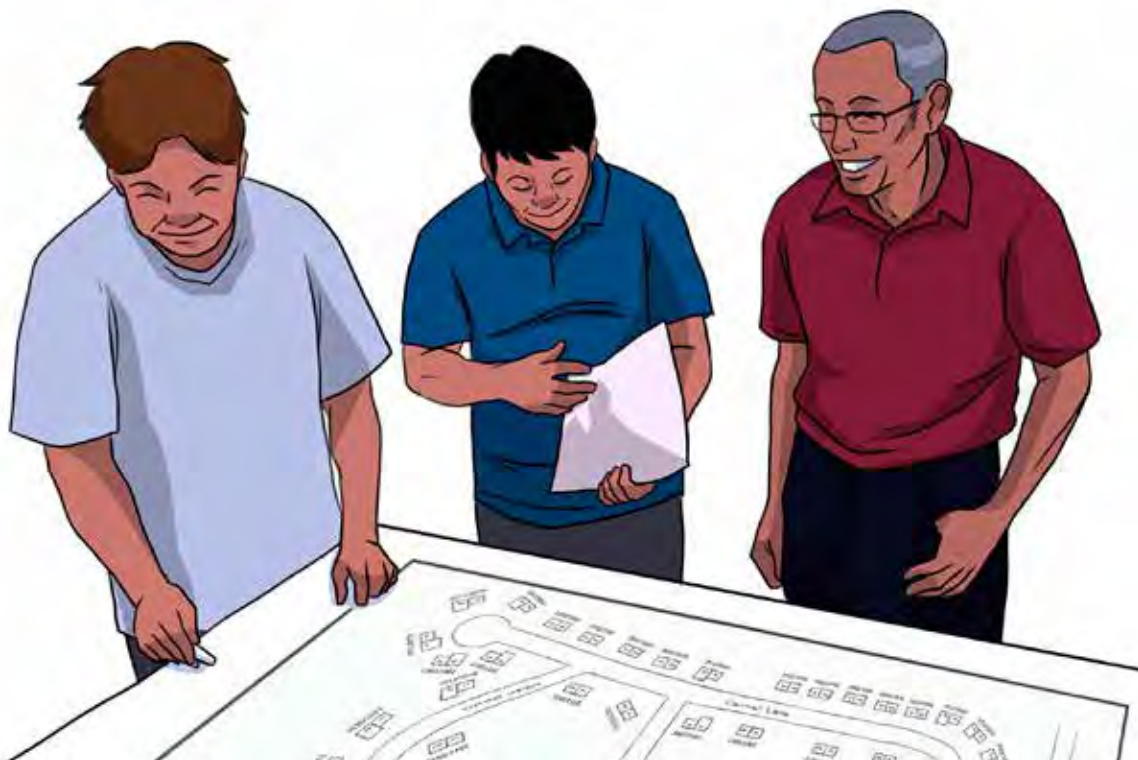
What is Social Preparation?

Simply speaking, Social Preparation aims to prepare major stakeholders for effective planning and implementation of relevant community development interventions. Social Preparation 1 is an essential aspect of the CD-CAAM model, which primarily aims to reconcile development needs and development potential in a balanced manner.

Social Preparation 1 is carried out through two types of survey, namely community profiling and a technical survey. Community profiling focuses on the community situation and general needs, while the technical survey highlights economic impact, sustainability, technical replicability, and the market potential of products within and outside municipalities.

Community Profilin

Community profiling examines the socio-economic conditions of the municipality in totality and the distinct conditions of respective barangays by collecting information from two sources, namely the municipal LGU and barangay LGU. Technically, community profiling can be carried out through document studies. However, as documented and reliable information/data sources are often limited in Bangsamoro, information collected through the methods such as questionnaire survey, Focus Group Discussion (FGD) and Resource Mapping can greatly enhance the understanding of the realities of the target municipalities. Format 5 is a questionnaire survey tool for community profiling.



Box 1. Tips for FGD

The FGD aims to collect more in-depth/nuanced information on socio-economic aspects of the selected communities through interaction with different socio-economic groups. Participants of each FGD will be around 10, who shall be selected in coordination with the LGU and in consultation with the leaders of the communities. Participants of FGD group should represent major socio-economic aspects within the community, so that the results of the FGD would address different needs/realities of wider population. The groups may include, elders, women, youth and agriculture producers etc.

The FGD shall be facilitated by a team of 2-3 people, which consists of a 'facilitator', and 'record keeper'. Objectives of the FGD shall be clearly explained to the participants, and ground rules of the FGD shall be explained to the participants, which includes;

- Everyone should actively participate in the discussion
- FGD is not a debate, and there are no right or wrong answers
- A wide range of opinions should be expressed
- Participants will remain anonymous in the report

Key Questions can include;

- (1) What are the major socio-economic challenges and problems you often face in the community?
- (2) What kind of socio-economic supports (training, project, etc.) do you think are the priority in the community?
- (3) What suggestions do you have to improve the socio-economic aspects of community?

To facilitate more in-depth/nuanced discussion, a facilitator/assistant facilitator may ask for clarification (ex. "Can you talk about that more?", "Help me understand what you mean", "Can you give an example?" etc.), but must remain neutral, refraining from agreeing/disagreeing any comment made.

SN	Items	Municipality/Barangay
A.	Area of Characteristics:	
1	Geographical Features	
2	Topographical and Climate	
	Dominant Weather/Climatic Season or Condition	
3	Water Resources	
4	Land Use	
5	Total Land Area (has.)	
B.	Demographic Information:	
1	Total Population	
2	Pop'n. Distribution:	
	a. Male/Female (%)	
	b. Age Distribution	
	10 or below (%)	
	10 to 20 (%)	
	20 to 30 (%)	
	30 to 40 (%)	
	40 to 50 (%)	
	50 or above (%)	
	c. Total No. of Households	
d. Average Households Size		
e. Total No. of Families		
3	Language	
4	Religion	
5	Ethnic Groupings/Language or Dialect Spoken	
6	Approx. No. of IDP's	
7	Approx. No. of Returnees from being IDP's	
8	Approx. No. of IP's	
C.	Development Plans:	
1	Priorities (Needs) / Activities in CDP, ELA, BDP, AIP	
2	Total IRA (Php)	
D.	Socio – Economic Profile:	
1	Livelihood of Community Residents	
	Farming (%)	
	Fishing/Aquaculture (%)	
	Fishing/Catching (%)	
	Processing (%)	
	Entrepreneurship (%)	
	Employment (Gov't.) (%)	
	Employment (Private/Self-employed) (%)	
	Remittances from OFW (%)	
	Others if any (%)	

Format 5: Questionnaire Survey Tool for Community Profiling

SN	Items	Municipality/Barangay
2	Primary Commodities	
	Agricultural Crops (ranked)	
		1
		2
		3
	Fisheries – Freshwater and Marine or Sea Water (ranked)	
		1
		2
		3
	Livestock/Poultry (ranked)	
		1
		2
	3	
3	Educational Attainment	
	No Educational Attainment (%)	
	Preschool/Kindergarten (%)	
	Elementary Level (%)	
	Elementary Graduate (%)	
	High School Level (%)	
	High School Graduate (%)	
	Vocational School Graduate (%)	
	College Level (%)	
	College/University Graduate (%)	
	Post-Graduate (%)	
Arabic/Islamic School (%)		
4	General Health situation (Description-Common Illness, Malnutrition, Infant Mortality, Morbidity and Mortality Rate, etc.)	
5	General Poverty Situation (description)	
	Dominant Classification of Housing Condition (concrete, semi-concrete, traditional, shanty)	
	Poverty Incidence	
	No. of Household (HH)	
	Total Household w/ Income below Poverty Threshold	
	% to # of HH	
	Level of Income/Year	
	Total No. of Households	
5	Php 20,000 or less (%)	
	Php 20,000 to 40,000 (%)	
	Php 40,000 to 60,000 (%)	
	Php 60,000 to 100,000 (%)	
	Php 100,000 to 150,000 (%)	
	Php 150,000 or above (%)	
Per Capita Income		

SN	Items	Municipality/Barangay
6	Land Ownership Patterns (of the total household population, how many are;	
	Tenant/Farm Worker (%)	
	Land Owner (%)	
	Leaseholder (%)	
7	Peace and Security	
	a) Presence of Rido (yes or no)	
	b) Presence of Crimes (yes or no)	
E.	Condition of Social and Public Services	
1	Health Services	
	a) No. of Health Centers	
	b) No. of Community Health Workers	
	c) RN (Registered Nurse) Heals	
	d) Midwives II	
	e) Nurse II (Regular)	
	f) Doctor (MHO)	
2	Educational Services	
	a) No. of Day Care Centers	
	b) No. of Preschool (Nursery/Kindergarten)	
	c) No. of Primary School (Grade 1-4)	
	d) No. of Elementary School (Grade 1-6)	
	e) No. of Secondary School	
	f) No. of Islamic School	
3	Water Supply	
	a) Potable Water System (yes or no)	
	b) Potable Water Supply Capacity	
	c) % of households supplied by water	
	d) Other sources of water if any	
4	Electricity/Power Supply	
	a) Electricity/Power Supply (yes or no)	
	b) % of Household Supplied by Power	
	c) Occurrence of Power Outages (times/week)	
F.	Economic Infrastructure	
1.	Barangay Road Network	
	a) Total Road Network (km)	
	b) Concrete Road (km)	
	c) Gravel Road (km)	
	d) Earthen/Earthfill Road (km)	
	e) Rough Road (km)	
	Transportation Facilities	

Format 5: Questionnaire Survey Tool for Community Profiling

SN	Items	Municipality/Barangay
2.	Facilities for Economic Activities	
	a) Public Market	
	b) Private Market	
	c) Rice Thresher	
	d) Solar/Sun Drier	
	e) Public Warehouse	
	f) Rice Mill	
	g) Fish Landing/Fish Port	
	h) Ice Plant	
	i) Cold Storage	
	j) Fish Drying Place	
	k) Slaughter House	
	Existing People's Organization/Association	
	a) Name of PO	
	b) No. of Members	
c) Main Activities (describe briefly)		
d) Name of Leader		
G.	Other Donor's Activities:	
	Name of Donor Agency	
	Name of Project	
	Outline of Activities/Specific Project	
	Place and Beneficiaries	
	Total Budget (Php)	
	Progress/Status of Project	
H.	Sectoral Needs/Challenges	
1	Infrastructure Development	
	1.1 Serious challenges/issues on infrastructure and facilities	
2	Economic Development:	
	2.1 Serious challenges/issues for agriculture	
	2.2 Serious challenges/issues for fisheries	
	2.3 Serious challenges, issues and needs for livestock	
	2.4 Serious challenges, issues, needs in other economic activities	
3	Human Development	
	3.1 Health	
	3.2 Public Education Programming & Infrastructure	
	3.3 Governance Development	
I.	Profile of LGU	
1	List of MLGU Personnel/Staff	
2	Mun. Mayor & Brgy. Chairmen	
	Administrative Staff	
3	Existing Facilities	
4	Property and Equipment	

Technical survey

Alongside community profiling, which focuses on the general profile of a community, a technical survey shall be conducted to obtain a more in-depth understanding of specific sectors community development projects are expected to address, such as agriculture, fisheries, and livestock.

The technical survey can include interviews with the municipal LGU staff in charge of the sectors, relevant private sectors, and community groups.



To identify the most viable community development project to improve livelihoods, the survey must examine different aspects of municipalities' livelihood situations, which may include production, processing, the market situation, existing producer group, land ownership, and water sources.

Availability of technical resource organizations or service providers able to transfer technologies or services to communities can be a critical factor in determining the viability of a community development intervention. As such a technical survey can include the identification of and initial consultation with potential technical resource organizations as well. Format 7, 8 and 9 are the templates for technical survey (which may be modified for the survey for different commodities).

Additionally, a SWOT (strengths, weaknesses, opportunities, threats) analysis can be a useful method to assess socio-economic situations of the communities, which can augment the results of community profiling and technical surveys. A SWOT analysis can be conducted with the participation of development planners such as the BDA and relevant stakeholders such as LGU staff and people in the community.

Box 3. How to Perform SWOT analysis

A SWOT analysis is a widely used framework for identifying and analyzing various factors that can impact a project's viability.

The SWOT analysis can begin with reviewing 'internal' strengths and weaknesses in the communities, and then move to the 'external' opportunities and threats that may affect the livelihood of the communities. You do not need to elaborate each factor, but can use bullet points to capture the essence of the identified SWOT.

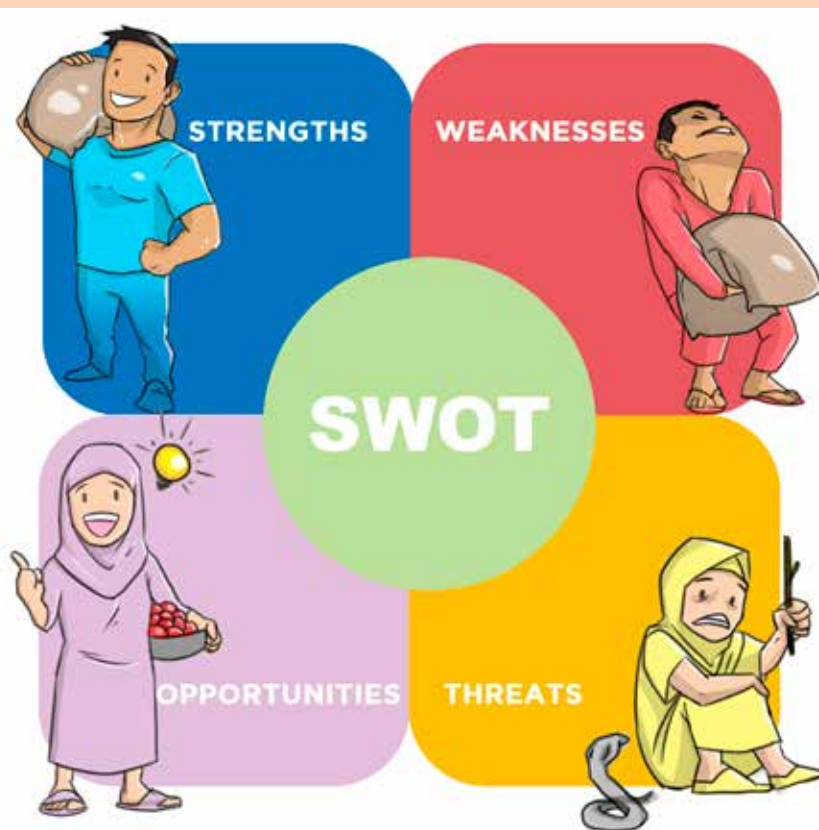
Strengths describe the positive factors, either tangible or intangible, that are within control of the community/municipalities and what resources/advantages do the communities possess in relation to livelihood. Weaknesses are negative factors that are within the control of the communities/municipalities in terms of livelihood.

Weaknesses may include limited resources, lack of access to skills or technology, and so on, that are in need of improvement to enhance the livelihood in the communities.

Opportunities addresses the external attractive factors that may affect your livelihood positively, but beyond the control of communities.

Threats include external factors beyond the control of communities that could place the livelihood at risk.

How can we maximize Opportunities by Strength, or enlarge Strengths by Opportunities? How can we mitigate or overcome Weakness by us of Opportunities or Strengths? Practice of SWOT analysis can be a powerful tools to assess the most viable solutions for the livelihood of communities through bringing essential factors together.



Interview Sheet [Barangay captains/official]
Agriculture Sector

Name of Barangay	:	
Name of Bgy. Chairman	:	
Contact details	:	
Name of Enumerator	:	
Date of Interview	:	

1. General condition of vegetable production in the barangay.

2. Total land area cultivated for vegetable production.

3. Number of households/farmers cultivating vegetables.

4. Purok/Sitio cultivating vegetables

5. Intervention/projects in the Barangay related to vegetables production implemented.

--

6. Name of funding agency/implementer of no. (5) and year implemented.

--

7. Is there any available area for demonstration farm?

--

8. Issues/concerns of vegetables farmers from the barangay.

--

9. BLGU plans for the improvement of vegetable producers.

a) <i>Production</i>
b) <i>Harvesting</i>
c) <i>Marketing</i>

10. Are there any security problems/cases of rido existing in the barangay? Please specify.

--

Date _____

Enumerator _____

Municipality 1. Matungao 2. Sultan Mastura

Barangay (_____)

I. Interviewee's information

- I.1 Name of Interviewee: _____
- I.2 Mobile No. of Interviewee: _____
- I.3 Land ownership: Land owner Tenant Rented/Lease
- I.4 Name of farmer's group, if any: _____
 Accredited Non-Accredited Name of agency: _____
- I.5 Title (position) of interviewee in the group, if any: _____
- I.6 No. of members, if any: _____

II. Farming System (This question asks only for vegetable production)

- II.1 Farming pattern: Mono cropping Intercropping with (_____) Rotational cropping with (_____)
- II.2 No. of cropping per yr: Once Twice Three times
- II.3 Water source: Irrigation/drainage Rain-fed Wells (Dug or deep well)
 Up-land Others, if any, please specify (_____)
- II.4 Farming scale: (_____) ha
- II.5 Name of vegetable/s: (_____)
- II.6 Cropping calendar (or frequency) Land Preparation (LP): _____
Basal doze (BD): _____
Sowing (SW): _____
Transplanting (TP): _____
Direct Seeding (DS): _____
Top dressing (TD): _____
Pest Control (PC): _____
Weed Control (WC): _____
Pruning (P): _____
Harvesting (Hr): _____
- II.7 Farming Practice: Organic Inorganic Fortified/Judicial (mix organic and inorganic)
- II.8 Type of soil: Sandy Loam Clay Silt SandyLoam

III. Cost of inputs/labor (in 2014)

- III.1 L/P: a) Tractor hiring (_____) peso b) Animal power (_____) peso c) Labor (_____) peso d) No cost
a) NO cost
- III.2 BD: a) Commercial fertilizer (_____) sacks X (_____) peso/sack b) Organic fertilizer (_____) sacks X (_____) peso/sad) No cost
- III.3 SW: a) Seed (_____) peso/sachet, can (grams or kg) X (_____) sachet or can Name of seed company: _____
- III.4 TD: a) Commercial (_____) peso/sachet/or bottles X (b) Organic,specify (_____) peso c) No cost
- III.5 PC: a) Chemical (_____) peso/sachet/or bottles X (b) Organic,specify (_____) peso c) No cost

III.7 Hr: a) Labor () peso d) Others, if any,specify () peso c) No cost

IV. Sale (in 2014)

IV.1 Sales for major vegetable in 2014. (if possible)

	Name of Vegetable	Farmgate price (PHP/kg)	Total sale in kg in 2014.	Total sale in 2014 (Php).
1.				
2.				
3.				
4.				
5.				

IV.2 Where do you normally sell your vegetables?

	Name of Vegetable	Market Outlet
1.		
2.		
3.		
4.		
5.		

IV.3 Vegetable Calendar

	Name of vegetable	Month
1		
2		
3		
4		
5		

IV.4 What are the problems/issues that you have encountered in vegetable production?

[Ano-ano ang mga problema na kinakaharap ninyo sa pagsasaka ng gulay?]

On Production (sa pagsasaka/produksyon):

On Marketing (sa pagbebenta):

V. Relevant Projects

	Relevant Projects	Name of funder/implementor
1		
2		
3		
4		
5		
6		

Technical Survey Points on Fisheries

Survey Points		Data Gathered	Summary/ Analyses
Geographical Condition	<ul style="list-style-type: none"> - Water areas / sources available for fisheries activities - Soil type - Topography - Ownership of water areas (pond, lake) / History 		
Experience on Fishing / Aquaculture	<ul style="list-style-type: none"> - Experience in fishing or aquaculture activities - Production condition of fishing / aquaculture (volume of production, fishing / farming method, season, market etc.) 		
Community Organization for Fisheries Agriculture Activities	<ul style="list-style-type: none"> - Existence of community organizations for fishing/ aquaculture activities (associations, cooperatives, groups) - Current condition of community organization, etc. - Interest in agriculture/ fisheries activity 		
Agriculture activities and Organization (For integrated farming system)	<ul style="list-style-type: none"> - Existence of agriculture - Experience in livestock raising (kinds of livestock) - Grasses available 		
Social Issues	<ul style="list-style-type: none"> - Security, land conflict etc. 		

Technical Survey Points for Island Province

Fishery Species	Technical Aspect	Market potential	Level of acceptance by community	Sustainability/ Adoptability/ Value-adding
	Cost of production facility, culture cycle, feed source, fingerlings source	Local and outside		
Tilapia (freshwater)				
Tilapia (saline)				
Seaweed				
Grouper				
Abalone (H. asinina)				
Sea cucumber (H. scabra)				
Fish catch				

Technical Survey Questionnaire for CD-CAAM Livestock Sector (For Barangay Officials ONLY)

Respondent's Name:	
Designation:	
Contact No.:	
Barangay:	
Date:	

1. What is the latest count of total number of goat farmers in the barangay?
2. Is there any existing goat/livestock farmers' organization/association in the barangay? If Yes, specify name of org./association.
3. In case this barangay will be recommended as the most suitable area for the establishment of demonstration farm, will it be acceptable to the community?

If yes, please continue to answer the questions below:

- 3.1. Is there any available land area at least ¼ ha. establishment of the demo farm? If yes, please site the name of the owner of the land and its location.
 - 3.2. Is there any outstanding conflict or security issues in the candidate area/barangay?
 - 3.3. Does the candidate demo farm area have access to water? If yes, site what kind of source (deep well, creek, or any level of water system).
 - 3.4. Is the candidate demo farm area accessible to the residents of the barangay and other visitors? (cite whether accessible via Barangay, Municipal, Provincial, or National Road)
4. Remarks and other relevant information (such as Interventions from other institutions)

Signature of Respondent:

Name and Signature of Enumerator:

Technical Survey Questionnaire for CD-CAAM Livestock Sector

(For Goat Farmers ONLY)

Respondent's Name
and Signature:

Enumerator's Name and
Signature

Occupation:

Barangay:

Date:

1. No. of goats (Specify what breed and number of breeders and does)
2. No. of years in goat raising
3. Source of stocks
4. Who and how many are involved in taking care of the goats? Specify number of persons and the roles of each
5. Size of pasture area (whether he/she has intended pasture land or just the usual tethering practice)
6. Land ownership status and size (Owned or Tenant)
7. Existing assets
 Goat house Storage area Fence Farm Equipment Forage garden Others
8. Capacity in goat raising (knowledge and experience): poor fair good excellent
9. Did you receive any support from donors/institutions? (Technical or Financial)
10. Capacity to secure/procure materials and its importance to goat raising:
 Planting materials forage Water Medicines Feeds
11. Problems encountered in Goat Raising
12. Is goat raising acceptable in this community? If No, cite the reason.
13. Are you willing to continue raising goats? If Yes, cite future plans. If No, cite the reason.

Market Survey Format (Goat)

FOR VENDOR (GOAT MEAT)

MARKET/LOCATION: _____

Vendor's Name: _____

Date: _____

1. No. of goats brought to slaughterhouse: (heads)
2. Source of goats:
3. Volume of goat meat for selling: (kgs)
4. Volume sold per day: (kgs)
5. Price range per kilo:
6. Frequent buyers/customers:
7. Issues/challenges faced:
8. Other significant informatio

FOR VENDOR (LIVE GOATS)

MARKET/LOCATION: _____

Vendor's Name: _____

Date: _____

1. No. of goats for selling: (heads)
2. Source of goats and means of acquisition
3. Ave. no. of goats sold per day (heads)
4. Price range per head:
5. Frequent buyers/customers:
6. Peak and low season for selling
7. Issues/challenges faced:
8. Other significant informatio

FOR INDIVIDUAL BUYER (GOAT MEAT)

Name: _____

Date: _____

1. Purpose Personal Consumption Restaurant
2. Residential Address/Location of market, meatshop, restaurants, or eateries
3. Frequency of buying
4. Volume of goats purchased (No. of heads or Kilograms)
5. Reasons for buying goat meat
6. Other Significant Information

FOR BUYER (LIVE GOATS)

Name: _____

Date: _____

1. Purpose Personal Consumption Business (Cite what kind of business) Others
2. Residential Address/Location of business
3. Frequency of buying
4. Volume of goats purchased
5. Reasons for buying goats
6. Issues/Challenges faced
7. Other significant informatio

FOR RESTAURANTS

Name of Establishment: _____

Name of Owner: _____

Name of Interviewee: _____

Date: _____

1. Location of restaurant
2. Source of goat meat or live goats
3. Location of slaughterhouse
4. Volume of goats or goat meat number of heads purchased
5. Frequency of purchasing of goat meat/live goats
6. Volume cooked per day (in heads or kilograms)
7. Menu of goat dishes with corresponding prices
8. Profile of customers
9. Other significant informatio

5. Site Selection and Project Implementation Plan (PIP)

The CD-CAAM model sets the specific process for selection of the project sites within the target municipalities, as it can be a very sensitive activity in view of the Pillar 1 (balancing development needs and potentials) as well as principles of 'do no harm' and 'do maximum good'.

Format 9 is a tool for barangay scoring, which aims at ensuring objectivity and transparency in selecting the most appropriate project sites. Specific points are allotted to each indicator, and scores are determined through comparison among barangays (relative evaluation) within the respective municipalities. This step is intended to confirm the basic conditions for each barangay in terms of development needs. While the barangays that obtain the highest scores through this step shall be given special attention, development potentials of each barangay shall be examined to maximize the impact of the interventions. As such, the results of Social Preparation 1 (particularly the technical surveys) should be carefully reviewed. Final selection of the project sites must be made through careful consultation with municipal/barangay LGU staffers. To increase fairness and the outreach of interventions within a target municipality, only one project may be implemented per barangay.

Once the project sites are selected, the Project Implementation Plan (PIP) shall be formulated to guide the implementation of the respective projects in an effective and sustainable manner. Major components of the PIP are 1) objectives, 2) implementation process/mechanism, 3) project sites, 4) implementation schedule, and 5) cost estimation. The PIP should clearly describe 5W1H, i.e. 'What', 'Why', 'Where', 'When', 'Who', and 'How'.

Format 10 is the sample PIP and the Plan of Operation (POO), which may be used as a template for future PIP although the contents/budget/schedule may be greatly changed due to scope/locations and others of the overall project designing.



Format 9: Barangay Scoring Sheet

Poverty (total 25 points)			
Indicators	Means of Verification	Score	
(1) Poverty situation	(a) Poverty incidence per barangay (if available) If data is not available, (b) Interview staffers of LGUs and/or (c) Observe with barangay visit	Poverty is	
		Relatively low	0
		Moderate	5
		Relatively high	10
(2) Basic public service situation	(a) Availability of public services, such as health service, water source, and school	Severe	15
		Service is	
		Relatively good	0
		Poor	5
		Very poor	10
Accessibility (total 10 points)			
Indicators	Means of Verification	Score	
(1) General accessibility	(a) Road access from municipal capital	Road access is	
		Relatively good	0
		Bad	5
		Very bad	10
Equity and Inclusiveness (total 15 points)			
Indicators	Means of Verification	Score	
(1) Development project by LGU and external donors	(a) Availability of LGU/donors funded projects	Number of projects is	
		Relatively significant	0
		Not very significant	5
		Very few	10
		None	15
Conflict and Security (total 20 points)			
Indicators	Means of Verification	Score	
(1) Conflict prevention	(a) Inter-group cohesion (e.g., religion, linguistic groups, etc.)	Cohesion is	
		Unstable	0
		Relatively stable	5
		Highly stable	10
(2) Security	(a) Incidence of violence/crime (b) Rido	Frequency is	
		Relatively significant	0
		Very low	5
		None	10
Development (total 15 points)			
Indicators	Means of Verification	Score	
(1) Development policy/strategy	(a) Interview with MLGU staff	Barangay/designated area is	
		Low priority in development policy/strategy	0
		Moderate priority	10
		High priority	15
Readiness and Willingness (total 15 points)			
Indicators	Means of Verification	Score	
(1) Governance of Barangay LGU	(a) Observation of the leadership of barangay captain and competence of BLGU staffers (b) Quality of Barangay development plan	Governance is	
		Poor	0
		Fair	5
		Relatively good	10
		Very good	15

Modified Scoring Sheet for Goat Production

Scoring 1: Emphasis on Potentials

Criteria:	Points Allotment
1. Latest count of goat farmers in the barangay (Must truly be raising goats)	
1 to 10 farmers	0
11 to 25 farmers	5
26 to 40 farmers	8
41 and up	10
2. Existence of livestock farmers' organization	
Existence of farmer's organization not related to livestock production	10
Existence of farmer's organization related to livestock production	15
3. Total no. of goats in the barangay	
1 to 50 goats	1
51 to 100 goats	3
101 and up	5
4. Availability land for demo farm at least 1/4 ha.	
less than 1/4 ha.	10
1/4 ha. or more	20
5. Peace and Order Situation	
With outstanding conflict (Rido and etc.), and with poaching issues	0
No outstanding conflict (Rido and etc.), but with poaching issues	5
No outstanding conflict (Rido and etc.) and no poaching issues	10
6. Access to water and type of water system	
From rain collection	0
Deep well/natural bodies of water only	5
More advanced water systems such as reservoirs and etc.	10
7. Accessibility of candidate demo farm area	
Accessible only by pedestrian	5
Accessible to 4-wheeled vehicles	10
8. Development Policy/Strategy	
Relatively low priority in development policy/strategy	0
Moderate priority in development policy/strategy	3
High priority in development policy/strategy	5
9. Governance of Barangay LGU	
Poor	0
Fair	5
Relatively good	10
Very good	15

Scoring 2: Emphasis on Community Needs

Criteria	Points Allotment	Means of Verification
1. Poverty Situation		a) Poverty incidence per barangay (if available), If data is not available, (b) Interview with staffers of LGUs and/or (c) Observation by barangay visit
Relatively low	0	
Moderate	5	
Relatively high	10	
Severe	15	
2. Basic Public Service Situation		(a) Availability of public service such as health service, water source, and school
Relatively low	0	
Moderate	5	
Relatively high	10	
Severe	15	
3. Development Projects by LGU/Donors		(a) Availability of LGU/donors funded projects
Relatively low	0	
Moderate	5	
Relatively high	10	
Severe	15	

Project Implementation Plan (simplified)

Vegetable Production and Marketing

I. Objective of implementation of Training of Trainers (TOT) and Farmer to Farmer Extension (FTF)

The specific objectives of implementation of the main activities are as follows;

- a) Training of Trainers (TOT) is 1) to train the 1st beneficiaries of vegetable production/marketing projects to be farmers trainers to teach vegetable production technologies to 2nd beneficiaries in different barangays as technology dissemination (extension) activity, and, 2) to finally build up teams of farmer trainers.
- b) Farmer to Farmer (FTF) extension is to give an opportunity of the 1st beneficiaries to teach/transfer their acquired knowledge on different technologies on Vegetable Production to 2nd beneficiaries. At the same time, 2nd beneficiaries are capacitated with vegetable production technology.

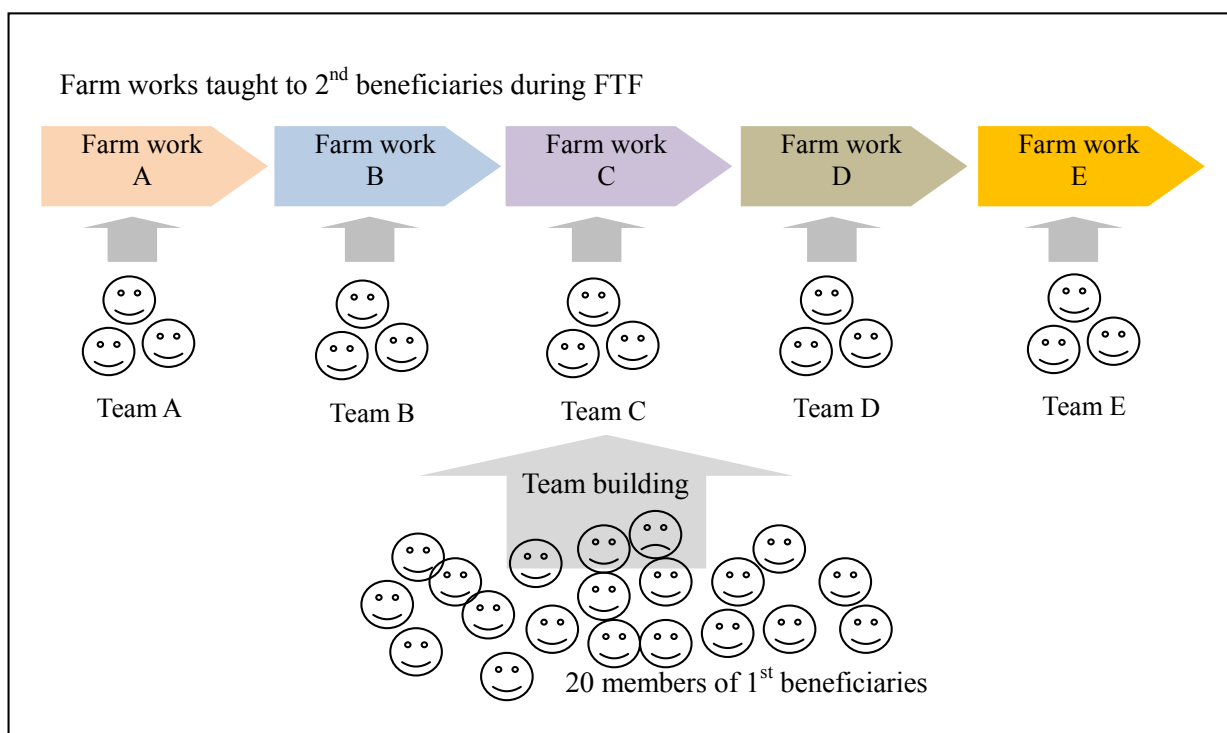
II. Implementation mechanism and role of actors

The overall implementation bodies of the extension phase in agriculture sector are divided into two levels apart from final target that is second beneficiaries to ensure smooth and effective implementation of the projects. The top body is composed of MAO / MPDC, and BDA RMO in agriculture who manage technical activities. They also coordinate with resource persons/organizations particularly for implementing Training of Trainers (TOT) in which farmer trainers are to be fostered from 1st beneficiaries.

Stakeholder meeting is to be held between major activities to confirm progress of on-going activity and discuss preparation for next activity. The meeting calls for BDA CMO, particular staffer of RMO, MAO / MPDC of MLGU, resource persons. Resource organizations / persons particularly can be lectures for TOT to foster farmer trainers. Farmer trainers are tasked to teach main farm works to other farmers under the support of BDA to ensure that the knowledge acquired by the first beneficiaries will be imparted to 2nd beneficiaries. Farmer trainers shall consult with the BDA when they face managerial or operational problem during Farmer to Farmer extension. Detailed role of actors are described in the table below;

Stakeholder	Roles
BDA RMO	<ol style="list-style-type: none"> 1) RMOs especially RPOOs and COs shall closely monitor the project implementation. 2) Do the ground / leg work in the community as part of community organizer. 3) RPOOs share and provide technical know-how to the beneficiaries and partners in absence of RPs. 4) Plan the activities in the extension phase and will submit to CMO for approval and review. 5) Facilitate activities and all issues and concerns to resolve at RMO level, if issues and concerns need attention of the top management, RMO will raise it to CMO.
LGU	<ol style="list-style-type: none"> 1) As a partner, LGU will provide all necessary data available from the municipality. 2) Monitor all the activities and outcome of the implementation and will feedback/report to the chief executive. 3) Monitor regular updates.
First Beneficiaries	<ol style="list-style-type: none"> 1) Relay the learned/acquired technical knowledge on vegetable production to the 2nd beneficiaries, 2) Do planning of activities for FTF, together with BDA, and RP, 3) Use the manual on vegetable production in teaching 2nd beneficiaries 4) Prepare the visual aids presentations in teaching the 2nd beneficiaries
Resource persons	<ol style="list-style-type: none"> 1) Provides technical know-how on planning extension activities, 2) Provide technical skills on visual aid preparation and presentation, 3) Provide technical know-how on facilitation skills and understanding adult learners, 4) Provide support to Farmer-Trainers to make sure that basic manual for vegetable production and marketing are being understood and carried out 5) Provide technical support/information on vegetable cultivation upon the request by BDA.

III. Contents and flow of TOT and FTF



The first beneficiaries will share their acquired knowledge on vegetable production to new 30 beneficiaries (or 2nd Beneficiaries). The Farmer Trainers shall form teams by grouping them for respective farm work wherein each team will be composed of 2-3 members where 1 of them will be the lecturer while the other 2 will teach the hands on application of the technology. Each team will have corresponding topic assignment to be taught to 2nd beneficiaries as shown in the figure below.

Outline of TOT and Preparation of FTF

	Topic	Contents	Materials	Lecturer
1	Role of Farmer Trainers	Explain about role of farmer trainers	Guideline	BDA
2	Teaching method	(1) Facilitation skill, (2) Presentation skill, and (3) How to prepare visual aid	Power point	RP
3	Reviewing vegetable production technology	Explain objectives, methods, and technical important points for each farm work in vegetable production by reviewing the Manual	Basic manual for vegetable production and marketing	RP and BDA
4	Record keeping	Explain objective and tools of record keeping by use of actual record of 1 st beneficiaries	Copy of record that was made by 1 st beneficiaries	1 st beneficiaries if possible
5	Evaluation	(1) Ballot Box (on farm) (2) Micro teaching		RP and BDA
6	Building trainer team and planning of FTF extension	Build training teams and plan FTF extension	Team building text	RP and BDA
7	Preparation	Preparation for visual aid by farmers at their home	Pictures, manila paper, etc	
8	Dry Run of farmer trainers by team	Practice teaching of farmer trainers on vegetable production technology, marketing and record keeping	Presentation materials	RP and BDA

The first beneficiaries will transfer technology to second beneficiaries using the Basic Manual on Vegetable Production and Marketing as guide. Some of the technologies to be transferred are: a) soil sampling and neutralization, b) land preparation, c) fertilizer application, d) nursery establishment, e) compost making, f) sowing/planting/transplanting/direct seeding, g) companion plants planting, h) trellising, i) irrigation and drainage, j) pests and disease control, k) harvesting and post-harvesting, l) marketing, m) match-making, and n) selling and record keeping.

IV. Project Sites

Based upon the result of technical survey, actual interview with Barangay Chairmen, Barangay validation and a series of consultation/discussion with BDA and MLGU and Sectoral feasibility check, the projects sites are _____.

V. Implementation schedule

Implementation is described in the Plan of Operation (PO).

VI. Cost Estimates

Cost estimation is very rough because size of practice farm to be used during farmer to farmer is not decided yet. The table below shows estimated cost for farm activities only during FTF. Note that cost of any logistics is not included.

Items	Approximate cost (Php)
Farm inputs ⁴	160,000
Vermicomposting	27,000
Total	187,000

PLAN OF OPERATIONS Vegetable Production

SN	Activity	1	2	3	4	5	6	7	8
1	TOT training								
1.1	Training by use of the Manual produced during CD-CAAM pilot phase	■							
1.2	Selection of farmer-instructors	■							
1.3	Team building for FTF								
1.4	Planning of extension for FTF								
2	Preparation for farming								
2.1	Survey and decision of site for demonstration farm in new barangay	■							
2.2	Market survey (only vegetable)		■						
2.3	Selection of vegetable crops based on the Market Survey		■						
2.4	Interaction of First and Second beneficiaries	■							
3	Training for vegetable production and marketing through FTF								
3.1	Establishment of Practice Farm		■						
3.2	Soil analysis and of neutralization of soil		■						
3.3	Land preparation		■						
3.4	Nursery establishment		■						
3.5	Fertilizer Application			■					
3.6	Compost making/ Rapid composting			■					
3.7	Concoction Making				■				
3.8	Sowing/transplanting/Direct Planting			■					
3.9	Trellising and Pruning			■					
3.10	Irrigation and Drainage			■					
3.11	Pest and Diseases Control			■					
3.12	Harvesting and Post-Harvesting					■	■	■	■
3.13	Selling and Record Keeping					■	■	■	■
3.14	Matchmaking						■		
4	Evaluation survey								■

⁴For an area of approximately 1000 m² in a demonstration farm.

Project Implementation Plan (simplified)

Tilapia Culture and Processing

I. Objectives of Implementation of the Project

The objectives of the implementation of the projects are the; 1) Training of Trainers (TOT) to strengthen capacity of core fish farmers beneficiaries in tilapia production and processing technologies, and to equip them in teaching to new fish farmer beneficiaries. 2) Farmer to Farmer (FTF) approach of technology transfer to new fish farmer beneficiaries and other communities.

II. Roles/ Responsibilities of Stakeholders

- **BDA CMO:** 1) Provide over-all guidance to the RMOs in coordination 2) Monitor Progress of tilapia culture activities, and 3) Consolidate reports from RMOs.
- **BDA RMO:** 1) RMOs especially RPOOs and COs shall closely monitor the project implementation. 2) Do the ground/leg work in the community as part of community organizing. 3) Closely supervise the project implementation. 4) RPOOs will share and provide technical know-how to the beneficiaries and partners in absence of RPs. 5) Plan the activities in the extension phase and will submit to CMO for review and approval, and 6) Facilitate activities and all issues and concerns to be resolved at RMO level, if issues and concerns need attention of the top management, RMO will raise it to CMO.
- **LGU:** 1) As a partner, LGU will provide all needed necessary data available from the municipality. 2) Monitor all the activities and outcome of the implementation and will feedback/report to the chief executive, and 3) Coordinate/monitor regular updates.
- **1st fish farmer beneficiaries:** 1) Relay the learned/acquired technical knowledge on tilapia production, processing and marketing to the new fish farmer beneficiaries, 2) Do planning of activities for FTF, together with BDA, and RP, 3) Use the basic manual on tilapia production, processing and marketing in teaching new fish farmer beneficiaries, and 4) Do visual aids presentations in teaching to new fish farmer beneficiaries.
- **Resource Person:** 1) Provides technical know-how on planning extension activities, 2) Provide technical skills on visual aid preparation and presentation, 3) Provide technical know-how on facilitation skills and understanding adult learners, 4) Provide support to Farmer-Teachers to make sure that basic manual tilapia production, processing and marketing are being understood and carried out, and 5) Provide technical support/information on tilapia culture upon the request by BDA.
- **2nd fish farmer beneficiaries:** 1) Main technology receiver from 1st farmer beneficiaries through Farmer to Farmer (FTF) approach, and 2) will provide labor counter in the project implementation of extension phase.

III. Basic Approaches of TOT and FTF

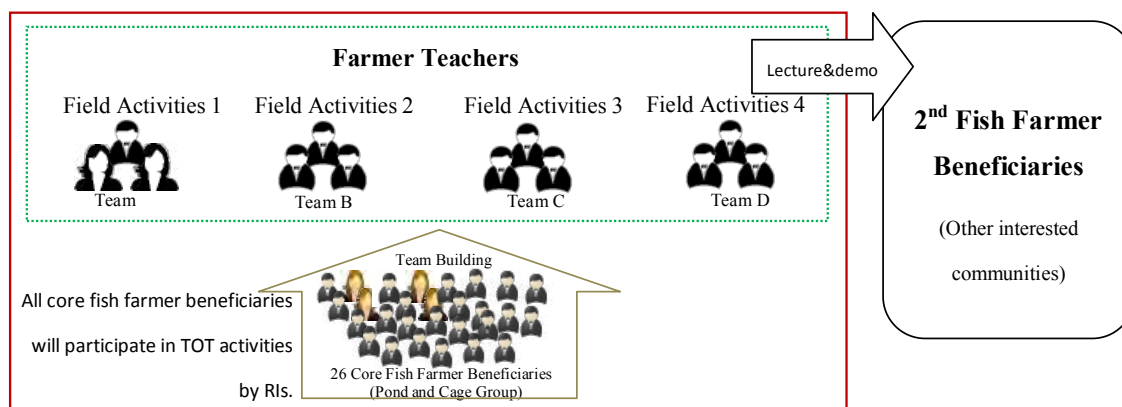
1) Farmer to Farmer (FTF) Approach

The following important topics will be taught; A) Site selection, 2) Pond/ Cage Design and Construction, 3) Water Management, 4) Feed Management, 5) Sampling, 6) Harvesting and Marketing, 7) and Record keeping. Other essential component of technology-transfer are the; 1) Tilapia Processing, Packaging and Marketing, 2) and Community-based Tilapia Seed Production.

Contents of TOT

Topic	Contents
1) Training of Trainers: An introduction	<ul style="list-style-type: none"> · Concept and meaning of TOT · Objectives of TOT · Expected benefits of TOT · Training manual (income generating Activities (guidelines))
2) The trainer and his/her roles	<ul style="list-style-type: none"> · Understanding the roles of farmer trainers
3) TOT Teaching Method	<ul style="list-style-type: none"> · Facilitation skill · Presentation skill · How to prepare simple training materials and visual aid
4) Biology/ General	<ul style="list-style-type: none"> · Introduction to aquaculture · Biology and taxonomy of tilapia
5) Site Selection	<ul style="list-style-type: none"> · Topography · Soil texture · Water source · Flood/ disaster · Security · Road access
6) Pond/ cage construction	<ul style="list-style-type: none"> · Water holding capacity · Inlet/outlet · Pond design · Cage design · Soil excavation/ manual digging
7) Grow-out operation	<ul style="list-style-type: none"> · Pond/ cage preparation · Stocking · Water management · Feeding · Fertilization – Integrated fish farming · Backyard pond/ No feeding
8) Harvest and Transport	
9) Community-based Seed production	<ul style="list-style-type: none"> · Seed source · Seed production · Selective breeding · Harvest and transport of fingerlings/fry · Nursery: mono-sex culture/hand sorting to select male
10) Record keeping (Simple)	<ul style="list-style-type: none"> · Grow-out · Seed production · Marketing/ sale
11) Practicum	<ul style="list-style-type: none"> · Sex Identification (male & female tilapia) · Water management · Feed management · Pond/ cage preparation · Record keeping
12) Topic selection Mentoring/ Peer Teaching	<ul style="list-style-type: none"> · Mentoring of beneficiaries by BDA, RPs
13) Practice teaching by Farmer Trainers and Critiquing	<ul style="list-style-type: none"> · Team 1 · Team 2 · Team 3 · Team 4
14) Evaluation of Training	<ul style="list-style-type: none"> · Questionnaire · Practicum

Below is the flow of Farmer to Farmer (FTF) approach of technology transfer to 2nd fish farmer beneficiaries and to other communities.



2) Project Monitoring and On-site Guidance

After the completion of TOT, the organized monitoring team, which comprises BDA staff and technical partners, will visit the project extension sites to monitor the progress of fish culture, processing and marketing activities regularly. The team will have to visit the project sites at least twice a month to check the progress of field activities of new farmers' groups, to give proper technical advices, and to collect field activity data records. The monitoring team also takes responsibility to analyze the gathered data and report the progress to BDA and the project.

IV. Project Sites

Based on the results of both Barangay Selection and series of discussion/consultation jointly carried out by BDA, and MLGU, the following barangays are selected to be the primary target barangays;_____.

V. Implementation Schedule

Implementation schedule may be referred to the attached Plan of Operation.

VI. Basic Project Sustainability Plan

The project cost should be at minimum utilizing locally-available materials for cage and pond construction, and low-cost feed component in order to guarantee project sustainability. Introduction of integrated fish farming with locally-available livestock is another strategy to reduce feed cost through fertilization method to increase availability of natural food in the pond. To sustain supplies of tilapia fingerlings year round without depending on government and private hatcheries, a community-based seed production is likewise applied. Strong linkages are established between fisherfolks organizations and government agencies such as LGU, BFAR and academe for any related assistance in the future. Marketing of products is another dilemma for farmers, therefore it should be given priority by establishing multi-selling approach in and outside production areas. The farmers group shall undertake simple business development planning, and develop income and expenditure projections that shall incorporate allocations for subsequent operation cycles. Human resource development, values transformation and other measures shall also be considered.

VII. Project Cost Estimates

The costs include production inputs for pond culture, cage culture and fish processing, however, costs for capacity building activities and any logistics are not included.

Items	Approximate cost (PhP)
Production inputs (Pond culture) ⁵	150,000
Production inputs (Cage culture) ⁶	400,000

PLAN OF OPERATIONS Tilapia Culture

SN	Activity	1	2	3	4	5	6	7	8	9	10	11	12	13
1	TOT training													
1.1	Training by use of the Manual produced during CD-CAAM pilot phase													
1.2	Selection of farmer-instructors													
1.3	Team building for FTF													
1.4	Planning of extension for FTF													
1.5	Interaction with the beneficiaries													
2	Training for fish farming and marketing under FTF													
2.1	Site selection for fish pond/cage in new barangay													
2.2	Market survey on tilapia													
2.3	Planning for farming based on the result of market survey													
2.4	Excursion to fish farming sites													
2.5	Construction of demonstration fish farm													
3	On-site training													
3.1	Site selection													
3.2	Pond/cage construction													
3.3	Water management													
3.4	Feeding management													
3.5	Integrated fish farming with locally-available livestock													
3.6	Selective breeding/Rearing of parent fish													
3.7	Marketing workshop													
3.8	Harvest and pond preparation													
3.9	Processing of fish													
3.10	Selling to markets													
4	Evaluation survey													

⁵ Fish pond: number 2-3, approximately 45-560 m²

⁶ Fish cage: approximately 77-128 m³

Project Implementation Plan (simplified)

Seaweed Culture

I. Objectives of the Project Implementation Plan

This plan will serve as guide to effectively implement community-based development model on Seaweed farming, post-harvest improvement, and marketing adapting to particular social situation in Tawi-Tawi.

II. Project Implementation Mechanism

The mechanism is composed of 3 levels, each of which has key roles and responsibilities to play to smoothly implement the project in Tawi-Tawi. BDA TPMO coordinates with resource institute (Mindanao State University in Tawi-Tawi) and Municipal Fishery Officer of MLGU. The MSU-Tawi-Tawi will provide technical training and on-site guidance to TPMO and target beneficiaries. Amongst technical partners, MSUs (Maguindanao, Naawan, Tawi-Tawi) there shall be close collaboration to strengthen institutional partnerships with BDA, and to have internal exchange of technical expertise in the field of fisheries. BDA Ranaw and Central Mindanao will provide advice to TPMO but may be limited to preparatory activities and project management, because technically the project for Tawi-Tawi is completely different, which is focused mainly on marine water rather than freshwater. BDA Central Management Office supervises overall activities of TPMO, while the latter shall report the progress of the project to CMO.

III. Basic Approaches of Project Implementation

1) Farmer to Farmer (FTF) Approach of knowledge sharing

Practically, the project cannot train all stakeholders in major training programs such as, BDA, MLGU officers, and farmers' group. Therefore, trained participants led by BDA should share their learning and findings from training programs with other stakeholders at target site. BDA staff in charge of fisheries program will coordinate a knowledge sharing seminar with MLGU to other beneficiaries and some interested farmers in the barangay. MSU Tawi-Tawi will support BDA to provide technical advice during on-site training.

2) Project Monitoring and On-site Guidance

The BDA, technical partners and MLGU officers, will visit the project site regularly to monitor field activities of target farmers' group at least twice a month. The monitoring team will check the progress of field activities, give proper technical advices, resolve concerns and collect field activity records of farmers. The team also analyzes collected data and report to BDA CMO and the project.

IV. Major Activities

1) Output 1: BDA and target beneficiaries have gained proper skills and experience on seaweed culture, and sea cucumber pilot culture.

Activities

- (1) Conducts training on seaweed culture utilizing multiple planting techniques.
- (2) Prepare production site and inputs.

- (3) Provide good quality seaweed seedling from inside and outside source.
- (4) Conduct seaweed culture activities on selected sites.
- (5) Monitor seaweed culture activities.
- (6) Conduct coordination meeting to address technical and management matters of seaweed culture activities.
- (7) Visit successful cases of cooperative in the province and outside doing seaweed culture business, if possible.

2) Output 2: BDA and target beneficiaries have gained proper skills and experience on proper post-harvest handling and home-made value-adding seaweed processing.

Activities

- (1) Conduct training program on post-harvest handling, seaweed processing and product packaging.
- (2) Prepare simple processing equipment (burner, casserole, sealer etc.)
- (3) Produce processed products (seaweed jam, seaweed candy, seaweed pastillas etc.)

3) Output 3: BDA and target beneficiaries have gained proper marketing and product distribution skills of own produced dried and processed seaweed.

Activities

- (1) Conduct training on basic enterprise development
- (2) Understand market situation of seaweed locally and nationally
- (3) Create marketing arm from the producers' group
- (4) Trial marketing of seaweed produced by farmers' group
- (5) Bring sample of dried seaweed produced by beneficiaries for laboratory analysis of the carrageenan content

The technical partner will support BDA to prepare and conduct project activities, such as capacity building programs and on-site technical guidance, which includes a) aquaculture of multi-marine species, b) fish and seaweed processing, c) training facilities and accommodation, d) existing multi-species hatchery, e) seaweed culture laboratory and f) existing marine fish cages

4) Coordination Meeting

Coordination meeting is a core activity of the project throughout the implementation period by stakeholders such as; BDA, and technical partners (MSUs).The coordination meeting serves as a venue for technical assessment of the activities on-site, and discussion of concerns and upcoming activities of the project based on approved Plan of Operation (POO).

V. Project Site and Technical partner

Based on the results of Barangay Selection and series of discussion/consultation jointly carried out by BDA, and MLGU, _____ is selected as target barangay.

Project Implementation Plan (simplified)

Goat Production

I. Purpose of goat production project

The project is implemented for poverty reduction through income generation. Specific objectives of the goat production project at the community level are as follows:

- To promote goat production as a way of income generation for poverty reduction.
- To promote the local industry.
- To contribute to the future commitment to regional development through halal meat industry development; and
- To capacitate beneficiaries for trainers in Farmer-to-Farmer extension scheme.

II. Goat Production Project Sites

Based on the results of Social Preparation and series of discussion/consultation, _____ are proposed as project sites for goat production.

III. Major Stakeholders for the goat production project

The major stakeholders are shown in the table below. With a view to supervising and monitoring the project activities, the stakeholders will gather periodically for a meeting.

	Stakeholder	Major Roles
1	BDA	<ol style="list-style-type: none"> 1) Supervision/monitoring of the project sites 2) Coordination with municipality and beneficiaries on site 3) General guidance for the beneficiaries for smooth implementation of the project on site, in cooperation with MLGUs 4) Continuous facilitation of the study circle
2	MLGU	<ol style="list-style-type: none"> 1) Technical support to BDA for smooth implementation and sustainability of the project on site 2) Coordination with BDA and beneficiaries for smooth implementation process of the project on site 3) Facilitation and support for the beneficiaries for smooth implementation of the project on site, in cooperation with BDA
3	Resource institutions/ persons	<ol style="list-style-type: none"> 1) Participation in the overall training program and provision of technical expertise including other technically relevant project activities 2) Provision of technical advice and guidance to the beneficiaries on site in coordination with the BDA 3) Periodical monitoring and record-keeping of the general conditions of goats in cooperation with BDA-RMOs and MLGUs, for future analysis of various purposes
4	Goat Raisers/ Beneficiaries	<ol style="list-style-type: none"> 1) Participation in the implementation activities such as various training activities and become responsible for goat production and sales 2) Record-keeping of all the pertinent data and information in the goat production and sales process and periodically submit accurate reports to the authorities concerned, as requested 3) Sharing results of activities and experience with other beneficiaries and/or interested people at assigned occasions

IV. Overall Approach

Demo Farm: Although it will not provide the farmers with high-tech and unreasonably modern equipment nor high-maintenance machines, the Demo Farm will be an “attractive showcase” where an ordinary goat farmer or “would-be goat farmers” could learn the basic idea and practical and financially attainable know-how on goat production system which is finely adjusted to the local socio-economic and climatic conditions.

Model Goat House: Since there are many different kinds of farmers, obviously a one-size-fits-all model will not be appropriate. Thus, the model should be a collection of various goat houses (at least 3 types) in which visitors, depending on their purpose, and/or technical and financial backgrounds, could find the most suitable one.





Breeding Tips: Since there is an obvious lack of the notion of avoidance of in-breeding among farmers and no structural breeding scheme in the region, thereby reducing the genetic resilience of the local goat herd, the goat production project shall show farmers the practical mating methods, esp. how to use and replace a buck (male breeder goat) for breeding.

Farmer-to-farmer (FTF) extension method (Future Goal):

V. Major Activities

- **Conduct of various training on production, business management:** Basic hands-on goat production techniques and business management know-how are lectured in training courses.
- **Monitoring and on-the job training:** The above production and business management with trading / marketing activities are monitored on site. Regular supervision and monitoring of the project will be done constantly. Monitoring is done at the same time with on-the-job training activities to the goat farmers.
- **Post project evaluation**

VI. Basic Structures:

	<p>Goat House No. 1 An elevated type of goat house which could house 10 does and a buck. The facility features a buck pen, kidding and rearing pen, and a grower pen. This design is intended to showcase the ideal housing of a more intensive goat production farm. Estimated Cost: PhP 85,000</p>
	<p>Goat House No. 2 A grandstand type of goat house which could also house 10 does and a buck. This facility highlights its simplicity and cost efficiency. This design is intended for farmers with a relatively higher capital. Estimated Cost: PhP 50,000</p>
	<p>Goat House No. 3 A shed type of goat house which could house a buck and a doe. This type of goat house is intended for backyard scale of goat raising which the farmers are commonly engaged to augment their income from their main farming/ livelihood activities. Estimated Cost: PhP 7,500</p>
	<p>Multi-Purpose Shed This shed will serve as a venue for the on-site trainings of the beneficiaries and as a receiving lobby for guests and visitors. Estimated Cost: PhP 50,000</p>

6. Social Preparation 2

As a continuation of Social Preparation 1, Social Preparation 2 aims to prepare the communities for the implementation of community development projects.

Social Preparation 2 is a critical activity for ensuring inclusiveness and community mobilization. It includes sensitizing the community residents and relevant community leaders through the project orientation, as well as selection of beneficiaries of the project.



Additionally, the Value Transformation/Enhancement Training (VTT/VET) designed by the BDA shall be organized for the selected beneficiaries to further strengthen their commitments to the projects.

Selecting appropriate beneficiaries is an important and difficult part of Social Preparation 2, as various aspects must be considered in view of inclusiveness (the Pillar 2), and prospect of success of the projects. In particular, as the group formulation and FTF technology extension are embedded in the CD-CAAM model, the beneficiaries, at least, has some experiences that are relevant to the projects, willingness to work with others, and willingness to disseminate the technology to others in his/her communities upon completion of the projects. Format 11 is a tool for selection of beneficiaries.

While the LGU and communities are asked to short-list the potential beneficiaries, the collected data/information by using the tool may provide useful insight in the final selection of the most appropriate beneficiaries. Upon selection of the beneficiaries, baseline survey shall be carried out. The baseline survey aims to collect relevant baseline data to profile project beneficiaries. Format 12 is the tool for baseline survey.

Personal Information Survey for Farmers (Agriculture Sector)			
Code Number			
1.0 Preliminary Information			
1.1	Province	-----	
1.2	Municipality	-----	
1.3	Barangay & Sitio/Purok	-----	
1.4	Name of Enumerator	-----	
1.5	Date of Interview	-----	
2.0 Profile of Farmer			
2.1	Name of Farmer/ Contact Phone Number :	/	
2.2	Gender	<input type="checkbox"/> 1. Male	<input type="checkbox"/> 2. Female
2.3	Age :	years old	
2.4	Ethnicity/Dialect :	/	
2.5	Civil Status		
2.6	Religion:	<input type="checkbox"/> 1. Islam	<input type="checkbox"/> 2. Catholic <input type="checkbox"/> 3. Others (_____)
2.7	Educational Attainment:	<input type="checkbox"/> 1. No school attendance	<input type="checkbox"/> 4. High school
		<input type="checkbox"/> 2. Primary school	<input type="checkbox"/> 5. College/University
		<input type="checkbox"/> 3. Secondary school	<input type="checkbox"/> 6. Others
2.8	Head of the family?	<input type="checkbox"/> 1. Yes	<input type="checkbox"/> 2. No
	<i>[Ikaw ba ang haligi/ama ng tahanan?]</i>	<i>[Oo]</i>	<i>[Hindi]</i>
2.9	Total Number of family members:	persons	Adult (20 yrs old & above)
	<i>[Kabuuang bilang/miyembro ng tahanan]</i>	<i>[kabuuang bilang]</i>	<i>Matanda [20 taon, pataas]</i>
			Children(19 yrs old & below)
			<i>Anak [19 taon, pataas]</i>
2.10	If you are a member of a farmers'/fishery group, state the name of the group.		
	<i>[Kung ikaw ay miyembro ng samahan ng mga magsasaka o mangingisda, isulat ang pangalan ng inyong samahan.]</i>		
2.11	Position in the group.	<input type="checkbox"/> 1. member only	<input type="checkbox"/> 2. Officer of the group (specify title/position)
	<i>[Posisyon sa grupo]</i>	<i>[miyembro]</i>	<i>[opisyal ng grupo, isulat ang posisyon]</i>
2.12	Total number of members of your group.	members	Male Female
	<i>[Ilan ang miyembro ng inyong grupo]</i>	<i>[kabuuang miyembro]</i>	<i>[lalaki] [babae]</i>
3.0 Farming Experience			
3.1	What is the main source of your family income?		
	<i>[Ano ang malaking pinagkukunan ng hanapbuhay ng pamilya?]</i>		
	<input type="checkbox"/> 1. Agriculture	<input type="checkbox"/> 2. Fisheries	<input type="checkbox"/> 3. Private Store <input type="checkbox"/> 4. Others, specify
	<i>[Pagsasaka]</i>	<i>[Pangingisda]</i>	<i>[Sariling Tindahan]</i>
3.2	If farming (Agriculture), how big or what is the size of the land tilled?	_____ (ha.)	
	<i>[Kung nagsasaka, gaano kalaki ang lupang sinasaka?]</i>	<i>(ektarya)</i>	

Format 11: Personal Information Survey for Selection of Beneficiary

3.3	How many years have you been in agri-production (palay, corn, vegetables, coconut, etc)? _____ Years <i>[Ilang taon na kayong nagsasaka ng mga produktong pang agrikultura?]</i> _____ <i>[taon]</i>
3.4	If vegetable production , how long have you been in vegetable farming? _____ Years <i>[Gaano katagal na kayong nagsasaka ng gulay?]</i> _____ <i>[taon]</i>
3.5	Number of family members helping in vegetable farming activity. _____ (no. of family members) <i>[Bilang ng miyembro sa pamilya na tumutulong sa pagsasaka ng gulay.]</i>
3.6	Have you attended any agricultural training program? <input type="checkbox"/> 1.Yes <input type="checkbox"/> 2.No <i>[Nakapag-dalo na po ba kayo ng pagsasanay sa pagsasaka?]</i> <i>[Oo]</i> <i>[Hindi]</i> If yes, specify the name of the course and the most effective subject (such as how to make compost fertilizer). <i>[Kung oo, sabihin ang pangalan ng kurso at pinaka epiktibong paksa (katulad ng kung papaano gumagawa ng pangpataba sa lupa o kompost na abuno/pagkain ng isda).</i>
4.0 Relationship /Participation in all Activities	
4.1	Do you have a strong good relationship with the community? <input type="checkbox"/> 1.Yes <input type="checkbox"/> 2.No <i>[Maganda ba ang inyong pakikitungo sa komunidad?]</i> <i>[Oo]</i> <i>[Hindi]</i>
4.2	Will you actively participate in the whole process of the project which include training (over night, in some cases), production and marketing? <input type="checkbox"/> 1.Yes <input type="checkbox"/> 2.No <i>[Ikaw ba ay aktibong lalahok sa buong proseso ng proyekto mula sa pagsasanay (magdamag kung minsan) hanggang sa produksyon at pangangalakal?]</i> <i>[Oo]</i> <i>[Hindi]</i>
4.3	Will you provide on voluntary basis, labor/manpower assistance during demonstration activities in the practice farm? <input type="checkbox"/> 1.Yes <input type="checkbox"/> 2.No <i>[Ikaw ba ay kusang loob na tutulong o lalahok sa mga gawain sa practice farm?]</i> <i>[Oo]</i> <i>[Hindi]</i>
4.4	Are you willing to disseminate acquired skills and experiences to non-participants upon completion of the project? <input type="checkbox"/> 1.Yes <input type="checkbox"/> 2.No <i>[Ituturo mo ba sa mga hindi kasamahan o kasapi ang mga natutunan mo sa proyektong ito?]</i> <i>[Oo]</i> <i>[Hindi]</i>
4.5	Are you willing to provide appropriate communication to participants and partner facilitators? <input type="checkbox"/> 1.Yes <input type="checkbox"/> 1.Yes <i>[Kusang loob ka bang magbigay ng komunikasyon sa mga kasapi at kasamang 'facilitators'?]</i> <i>[Oo]</i> <i>[Hindi]</i>
4.6	Are you physically fit to participate in all activities of the project? <input type="checkbox"/> 1.Yes <input type="checkbox"/> 1.Yes <i>[Ikaw ba ay nasa tamang kalagayan ng pangangatawan para sumali sa lahat ng gagawin/pagsasanay sa proyektong ito?]</i> <i>[Oo]</i> <i>[Hindi]</i>
4.7	Are you committed to this project? <input type="checkbox"/> 1.Yes <input type="checkbox"/> 1.Yes <i>[Buong puso at kalooban mo bang ibabahagi ang iyong sarili sa proyektong ito?]</i> <i>[Oo]</i> <i>[Hindi]</i>

Personal Information Survey for Farmers (Fishery Sector)

Code Number _____

1.0 Preliminary Information

- 1.1 Province _____
- 1.2 Municipality _____
- 1.3 Barangay & Sitio/Purok _____
- 1.4 Name of Enumerator _____
- 1.5 Date of Interview _____

2.0 Profile of Farmer

- 2.1 Name of Farmer/ Contact Phone Number : _____ / _____
- 2.2 Gender 1. Male 2. Female
- 2.3 Age : _____ years old
- 2.4 Ethnicity/Dialect : _____ / _____
- 2.5 Civil Status _____
- 2.6 Religion: 1. Islam 2. Catholic 3. Others (_____)
- 2.7 Educational Attainment: 1. No school attendance 4. High school
 2. Primary school 5. College/University
 3. Secondary school 6. Others _____
- 2.8 Head of the family? 1. Yes 2. No
[Ikaw ba ang haligi/ama ng tahanan?] [Oo] [Hindi]
- 2.9 Total Number of family members: _____ persons Adult (20 yrs old & above)
[Kabuuang bilang/miyembro ng tahanan] [kabuuang bilang] Matanda [20 taon, pataas]
 Children(19 yrs old & below)
Anak [19 taon, pataas]
- 2.10 If you are a member of a farmers'/fishery group, state the name of the group.
[Kung ikaw ay miyembro ng samahan ng mga magsasaka o mangingisda, isulat ang pangalan ng inyong samahan.] _____
- 2.11 Position in the group 1. member only 2. Officer of the group (specify title/position)
[Posisyon sa grupo] [miyembro] [opisyal ng grupo, isulat ang posisyon]
- 2.12 Total number of members of your group. _____ members _____ Male _____ Female
[Ilan ang miyembro ng inyong grupo] [kabuuang miyembro] [lalaki] [babae]

3.0 Farming Experience

- 3.1 What is the main source of your family income?
[Ano ang malaking pinagkukunan ng hanapbuhay ng pamilya?]
 1. Agriculture 2. Fisheries 3. Private Store 4. Others, specify _____
[Pagsasaka] [Pangingisda] [Sariling Tindahan]
- 3.2 **If farming (Agriculture)**, how big or what is the size of the land tilled? _____ (ha.)
[Kung nagsasaka, gaano kalaki ang lupang sinasaka? (ektarya)]
- 3.3 How many years have you been in agri-production (palay, corn, vegetables, coconut, etc)? _____ Years
[Ilang taon na kayong nagsasaka ng mga produktong pang agrikultura?] [taon]
- 3.4 **If vegetable production**, how long have you been in vegetable farming? _____ Years
[Gaano katagal na kayong nagsasaka ng gulay?] [taon]

- 3.5 **If fisheries**, either fish catching or fish culture, how long have you been in this activity? _____ Years
[Kung pangisingda, gaano katagal na kayong nangingisda o nag aalaga ng isda? _____ [taon]
- 3.6 **If engaged in Tilapia culture**, how long have been in this activity? _____ Years
[Kung nag aalaga ng tilapia, gaano katagal na kayo sa ganitong gawain?] _____ [taon]
- 3.7 Number of family members helping in vegetable farming/fishery activity. _____ (no. of family members)
[Bilang ng miyembro sa pamilya na tumutulong sa pagsasaka ng gulay/pag aalaga ng isda.]
- 3.8 Have you attended any agricultural/fishery training program? 1.Yes 2.No
[Nakapag-dalo na po ba kayo ng pagsasanay sa pagsasaka/pag aalaga ng isda. [Oo] [Hindi]
 If yes , specify the name of the course and the most effective subject (such as how to make compost fertilizer or local feeds for fish).

[Kung oo, sabihin ang pangalan ng kurso at pinaka epiktibong paksa (katulad ng kung papaano gumagawa ng pangpataba sa lupa o kompost na abuno/pagkain ng isda).

4.0 Relationship /Participation in all Activities

- 4.1 Do you have a strong good relationship with the community? 1.Yes 2.No
[Maganda ba ang inyong pakikitungo sa komunidad?] [Oo] [Hindi]
- 4.2 Will you actively participate in the whole process of the pilot project which include training (over night, in some cases), production and marketing? 1.Yes 2.No
[Ikaw ba ay aktibong lalahok sa buong proseso ng proyekto mula sa pagsasanay (magdamag kung minsan) hanggang sa produksyon at pangangalakal?] [Oo] [Hindi]
- 4.3 Will you provide on voluntary basis, labor/manpower assistance to establish demo farm/demo fish pond and its basic facilities? 1.Yes 2.No
[Ikaw ba ay kusang loob na tutulong sa pag-gawa ng "demo farm o demo fish pond" at ang mga kaakibat nitong kagamitan?] [Oo] [Hindi]
- 4.4 Are you willing to disseminate acquired skills and experiences to non-participants upon completion of the pilot project? 1.Yes 2.No
[Ituturo mo ba sa mga hindi kasamahan o kasapi ang mga natutunan mo sa proyektong ito?] [Oo] [Hindi]
- 4.5 Are you willing to provide appropriate communication to participants and partner facilitators?
1.Yes 1.Yes
[Kusang loob ka bang magbigay ng komunikasyon sa mga kasapi at kasamang 'facilitators'?] [Oo] [Hindi]
- 4.6 Are you physically fit to participate in all activities of the pilot project? 1.Yes 1.Yes
[Ikaw ba ay nasa tamang kalagayan ng pangangatawan para sumali sa lahat ng gagawin/pagsasanay sa proyektong ito?] [Oo] [Hindi]
- 4.7 Are you committed to this project? 1.Yes 1.Yes
[Buong puso at kalooban mo bang ibabahagi ang iyong sarili sa proyektong ito?] [Oo] [Hindi]

Personal Information Survey for Livestock Farmers			
1.0 Preliminary Information			
1.1 Province	_____		
1.2 Municipality	_____		
1.3 Barangay & Sitio/Purok	_____		
1.4 Name of Enumerator	_____		
1.5 Date of Interview	_____		
2.0 Profile of Farmer			
2.1 Name of Farmer/ Contact Phone Number :	_____ / _____		
2.2 Gender	<input type="checkbox"/> 1. Male	<input type="checkbox"/> 2. Female	
2.3 Age :	_____ years old		
2.4 Ethnicity/Dialect :	_____ / _____		
2.5 Civil Status	_____		
2.6 Religion:	<input type="checkbox"/> 1. Islam	<input type="checkbox"/> 2. Catholic	<input type="checkbox"/> 3. Others (_____)
2.7 Educational Attainment:	<input type="checkbox"/> 1. No school attendance	<input type="checkbox"/> 4. High school	
	<input type="checkbox"/> 2. Primary school	<input type="checkbox"/> 5. College/University	
	<input type="checkbox"/> 3. Secondary school	<input type="checkbox"/> 6. Others _____	
2.8 Head of the family?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No		
	<i>[Ikaw ba ang haligi/ama ng tahanan?]</i>	<i>[Oo]</i>	<i>[Hindi]</i>
2.9 Total Number of family members:	_____ persons	Adult (20 yrs old & above)	
	<i>[Kabuuang bilang/miyembro ng tahanan]</i>	<i>[kabuuang bilang]</i>	<i>Matanda [20 taon, pataas]</i>
		Children(19 yrs old & below)	
		<i>Anak [19 taon, pataas]</i>	
2.10 If you are a member of a livestock/farmers'/fishery group, state the name of the group.	_____		
	<i>[Kung ikaw ay miyembro ng samahan ng mga magsasaka o mangangisda, isulat ang pangalan ng inyong samahan.]</i>		
2.11 Position in the group	<input type="checkbox"/> 1. member only	<input type="checkbox"/> 2. Officer of the group (specify title/position)	
	<i>[Posisyon sa grupo]</i>	<i>[miyembro]</i>	<i>[opisyal ng grupo, isulat ang posisyon]</i>
2.12 Total number of members of your group.	_____ members	_____ Male	_____ Female
	<i>[Ilan ang miyembro ng inyong grupo]</i>	<i>[kabuuang miyembro]</i>	<i>[lalaki] [babae]</i>
3.0 Farming Experience			
3.1 What is the main source of your family income?	_____		
	<i>[Ano ang malaking pinagkukunan ng hanapbuhay ng pamilya?]</i>		
	<input type="checkbox"/> 1. Agriculture	<input type="checkbox"/> 2. Livestock /Poultry	<input type="checkbox"/> 3. Private Store
	<i>[Pagsasaka]</i>	<i>[Paghahayop]</i>	<i>[Sariling Tindahan]</i>
3.2 How many goats/cattle/chickens do you raise?	_____		
	<i>[Ilang kambing/baka/carabao/manok and iyong ina-alagaan?]</i>		
3.3 How many years have you been in agri-production (palay, corn, vegetables, coconut, etc)?	_____ Years		
	<i>[Ilang taon na kayong nagsasaka ng mga produktong pang agrikultura?]</i>	<i>[taon]</i>	
3.4 How many years have you been into livestock [Goat, Cattle, Chicken] production?	_____ Years		
	<i>[Gaano katagal na kayong nag kakambing o nag aalaga ng baka/carabao o manok?]</i>	<i>[taon]</i>	
4.1 Number of family members helping in livestock activity.	_____ (no. of family members)		
	<i>[Bilang ng miyembro sa pamilya na tumutulong sa paghahayop.]</i>		

4.2 Have you attended any livestock/poultry training program? 1.Yes 2.No
[Nakapag-dalo na po ba kayo ng pagsasanay sa paghahayop?] *[Oo]* *[Hindi]*
 If yes , specify the name of the course and the most effective subject (such as basic health management)

[Kung oo, sabihin ang pangalan ng kurso at pinaka epiktibong paksa (katulad ng kung papaano gumagawa ng pangpataba sa lupa o kompost na abuno/pagkain ng isda).

4.0 Relationship /Participation in all Activities

4.1 Do you have a strong good relationship with the community? 1.Yes 2.No
[Maganda ba ang inyong pakikitungo sa komunidad?] *[Oo]* *[Hindi]*

4.2 Will you actively participate in the whole process of the project which include training (over night, in some cases), production and marketing? 1.Yes 2.No
[Ikaw ba ay aktibong lalahok sa buong proseso ng proyekto mula sa pagsasanay (magdamag kung minsan) hanggang sa produksyon at pangangalakal?] *[Oo]* *[Hindi]*

4.3 Will you provide on voluntary basis, labor/manpower assistance during demonstration activities in the prac farm? 1.Yes 2.No
[Ikaw ba ay kusang loob na tutulong o lalahok sa mga gawain sa practice farm?] *[Oo]* *[Hindi]*

4.4 Are you willing to disseminate acquired skills and experiences to non-participants upon completion of the project? 1.Yes 2.No
[Ituturo mo ba sa mga hindi kasamahan o kasapi ang mga natutunan mo sa proyektong ito?] *[Oo]* *[Hindi]*

4.5 Are you willing to provide appropriate communication to participants and partner facilitators? 1.Yes 1.Yes
[Kusang loob ka bang magbigay ng komunikasyon sa mga kasapi at kasamang 'facilitators'?] *[Oo]* *[Hindi]*

4.6 Are you physically fit to participate in all activities of the project? 1.Yes 1.Yes
[Ikaw ba ay nasa tamang kalagayan ng pangangatawan para sumali sa lahat ng gagawin/pagsasanay sa proyektong ito?] *[Oo]* *[Hindi]*

4.7 Are you committed to this project? 1.Yes 1.Yes
[Buong puso at kalooban mo bang ibabahagi ang iyong sarili sa proyektong ito?] *[Oo]* *[Hindi]*

Baseline Survey for Vegetable Farmers

Code Number	
1.0 Preliminary information	
1.1 Province	_____
1.2 Municipality	_____
1.3 Barangay	_____
1.4 Name of Enumerator	_____
1.5 Date of Interview	_____

2.0 Profile of Farmer	
2.1 Name of Farmer :	_____
2.2 Sex :	<input type="checkbox"/> 1. Male <input type="checkbox"/> 2. Female
2.3 Age :	_____ years old
2.4 Ethnicity :	_____
2.5 Religion:	<input type="checkbox"/> 1. Islam <input type="checkbox"/> 2. Catholic <input type="checkbox"/> 3. Others (_____)
2.6 Educational Attainment:	<input type="checkbox"/> 1. No school attendance <input type="checkbox"/> 4. High school <input type="checkbox"/> 2. Primary school <input type="checkbox"/> 5. College/University <input type="checkbox"/> 3. Secondary school <input type="checkbox"/> 6. Other (_____)
2.7 Total Number of family members:	_____ persons
Adult (20 years old & above)	_____ persons
Children (19 years old & below)	_____ persons
2.8 If member of a farmers' group, state the name of the group.	_____
2.9 Position in the farmers' group.	<input type="checkbox"/> 1. member only <input type="checkbox"/> 2. Officer of the group (specify title or position) _____
2.10 Total number of members of your group.	_____ members
2.11 Contact Phone Number:	_____

3.0 Farming experience	
3.1 What is the main source of your family income?	
[Ano ang malaking pinagkukunan ng hanapbuhay ng pamilya?]	
<input type="checkbox"/> 1. Agriculture <input type="checkbox"/> 2. Fisheries <input type="checkbox"/> 3. Private Store	
[Pagsasaka] [Pangingisda] [Sariling Tindahan]	
3.2 How many years have you been in agri-production (palay, corn, vegetables, coconut, etc)?	Years _____
[Ilang taon na kayong nagsasaka ng mga produktong pang agrikultura?]	[taon]
3.3 How long have you been in vegetable farming?	Years _____
[Gaano katagal na kayong nagsasaka ng gulay?]	[taon]
3.4 Number of family members helping in vegetable farming activity.	_____ family members
[Bilang ng miyembro sa pamilya na tumutulong sa pagsasaka ng gulay]	[ilang miyembro]
3.5 Have you attended any agricultural training program?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
[Nakapag-dalo na po ba kayo ng pagsasanay tungkol sa pagsasaka?]	[Oo] [Hindi]
If yes, specify the name of the course and the most effective subject (such as how to make compost fertilizer).	
[Kung oo, sabihin ang pangalan ng kurso at pinaka epiktibong paksa (katulad ng kung papaano gumagawa ng pangpataba sa lupa o kompost na abuno).	

4.0 Production and Sales of vegetables	
If you cultivate any kind of vegetable, please answer the question below.	
[Kung ikaw ay nagtanim ng anumang gulay, paki-sagot ang tanong sa ibaba].	
a) Production:	
4.1 Total cultivated land area for vegetable farming in 2012.	_____ ha
[Kabuuang lawak ng lupa na tinaniman ng gulay sa taong 2012]	
4.2 Owned land area from the total cultivated land area for vegetable farming in 2012.	_____ ha

[Sariling lupain sa loob ng kabuuang lupang tinataniman ng gulay sa taong 2012.] _____
 4.3 Rent-in area from the total cultivated land area for vegetable farming in 2012 _____ ha
 [Inuupahan na lupa sa loob ng kabuuang tinataniman ng gulay sa taon 2012]

4.4 What is your farming system for vegetables?
 [Ano ang iyong sistema sa pagtatanim ng gulay?]
 1. monoculture garden 2. intercropping
 [isang uri ng gulay lamang] [kasabay sa ibang pananim]

4.5 Number of croppings for vegetables per year. 1. 1-Cropping 2. 2-Croppings
 [Beses/ulit ng pagtatanim ng gulay bawat taon?] [1 beses bawat taon] [2 beses bawat taon]

4.6 Fertility of the soil. 1. Quite fertile to very fertile 3. Not fertile
 [Gaano ka taba ang lupa?] [matabang lupa] [hindi mataba]
 2. less fertile
 [di gaanong mataba]

4.7 Water source for watering the plants.
 [Pinanggalingan ng tubig na pandilig sa taniman.]
 1. irrigation/drainage 2. River 3. Spring 4. Rain
 [irigasyon/kanal] [ilog] [bukal] [ulan]

4.8 Area planted for each vegetable crop, number of croppings, cost per croppings and volume harvested in 2012 (if there are).

	Name of Vegetable	Area planted (ha)	# of croppings/year	Prod. Cost /cropping (Php)	Area hrvstd /cropping (ha)	Vol. hrvstd /cropping (kg)
1.	eggplant					
2.	ampalaya					
3.	tomato					
4.	stringbean					
5.	squash					
6.	cucumber					
7.	upo					
8.	pechay					
9.	cauliflower					
10.	bulb onion					
11.	broccoli					
12.	bell pepper					
13.	potato					
14.	carrots					
15.	lettuce					
16.	cabbage					
17.	radish					
18.	Chinese cabbage					
19.	chilli					

Note: Production costs involves labor and external inputs:

a) Labor costs - land preparation, nursery, planting, weeding and watering, fertilizing, pesticide application, harvesting, and transporting.

b) Cost of external inputs - seeds/seedlings, chemical and organic fertilizers, pesticides, herbicides, fungicides and other chemical inputs.

b) Sales

4.9 Post-harvest (PH)/ marketing costs (storage, sorting, grading, packaging, transport cost, handling or labor cost if there are.

	Name of Vegetable	Storage cost/unit	Sorting, Grading, Packaging Cost/unit	Transport Cost(kg)	Handling Cost/unit	Total PH Cost
1.	eggplant					

2.	ampalaya				
3.	tomato				
4.	stringbean				
5.	squash				
6.	cucumber				
7.	upo				
8.	pechay				
9.	cauliflower				
10.	bulb onion				
11.	broccoli				
12.	bell pepper				
13.	potato				
14.	carrots				
15.	lettuce				
16.	cabbage				
17.	radish				
18.	Chinese cabbage				
19.	chilli				

4.10 Prevailing farmgate, retail / wholesale prices during harvest months in 2012.

	Name of Vegetable	Harvest Months	Farmgate Price/unit	Retail Price(kg)	Whle. Price(kg)	Gross Sales(Php)
1.	eggplant					
2.	ampalaya					
3.	tomato					
4.	stringbean					
5.	squash					
6.	cucumber					
7.	upo					
8.	pechay					
9.	cauliflower					
10.	bulb onion					
11.	broccoli					
12.	bell pepper					
13.	potato					
14.	carrots					
15.	lettuce					
16.	cabbage					
17.	radish					
18.	Chinese cabbage					
19.	chilli					

4.11 Profit margin (Gross Sales less production cost and post harvest costs).

	Name of Vegetable	Gross Sales	Production Cost	Post Harvest Cost	Profit Margin
1.	eggplant				
2.	ampalaya				
3.	tomato				
4.	stringbean				
5.	squash				
6.	cucumber				
7.	upo				
8.	pechay				
9.	cauliflower				

10.	bulb onion				
11.	broccoli				
12.	bell pepper				
13.	potato				
14.	carrots				
15.	lettuce				
16.	cabbage				
17.	radish				
18.	Chinese cabbage				
19.	chilli				

c) Marketing issues and concerns

4.12 Where do you normally sell your vegetables?

[Saan ninyo palagi ang ibinebenta ang inyong mga produktong gulay?]

	Name of Vegetable	Market Outlet	Retail Price/unit	Wholesale Price/unit	Aver. Qty. Sold(kg)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

4.13 What are the problems/issues that you have encountered in vegetable production?

[Ano-ano ang mga problema na kinakaharap ninyo sa pagsasaka ng gulay?]

4.13.1 On Production (sa pagsasaka/produksyon):

On Marketing (sa pagbebenta):

4.14 Will you introduce vegetable production to your children and relatives?

[Gusto mo bang matutunan ng inyong mga anak o mga kamag-anak ang pagtatanim ng gulay?]

1. Yes 2. No
 [Oo] [Hindi]

If yes, why? [Kung oo, bakit?]

If no, why? [Kung hindi, bakit?]

Baseline Survey for Tilapia Production			
Code Number			
1.0 Preliminary information			
1.1 Province	_____		
1.2 Municipality	_____		
1.3 Barangay	_____		
1.4 Name of Enumerator	_____		
1.5 Date of Interview	_____		
2.0 Profile of Farmer			
2.1 Name of Farmer :	_____		
2.2 Sex :	<input type="checkbox"/> 1. Male	<input type="checkbox"/> 1. Female	
2.3 Age :	_____ years old		
2.4 Ethnicity :	_____		
2.5 Religion:	<input type="checkbox"/> 1. Islam	<input type="checkbox"/> 2. Catholic	<input type="checkbox"/> 2. Others
2.6 Educational Attainment:			
	<input type="checkbox"/> 1. No school attendance	<input type="checkbox"/> 3. Secondary school	<input type="checkbox"/> 5. College/University
	<input type="checkbox"/> 2. Primary school	<input type="checkbox"/> 4. High school	<input type="checkbox"/> 6. Other
2.7 Total Number of family members:	_____ persons		
Adult (20 years old & above)	_____ persons		
Children (19 years old & below)	_____ persons		
2.8 If member of a fish farmers' group, state the name of the group.	_____		
2.9 Position in the fish farmers' group.			
	<input type="checkbox"/> 1. member only	<input type="checkbox"/> 2. Officer of the group (specify title or position)	_____
2.10 Total number of members of your group.	_____ members		
2.11 Contact Phone Number:	_____		
3.0 Experience in Livestock Activity			
3.1 Do you have livestock?	<input type="checkbox"/> 1. Yes	<input type="checkbox"/> 2. No	If yes, how many _____ Heads
	Mayron ka bang alagang hayop [Oo]	[wala]	[Piraso]
3.2 How much is your annual Income from livestock, with breakdown.	_____		
	Magkano ang kita mo sa pag-aalaga ng hayop sa loob ng isang taon, magbigay ng detalye.		
3.0 Experience in Fish Catching / Fish Culture Activity			
3.1 What is the main source of your family income?	[Ano ang malaking pinagkukunan ng hanapbuhay ng pamilya?]		
	<input type="checkbox"/> 1. Agriculture	<input type="checkbox"/> 2. Fisheries	<input type="checkbox"/> 3. Private Store
	[Pagsasaka]	[Pangingisda]	[Sariling Tindahan]
	Breakdown:	_____	
		[Detalye] _____	
3.2 How many years have you been in fish catching activity?	_____ Years		
	[Ilang taon na kayo sa panghuhuli ng isda na inyong pangkabuhayan?]		
	[taon]		
3.3 How many years have you been in fish culture activities (pond/ cage/ pen)?	_____ Years		
	[Ilang taon na kayong nag-aalaga/nagpapalaki ng isda?]		
	[taon]		
3.4 What kind of fish do you produced? Specify _____ [example: tilapia, carp, bangus]			
	[Anong klaseng isda ang inyong inaalagaan/pinapalaki?]		
3.5 If tilapia, how long have you been in tilapia culture?	_____ Years		
	[Kung tilapia, gaano katagal na kayong nag-aalaga ng tilapia?]		
	[taon]		
3.6 Number of family members helping in tilapia culture activity.	_____ family members		
	[Bilang ng miyembro sa pamilya na tumutulong sa pag-aalaga ng tilapia na isda]		
3.7 Have you attended any fish culture training program?	<input type="checkbox"/> 1. Yes	<input type="checkbox"/> 2. No	
	[Nakadalo na po ba kayo ng pagsasanay tungkol sa pag-aalaga ng isda?]	[Oo]	[Hindi]
	If yes , specify the name of the course and the most effective subject (such as how to make home-made/ locally produced feeds for tilapia).		
	[Kung oo, sabihin ang pangalan ng kurso at pinaka epektibong paksa (katulad ng kung papaano gumagawa ng lokal na pagkain ng isdang tilapia).		

3.8 Do you need more training on fish culture?	<input type="checkbox"/> 1. Yes	<input type="checkbox"/> 2. No	
	[Kailangan nyo pa ba ng karagdagang pagsasanay sa pagpaparami ng isda?]	[Oo]	[Hindi]
3.9 If yes, specify the area / topic needed.	_____		
4.0 Production and Sales of Tilapia/Fish			
4.1 Total land area for the fishpond.	_____ ha.		
	[Kabuuang lawak ng fishpond para sa tilapia sa taong 2012]		
4.2 Is the fishpond land area owned or rented?	_____ ha.	<input type="checkbox"/> 1.Owned	<input type="checkbox"/> 2. Rented
	[Ang lupain ng fishpond ba ay sariling pagmamay-ari o inuupahan?]	[Sariling lupa]	[Inuupahan]
4.3 How many crops do you have annually?	<input type="checkbox"/> 1. Once <input type="checkbox"/> 2. Twice <input type="checkbox"/> 3. Thrice		
	[Sa loob ng isang taon, ilang beses kayo nag-aani ng tilapia sa inyong "fishpond"?]	[Isang beses]	[2 Beses] [3 Beses]
4.4 How many kilos of fish do you produce in a crop?	_____ kg		
	[Ilang kilong isda ang nakukuha mo sa bawat ani?]		
4.5 Water source for the fishpond.	<input type="checkbox"/> 1. Irrigation/drainage	<input type="checkbox"/> 2. River	<input type="checkbox"/> 3.Spring <input type="checkbox"/> 4. Lake
	[Pinanggalingan ng tubig para sa "fishpond".]	[Irigasyon/kanal]	[Ilog] [Bukal] [Lawa]

Format 12: Baseline Survey Tool

4.6 Do you fertilize the rearing water? 1. Yes 2. No If yes, In what way? _____
[Gumamit ka ba ng pataba sa palaisdaan? [Oo] [Hindi] Sa anong paraan? _____]

4.6 Cost of fish farming

PARTICULARS		COST (Php)
A.	Initial Pond construction	
1.	Unit cost of construction/m ²	
B.	Production cost	Unit price: /kg /fish
1.	Pond Preparation	
2.	Fingerlings/ Fries	
3.	Feeds	
4.	Lease / Rent (Php)	
5.	Labor cost	Family
		Hired labor
		Total
6.	Interest Cost	Long term capital
		Working capital
7.	Depreciatio (20 years)	
	Total Cost	

4.7 Sales / Income of Tilapia

Channels / Selling Point	Volume (kg)	Selling Price / Amount per kg	Total Sales (Php)	Total profit (Php)
1. Brokers				
2. Wholesalers-viajeros				
3. Wholesalers				
4. Retailers				
5. Consumers				

* Total profit = Total Sales less Total costs
 _____ = _____ less _____

4.8 Captured Fish Production and Sales in 2012, if any

a. Production

	Captured Fish Variety	Yearly Costs / Expenses				Total Cost
		Boat Hired	Fishing Gears	Labor	Other Costs	
1.						
2.						
3.						
4.						
5.						

b. Sales / Income

Fish Variety	Volume of fish Captured (kg)	Volume of Fish Sold (kg)	Market Price / kg (Php)	Total Sales (Php)	Total Income (Php)
1.					
2.					
3.					
4.					
5.					

5.0 Subsidiary occupations

5.1 What duration in the year you are not engaged in fish/ tilapia farming? _____ months
[Anong panahon sa loob ng taon na ikaw ay hindi abala sa pag aalaga ng isda/tilapia?] _____ [buwan]

5.2 What are the alternative occupations other than fish/tilapia farming? _____ other occupations
[Anong ibang hanapbuhay ang iyong ginagawa maliban sa pag aalaga ng isda/tilapia?] _____ [ibang hanapbuhay]

5.3 How much is your approximate income on subsidiary occupation in 2012? _____ Income (Php)
[Magkano ang iyong kinita sa iyong ibang hanapbuhay sa taong 2012?] _____ [kinita-Peso]

5.4 Are you getting extra income from any government programme such as 4P's of DSWD? 1. Yes 2. No
[Meron ka bang kinikita sa mga proyekto ng gobyerno katulad ng 4P's ng DSWD? _____ [Oo] _____ [Hindi]

5.5 If yes, specify approximate income (day/month/year). _____ (Php)
[Kung Oo, sabihin kung magkano] _____ [halaga-peso]

6.0 Sources of Knowledge

6.1 From where did you get information regarding fish culture, processing and marketing?
[Saan ka kumukuha ng impormasyon tungkol sa pag-aalaga ng isda, pagproproseso at pangangalakal?]

1. Farm friends/ group discussion
[Kaibigang magsasaka / grupong pag-uusap]

2. Field demonstrations / trainings
[Sa bukid kung saan mayroon palaisdaan / pagsasanay]

3. Market middleman from where you purchase farm inputs / sell your outputs.
[Ahente sa palengke kung saan nakakabili ng kailangan sa palaisdaan]

4. Radio, TV, Electronic media, newspapers, bulletins, mass communication media
[Radyo, telebisyon, pahayagan]

5. Others, specify _____

[Iba pa, detalye]

6.2 Is your present knowledge on fish farming sufficient to increase your production and income? 1. Yes 2. No
 [Sapat ba ang iyong kaalaman sa pag-aalaga ng isda upang ang iyong produksyon at kita ay tumaas?] [Oo] [Hindi]

7.0 Perception of Farmers

7.1 What are the major causes affecting your production/ fish harvest?
 [Ano ang mga dahilan na nakaapekto sa iyong ani ng isda?]

<input type="checkbox"/> 1. Insufficient water / low water level [Hindi sapat na tubig / mababang antas ng tubig]	<input type="checkbox"/> 6. Culture management [Pamamahala sa pag-aalaga]
<input type="checkbox"/> 2. Acidity of water [Maasim ang tubig]	<input type="checkbox"/> 7. Insufficient funds for operation [Hindi sapat na pondo para pag-aalaga ng isda]
<input type="checkbox"/> 3. Low quality of fish seed/fingerlings [Mababang kalidad ng similya]	<input type="checkbox"/> 8. High price of inputs [Mataas na gastos sa pagsisimula]
<input type="checkbox"/> 4. Poor quality of feeds [Mababang kalidad ng pagkain]	<input type="checkbox"/> 9. Low prevailing market price of produce [Mababang presyo ng ani sa palengke]
<input type="checkbox"/> 5. Diseases [Sakit]	<input type="checkbox"/> 10. Others, specify _____ [Iba pa] Banggitin

7.2 What are the possible solutions by which you can increase your production/harvest?
 [Ano ang mga posibleng solusyon na makapagpalaki ng produksyon / ani?]

<input type="checkbox"/> 1. Availability of sufficient water [Pagkakaroon ng sapat na tubig]	<input type="checkbox"/> 6. Access to crop loans to sustain funds for operation [Daan sa pautang para mapondohan ang pagaalaga]
<input type="checkbox"/> 2. Good quality of fish seed / fingerlings [Magandang kalidad ng similya]	<input type="checkbox"/> 7. Access to high quality and of reasonable price for inputs [Makakuha ng maganda at abot kayang presyo para sa pagsisimula]
<input type="checkbox"/> 3. Good quality feeds [Magandang kalidad ng pagkain]	<input type="checkbox"/> 8. Access to other markets with higher buying price for produce [Makaugnay sa ibang palengke na mataas na presyo ang pagbili ng ani]
<input type="checkbox"/> 4. Immediate treatment for diseases [Agarang paggamot sa mga sakit]	<input type="checkbox"/> 9. Availability of cold storage [Pagkakaroon ng malamig na imbakan]
<input type="checkbox"/> 5. Good culture management practices [Magandang kasanayan sa pagaalaga]	<input type="checkbox"/> 10. Others, specify _____ [Iba pa] Banggitin

7.3 Is the source of fishpond inputs a problem? 1. Yes 2. No
 [Problema ba kung saan mabibili ang mga kailangang gamit sa fishpond?] [Oo] [Hindi]

7.4 If yes, specify the kind of inputs. 1. fish seed / fingerlings 3. Materials (nets, ropes etc)
 [Kung Oo, sabihin kung ano ang mga etc.] 2. Feeds 4. Others, specify _____

7.5 Is there any fish processing in your sitio/barangay? 1. Yes 2. No
 [Meron bang nagproseso ng isda sa inyong sitio/barangay?] [Oo] [Hindi]

7.6 If yes, specify the kind of products. 1. Dried fish 5. Fish chorizo
 [Kung Oo, sabihin kung ano ang uri ng prdukto.] 2. Boneless fish 6. Fish Chicharon
 3. Smoked Fish 7. Others, specify _____
 4. Fish Paste/ Bagoong

Baseline Survey for Seaweed Production

Code Number		
--------------------	--	--

1.0 Preliminary information

1.1 Province _____
 1.2 Municipality _____
 1.3 Barangay _____
 1.4 Name of Enumerator _____
 1.5 Date of Interview _____

2.0 Profile of Farmer

2.1 Name of Farmer : _____
 2.2 Sex : 1. Male 2. Female
 2.3 Age : _____ years old
 2.4 Ethnicity : _____
 2.5 Religion: 1. Islam 2. Catholic 3. Others (_____)
 2.6 Educational Attainment:
 1. No school attendance 3. Secondary school 5. College/University
 2. Primary school 4. High school 6. Other
 2.7 Total Number of family members: _____ persons
 Adult (20 years old & above) _____ persons
 Children (19 years old & below) _____ persons
 2.8 If member of a fish/ seaweed farmers' group, state the name of the group. _____
 2.9 Position in the fish seaweed farmers' group.
 1. member only 2. Officer of the group (specify title or position) _____
 2.10 Total number of members of your group. _____ members
 2.11 Contact Phone Number: _____

3.0 Experience in Seaweed Farming / Fish Culture / Fish Catching Activity

3.1 What is the main source of your family income?
 [Ano ang malaking pinagkukunan ng hanapbuhay ng pamilya?]
 1. Agriculture 2. Fisheries 3. Seaweed farming 4. Private Store
 [Pagsasaka] [Pangingisda] [Pagtatanim ng seaweed] [Sariling Tindahan]
 3.2 How many years have you been in seaweed farming activity? _____ Years
 [Ilang taon na kayo sa pagtatanim ng seaweed na inyong pangkabuhayan? _____ [taon]
 3.3 What kind of seaweed do you produced? Specify _____ [example: cottonii, alvarezii, spinosum, gracillaria]
 [Anong klaseng seaweed ang inyong inaalagaan/pinapalaki?]
 3.4 How many years have you been in fish catching activity, gears used (hook/ nets/ others) _____ Years
 [Ilang taon na kayo sa panghuhuli ng isda na inyong pangkabuhayan? _____ [taon]
 3.5 How many years have you been in fish culture activities (pond/ cage/ pen)? _____ Years
 [Ilang taon na kayong nag-aalaga/nagpapalaki ng isda? _____ [taon]
 3.6 What kind of fish do you produced? Specify _____ [example: grouper, lobster, snapper]
 [Anong klaseng isda ang inyong inaalagaan/pinapalaki?]
 3.7 Number of family members helping in seaweed culture activity. _____ family members
 [Bilang ng miyembro sa pamilya na tumutulong sa pag-aalaga ng seaweed]
 3.8 Have you attended any seaweed/ fish culture training program? 1. Yes 2. No
 [Nakadalo na po ba kayo ng pagsasanay tungkol sa pag-aalaga ng seaweed at isda?] [Oo] [Hindi]
 If yes , specify the name of the course and the most effective subject (such as how to use different culture methods of seaweed farming)
 [Kung oo, sabihin ang pangalan ng kurso at pinaka epektibong paksa (katulad ng kung paano gamitin ang mga ibat-ibang pamamaraan ng pag-aalaga ng seaweed/ isda).

3.9 Do you need more training on seaweed/ fish culture culture? 1. Yes 2. No
 [Kailangan nyo pa ba ng karagdagang pagsasanay sa pag-aalaga ng seaweed/ isda?] [Oo] [Hindi]
 3.10 If yes, specify the area / topic needed. _____

4.0 Production and Sales of Seaweed

4.1 Total production area your seaweed in 2014. _____ ha.
 [Kabuuang lawak ng lugar para sa pagtatanim ng seaweed sa taong 2014]
 4.2 Is the seaweed production area owned or rented? 1.Owned 2. Rented
 [Ang lugar na pinagtataniman ng seaweed ay sariling pagmamay- ari o inuupahan?] [Sariling lupa] [inuupahan]
 4.3 For the year 2014, how many times did you harvest seaweed from your area?
 1. once 2. twice 3. thrice
 [Sa taong 2014, ilang beses kayo nakapag-ani ng seaweed?] [isang beses] [2 beses] [3 beses]
 4.4 What is the average volume (kilograms) of seaweed per harvest in 2014?
 [Ilang kilo ng seaweed bawat ani sa taong 2014?] _____ kg

4.6 Cost of production for seaweed culture in 2014.

	PARTICULARS		COST (PhP)
A.	Materials for seaweed farm development		
1.	Rope, softie, stake etc		
B.	Production cost		
1.	Seaweed seedling		

2.	Lease / Rent (PhP)		
3.	Labor cost	Family	
		Hired labor	
		Total	
4.	Interest Cost	Long term capital	
		Working capital	
5.	Depreciation		
	Total Cost (PhP)		

4.7 Sales / Income from Seaweed in 2014.

	Channels / Selling Point	Volume (kg)	Selling Price / Amount per kg	Total Sales (Php)	Total Income (Php)
1.	Consolidator (on-site buyer)				
2.	Wholesalers (Bongao)				
3.	Processors-exporter (Zamboanga, Cebu, Manila)				

* Total Income = Total Sales less Total costs
 = _____ less _____

4.8 Fish Catch Production and Sales in 2014, if any

a. Production

No.	Fish species	Yearly Costs / Expenses				Total Cost
		Boat Hired	Fishing Gears	Labor	Other Costs	
1.						
2.						
3.						
4.						
5.						

b. Sales / Income

No.	Fish species	Volume of fish Captured (kg)	Volume of Fish Sold (kg)	Market Price / kg (Php)	Total Sales (Php)	Total Income (Php)
1.						
2.						
3.						
4.						
5.						

5.0 Subsidiary occupations

- 5.1** What duration in the year you are not engaged in seaweed farming/ fish culture/ fishing? _____ months
 [Anong panahon sa loob ng taon na ikaw ay hindi abala sa pag-aalaga ng seaweed at pangangisda?] [buwan]
- 5.2** What are the alternative occupations other than seaweed farming and fishing? _____ other occupations
 [Anong ibang hanapbuhay ang iyong ginagawa maliban sa pag aalaga ng seaweed at pangangisda?] [ibang hanapbuhay]
- 5.3** How much is your approximate income on subsidiary occupation in 2014? _____ Income (Php)
 [Magkano ang iyong kinita sa iyong ibang hanapbuhay sa taong 2014?] [kinita-Peso]
- 5.4** Are you getting extra income from any government programme such as 4P's of DSWD? 1. Yes 2. No
 [Meron ka bang kinikita sa mga proyekto ng gobyerno katulad ng 4P's ng DSWD?] [Oo] [Hindi]
- 5.5** If yes, specify approximate income (day/month/year). _____ (Php)
 [Kung Oo, sabihin kung magkano] [halaga-peso]

6.0 Sources of Knowledge

- 6.1** From where you get information regarding seaweed culture, post-harvest improvement and marketing?
 [Saan ka kumukuha ng impormasyon tungkol sa pag-aalaga ng seaweed, pagpapabuti ng ani at pangangalakal?]
 1. Farm friends/ group discussion
 2. Field demonstrations / trainings
 3. Market middleman from where you purchase farm inputs / sell your outputs.
 4. Radio, TV, Electronic media, newspapers, bulletins, mass communication media
 5. Others, specify _____
- 6.2** Is your present knowledge on seaweed farming sufficient to increase your production and income? 1. Yes 2. No
 [Sapat ba ang iyong kaalaman sa pag aalaga ng seaweed upang ang iyong produksyon at kita ay tumaas?] [Oo] [Hindi]

7.0 Perception of Farmers

- 7.1** What are the major causes affecting your seaweed production/ harvest?
 [Ano ang mga dahilan na naka apekto sa iyong ani nang seaweed?]
 1. Insufficient water movement/ current 6. Culture management
 2. Water temperature & Salinity 7. Insufficient funds for operation
 3. Low quality seaweed seedlings 8. High price of inputs
 4. Water depth 9. Low prevailing market price of produce
 5. Water pollutants caused by floods and freshwater run-off 10. Poor post-harvest facilities (solar dryer, warehouse etc)
 6. Diseases (ice-ice, epiphytes etc.) 11. Others, specify: _____
- 7.2** What are the possible solutions by which you can increase your seaweed production/harvest?
 [Ano ang mga posibleng solusyon na makapagpalaki ng produksyon /ani sa pagtanim ng seaweed?]

Format 12: Baseline Survey Tool

- | | |
|--|--|
| <input type="checkbox"/> 1. Sufficient water movement/ current | <input type="checkbox"/> 6. Access to crop loans to sustain funds for operation |
| <input type="checkbox"/> 2. Optimum water quality (temp., salinity, no pollutants) | <input type="checkbox"/> 7. Access to high quality and of reasonable price for inputs |
| <input type="checkbox"/> 3. Good quality seaweed seedling | <input type="checkbox"/> 8. Access to other markets with higher buying price for produce |
| <input type="checkbox"/> 4. Immediate treatment for diseases | <input type="checkbox"/> 9. Availability of good post-harvest facilities |
| <input type="checkbox"/> 5. Good culture management practices | <input type="checkbox"/> 10. Others, specify _____ |

7.3 Is the source of seaweed production inputs a problem? [Problema ba kung saan mabibili ang mga kailangang gamit sa pagtatanim ng seaweed?]	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No [Oo] [Hindi]
7.4 If yes, specify the kind of inputs. [Kung Oo, sabihin kung ano ang mga etc.]	<input type="checkbox"/> 1. Seaweed seedlings <input type="checkbox"/> 3. Others, specify _____ <input type="checkbox"/> 2. Materials (ropes, softie etc)
7.5 Is there any seaweed-based food / fish processing in your sitio/barangay? [Meron bang nagproproseso ng seaweed at isda sa inyong sitio/batangay?]	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No [Oo] [Hindi]
7.6 If yes, specify the kind of products.	<input type="checkbox"/> 1. Dried fish <input type="checkbox"/> 5. Fish chorizo <input type="checkbox"/> 2. Boneless fish <input type="checkbox"/> 6. Fish Chicharon <input type="checkbox"/> 3. Smoked Fish <input type="checkbox"/> 7. Seaweed-based candy, noodle, jam etc. <input type="checkbox"/> 4. Fish Paste/ Bagoong <input type="checkbox"/> 8. Others, specify _____

Baseline Survey for Goat Production

Code Number	
1.0 Preliminary information	
1.1 Province	_____
1.2 Municipality	_____
1.3 Barangay	_____
1.4 Name of Enumerator	_____
1.5 Date of Interview	_____
2.0 Profile of Farmer	
2.1 Name of Farmer :	_____
2.2 Sex :	<input type="checkbox"/> 1. Male <input type="checkbox"/> 2. Female
2.3 Age :	_____ years old
2.4 Ethnicity :	_____
2.5 Religion:	<input type="checkbox"/> 1. Islam <input type="checkbox"/> 2. Catholic <input type="checkbox"/> 3. Others (_____)
2.6 Educational Attainment:	<input type="checkbox"/> 1. No school attendance <input type="checkbox"/> 4. High school <input type="checkbox"/> 2. Primary school <input type="checkbox"/> 5. College/University <input type="checkbox"/> 3. Secondary school <input type="checkbox"/> 6. Other (_____)
2.7 Total Number of family members:	_____ persons
Adult (20 years old & above)	_____ persons
Children (19 years old & below)	_____ persons
2.8 If member of a farmers' group, state the name of the group.	_____
2.9 Position in the farmers' group.	<input type="checkbox"/> 1. member only <input type="checkbox"/> 2. Officer of the group (specify title or position) _____
2.10 Total number of members of your group.	_____ members
2.11 Contact Phone Number:	_____
3.0 Farming experience	
3.1 What is the main source of your family income? [Ano ang malaking pinagkukunan ng hanapbuhay ng pamilya?]	<input type="checkbox"/> 1. Livestock/Poultry [Paghahayop] <input type="checkbox"/> 2. Agriculture [Pagsasaka] <input type="checkbox"/> 3. Fishery [Pangingisda] <input type="checkbox"/> 4. Private Store [Sariling Tindahan]
3.2 If Livestock/Poultry is the main source, what are the main products? (Multiple answers)	<input type="checkbox"/> 1. Goats <input type="checkbox"/> 2. Cattle <input type="checkbox"/> 3. Carabao <input type="checkbox"/> 4. Sheep <input type="checkbox"/> 5. Poultry <input type="checkbox"/> 6. Dairy products <input type="checkbox"/> 7. Others [Specify: _____]
3.3 How many years have you been in livestock/poultry production? Years	_____
[Ilang taon na kayong nagsasaka ng mga produktong pang agrikultura at paghahayop: [taon]	
3.4 How long have you been in goat/chicken farming? Years	_____
[Gaano katagal na kayong naghahayopan? [taon]	
3.5 Number of family members helping in livestock/poultry farming activity.	_____ family members
[Bilang ng miyembro sa pamilya na tumutulong sa paghahayopan]	[ilang miyembro]
3.6 Have you attended any livestock training program?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
[Nakapag-dalo na po ba kayo ng pagsasanay tungkol sa paghahayop?] [Oo] [Hindi]	
If yes , specify the name of the course and the most effective subject (such as how to improve	_____
[Kung oo, sabihin ang pangalan ng kurso at pinaka epiktibong paksa (katulad ng kung papaano gumagawa ng pangpataba sa lupa o kompost na abuno).	
4.0 Production and marketing of goat/chicken	
If you raise the goat/chicken, please answer the question below. [Kung ikaw ay nakapag alaga ng anumang hayop, paki-sagot ang tanong sa ibaba].	
4.1 Do you keep any records ? (Please check <input checked="" type="checkbox"/>)	
<input type="checkbox"/> Animal identification <input type="checkbox"/> Due date <input type="checkbox"/> Kidding dates	
<input type="checkbox"/> Body weight at birth <input type="checkbox"/> Finishing body weight <input type="checkbox"/> Individual growth	
4.2 Do you practice the following for animal health ? (Please check <input checked="" type="checkbox"/>)	
<input type="checkbox"/> Vaccination <input type="checkbox"/> Dewarming	

Kid health (umbilical disinfection, etc.)

4.3 As to nutrition, do you use the following ? (Please check)

- Improved grass Natural grass Roadside grass Fodder tree
 Hay Rice straws Supplement (salt, etc. Grain feed
 By-products: _____ Any practice such as urea treatment: _____

4.4 How do you utilize grass ? (please check)

- Grazing Tethering Cut-and-carry Treated

4.5 Concerning management, do you practice or have the following ? (Please check)

- Restricted suckling Crush Goat house Feeder
 Waterer Shed for Kids Animal selection Milking
 Equipment: _____ Any practice such as urea treatment: _____

4.6 Water source for watering the plants.

[Pinanggalingan ng tubig na pandilig sa taniman.]

1. irrigation/drainage 2. River 3. Spring 4. Rain
 [irigasyon/kanal] [ilog] [bukal] [ulan]

4.7 How much feed and water do you give a goat per day (Questioner him/herself will measure)?

Grass (per fed): _____ Water: _____

4.8 Area used and/or grazed for goat/chicken production in 2015. (if possible)

Used: _____ ha. Grazed: _____ ha.

4.9 Sales by goat/chicken production in 2015. (if possible)

No. of goats sold: _____ Total income (appx.): _____ Php.

4.10 Where/how/to whom do you normally sell your goats/chickens?

[Saano ninyo palagiang ibinebenta ang inyong mga kambing o manok?]

No. 1	No. 3
No. 2	No. 4

4.11 Where/how/to whom do you normally buy goats/chickens for replacement and/or breeding

No. 1	No. 3
No. 2	No. 4

4.11 Do you have any billy goat/rooster for breeding?

Yes: _____ No: _____ If "No", how do you get billy goat/rooster for breeding?

4.12 What are the problems/issues that you have encountered in goat/chicken production?

[Ano-ano ang mga problema na kinakaharap ninyo sa paghahayopan?]

4.13.1 On Production (sa pagsasaka/produksyon):

On Marketing (sa pagbebenta):

4.13 Will you introduce goat/chicken production to your children and relatives?

[Gusto mo bang matutunan ng inyong mga anak o mga kamag-anak ang paghahayopan?]

1. Yes 2. No

[Oo] [Hindi]

If yes, why? [Kung oo, bakit?]

If no, why? [Kung hindi, bakit?]

4.14 Additional information: Body size of goats which are among the best in the farm

(Cm)	Billy 1	Billy 2	Nanny 1	Nanny 2	Nanny 3
Wither Hgt.					
Heart Girth					
Body Lgh.					
Scrotal Cir.					

7. Field Operation and Assessment

The previous Community Development Guidelines elaborate major aspects of field operations of the CD-CAAM model, and the technical instructions/details of specific livelihood projects (including vegetables production/marketing, tilapia culture/processing, seaweed/cucumber culture as well as goat production) should be referred to the respective basic manuals. As such this section mainly describes managerial elements of field operation of the livelihood projects as well as some key activities.

AGRICULTURE



FISHERIES



LIVESTOCK



Planning Activities

Once the Project Implementation Plan (PIP) is finalized, and Social Preparation 2 is carried out, you can now start implementation of specific technical training and the related activities to achieve the objectives described in the PIP. Table 3 is a list of major activities of the selected livelihood projects (please refer to respective basic manuals for technical details).



Field Operation and Assessment

Table 3: Major Training and Activities of Livelihood Projects

(1) Vegetable Production and Marketing	
SN	Major Training Contents
1	Workshop on basic vegetable production technologies, organic and natural farming, nursery establishment and management, and companion planting
2	Training on natural fertilizers and pesticides
3	Training on vermie/worm culture: production, maintaining and application of organic fertilizers
4	Training on farm management and daily farm monitoring
5	Workshop on financial management strategies (bookkeeping, cash flow technologies, etc.)
6	Training on market survey
7	Workshop on marketing of products and how to sustain production
8	Training on pest management and farm monitoring
9	Workshop on cooperative development/financial management
10	Training on seed production technology
(2) Tilapia Production and Processing	
SN	Major Training Contents
1	Training on tilapia biology, pond culture, harvesting and marketing
2	Training on basics of processing tilapia into smoked fish, labeling and packaging, and marketing
3	Training on basic knowledge on tilapia culture in floating fish cages, construction of fish cages, harvesting and marketing.
4	Training on basic techniques on home-made feed formulation
5	Training on community-based tilapia seed production, brood stock selection, sexing, breeding, handling and nursery rearing of fries
6	Training on home-made feed making
(3) Seaweed/Sea Cucumber Production	
SN	Major Training Contents
1	Training on seaweed farming, post-harvest improvement, and marketing
2	Training on preparation of seaweed demonstration farm site, planting materials, seedlings, and installation of seaweed lines and stake
3	Construction of stilt-type seaweed solar dryer
4	Installation of pen enclosure and stocking of sea cucumber
(4) Goat Production	
SN	Major Training Contents
1	Introduction to goat production
2	Training on goat housing and other essential facilities
3	Training on breeding/reproduction, nutrition, general herd management, animal health management, farm record keeping
4	Training on basic business management, financial management, and hands-on drafting of business plan
5	Training on cooperative development
6	Training on establishment of demonstration farm

As Table 3 illustrates that livelihood projects under the CD-CAAM model includes diverse training subjects and activities, careful activity planning must be carried out to achieve the expected results of each training and activity. While there is no standard template for the activity plan, Format 13 is a sample activity plan, which must be prepared by the implementing body to specify details of activities and the budget, and share it with the partners and the donor if necessary.

Activity Plan and Budget Estimation

Date:

I. Title of Activity	FTF Training on Tilapia Processing (dried) in Brgy. Sta. Cruz, Matungao, LDN
II. Objectives	<p>1) To teach the 2nd beneficiaries by 1st beneficiaries on how to process tilapia into dried (tilanggit).</p> <p>2) To strengthen the capacity of 2nd beneficiaries in fish and drying with different flavors.</p> <p>3) To showcase systematic process of packaging dried tilapia and marketing.</p>
III. Date and Period	April 26-27, 2016 (2 days)
IV. Venue/Location/Place	Brgy. Sta. Cruz, Matungao, Lanao del Norte
V. Participants	<p>39 Total Participants</p> <p>Farmer Teacher from 1st Beneficiaries, Community beneficiaries (Purok 3), Community beneficiaries (Sitio Koriod), MLGU Representative</p>
VI. Resource Person	2 Farmer Teacher from 1st Beneficiaries
VII. Methodology	Lecture and hands-on processing on-site
VIII. Expected Output/Deliverables	Activity Report and Photo Documentation
IX. Detailed Schedule	

Date	Activity
Day 1	
08:00-08:30	Registration
08:30-08:40	Opening prayers & words of wisdom
08:40-08:50	Welcome Remarks
08:50-9:00	Messages
09:00-09:30	Introduction/Briefing and distribution of materials
09:30-10:00	Lecture on dried tilapia (tilanggit) processing
10:00-10:30	Lecture on preparation of materials, wearing of appropriate attire
10:30-11:30	Practicum: Washing, scaling, splitting, and deboning of fish
11:00-12:00	Wrap-up
12:00-01:00	Prayer and lunch
1:00-04:00	Processing Activities
Day 2	
09:00-12:00	Drying of processed fish
12:00-01:00	Prayer and lunch
01:00-03:00	Practicum on 1) Packaging dried tilapia and 2) Basic marketing of processed tilapia
03:00-03:30	Prayer and snacks
03:30-04:00	Sensory evaluation
04:00-04:30	Closing Program

X. Resources Required:

No.	Particular	Qty.	Unit	Unit Cost	Total Cost
1	Vehicle	1	Unit		
2	Supplies				
	Projector	1	Unit		
	Projector Screen	1	Unit		
	Extra Laptop	1	Unit		
	Vacuum sealer	1	Unit		
	Camera	1	Unit		
	Printer	1	Unit		
	Digital Weighing scale	2	Unit		
3	Meals				
	39 pax, 2 days	78	Pax	160.00	12,480.00
	Total cost for Meals (PhP)				12,480.00
4	Professional Fees for Farmer teachers				
	Farmer trainers (2pax, 2 days)	4	Pax	400.00	1,600.00
	Total cost for PF (PhP)				1,600.00
5	Ingredients for processing (original flavor, sweetened)				
	10 kg tilapia (30g wet weight/pc)	20	kg	50.00	1000.00
	garlic	½	kg	200.00	100.00
	black pepper	10	pack	20.00	200.00
	lemon	½	kg	80.00	40.00
	brown sugar	1	kg	50.00	50.00
	pineapple juice	2	can	300.00	600.00
	vinegar	2	litre	34.00	68.00
	iodize salt	1	kg	50.00	50.00
	laurel leaves	4	pack	30.00	120.00
	Total cost for ingredients (PhP)				2,228.00
6	Training Materials on Processing/ Hands-on				
	Apron	30	Pc	35.00	1,050.00
	Face Mask	1	Box	300.00	300.00
	Gloves	1	Box	350.00	350.00
	Hair net	30	Pc	18.00	630.00
	Hand Towel	35	Pc	30.00	1,050.00
	Sharp knife, small	20	Pc	60.00	1,200.00
	Basin, medium	20	Pc	50.00	1,000.00
	Sharpening stone	4	Pc	100.00	400.00
	Strainer, large	20	Pc	50.00	1,000.00
	Colander, large	20	Pc	70.00	1,400.00
	Chopping board, small	20	Pc	50.00	1,000.00
	Measuring cup	4	Set	150.00	600.00
	Measuring spoon	4	Set	150.00	600.00
	Thick cellophane for packaging	6	Pack	100.00	600.00
	Simple table-type solar dryer 1x5 meters	1	Unit	5,000.00	5,000.00
	Kitchen scissors	20	Pc	65.00	1,300.00
	Total cost for Materials for Processing (PhP)				17,480.00
7	Training Kit and Materials				
	Training manuals	50	Set	-	-
	Notebook	30	Pc	10.00	350.00
	Ball pen (black)	2	Box	245.00	490.00
	Bond paper, A4	2	Ream	165.00	330.00
	Pentel pen	1	Box	300.00	300.00
	Kit bag (expanding envelope)	35	Pc	60.00	2,100.00
	Manila paper	30	Pc	4.00	120.00
	Calculator	2	Pc	350.00	700.00
	ID Jacket with sling	35	set	12.00	420.00
	Scissors heavy duty	2	Pc	75.00	150.00
	Double sided tape	2	Roll	35.00	70.00
	Pull back clip	35	Pc	6.00	210.00
	Parchment paper	5	Pack	60.00	300.00
	Tarpaulin (3x6)	1	Pc	540.00	540.00
	Certificate holder	30	Pc	90.00	2,700.00
	Total cost for Training Kit and Materials (PhP)				8,780.00
	Grand total (PhP)				42,568.00

Prepared By:

Reviewed By:

Endorsed By:

Monitoring, Coordination and Reporting



Monitoring aims not only to collect information and data on the progress of the project, but to examine strengths and weaknesses in the project, thereby enabling the stakeholders to make informed decisions to take necessary measures to redress the problem and improve project performance. Major areas of the monitoring may include 1) schedule (whether the project is being implemented according to the set timetable), 2) targets (whether the project is achieving the set targets of the activities, and 3) risks (whether there are potential risks which

negatively affect the project) and so on. Under the CD-CAAM model, monitoring can be carried out by different players including project field staffers such as Project Operation Officers and Community Organizers, the LGU staffers such as MPDC and MAO, as well as technical resource organizations/persons related to particular livelihood projects. Through monitoring, various challenges and problems can be identified, which can be technical, managerial, and even political and security issues. Although there is no universal way for problem solving, a strong partnership and coordination with the LGU, and technical resource organizations or experts, and community, one of the ethos of the CD-CAAM model, can greatly enhance the project's capability to respond to different challenges quickly and respectively.

As one of the principles of effective coordination is the presence of effective communication, the CD-CAAM model recommends establishment of a regular coordination mechanism such as monthly coordination meeting among the implementing body, the LGU and technical resource organizations, in which progress and results of the activities are reported to the stakeholders (some tips for reporting are in Box 4), and challenges/problems are discussed to further improve the project performance.

Box 4: Some Tips for Powerpoint Presentation

PowerPoint presentation is one of the most popular tools for presentation/reporting. Here are some tips widely advised for effective use of PowerPoint presentation;

- (1) Bullet points: Better to use bullet points rather than having complete sentences. The 6x6 rule, i.e. a maximum of 6 bullet points per slide, and 6 words per bullet may be helpful when the presentation is in English.
- (2) Font: Font size should be at least 30point, and sans serif fonts (Helvetica, Tahoma, Verdana) may look good when the presentation is in English.
- (3) Color and Background: Try to use simple backgrounds rather than the slide themes. Try to avoid using red in any fonts or backgrounds.
- (4) Picture: Try not to put too many pictures on one slide. Putting a single image with simple or no text on one slide is preferable.

Farmer-to-Farmer Extension Work and Other Initiatives



As one of the six pillars of the CD-CAAM model, the Farmer-to-Farmer extension (FTF) is one of the most important components during the field operations. For an effective FTF extension, teams of the Farmer Trainers must be formulated within the municipality. Initially, a Training of Trainers (TOT) shall be conducted to organize the Farmer Trainers (FT). TOT aims not only to enhance technical competence/subject knowledge among the potential FTs, but also to provide an understanding of the principles, methods and process of the training, and strengthen their

communication skills as the trainer. Once the TOT is complete, the teams of FTs are expected to provide technical advice and on-site guidance to other farmers. Unlike the external experts/trainers, the FTs have the advantage of their intimate understanding of the community where the extension is carried out, and the FTF extension approach ultimately aims to empower farmers with knowledge and skills, and build community self-reliance through utilizing community resource and capacities effectively. Please refer to the basic manuals for technical details of TOT and FTF extension.

As a comprehensive training is another pillar of the CD-CAAM model, various initiatives can be promoted during the field operation. So-called “Integrated Farming” is a dynamic approach which potentially increase benefit while reducing cost through combining different farming activities into a whole farm management. For example, during the pilot phase of the CD-CAAM model, two different integrated farming systems (with tilapia production and duck raising, as well as seaweed and sea cucumber production) were tested, and produced favorable results (please refer to the basic manual for fisheries sector for the technologies of the integrated farming practices).

So-called match making session between farmers and traders/buyers is another effort to further promote the comprehensiveness of the livelihood projects of the CD-CAAM model. The CD-CAAM model encourages farmers themselves to carry out market survey to become familiar with the market situations/realities where their products will be delivered. Additionally, potential traders/buyers are invited to the match making sessions wherein the farmer can have a direct interaction with them, so that farmers can plan their production more strategically based on market needs.



Evaluation/Assessment



Results of the projects must be evaluated continuously during the field operations to improve the project's performance, which is often called a "formative" evaluation/assessment. Through formative evaluation/assessment, you may be able to identify internal/external factors that may affect the results of the projects, so that you can make necessary measures to respond to the unexpected situations.

Formative evaluation is often inclined to qualitative inquiry from different stakeholders such as project staffers, participants of the training and partners such as the LGUs and resource organizations. In contrast, "summative" evaluation/assessment looks at the impact of an intervention on the target group, which is usually undertaken at the end of a project.

Summative evaluation often requires more quantitative data collection, but a good of both quantitative and qualitative inquiry is necessary to obtain a better understanding of the results/impacts of the projects as well as insights on future improvement. While evaluation must be designed vis-a-vis specified goals/objectives/outcomes of the particular project, Table 4 is a major assessment areas related to the livelihood projects under the CD-CAAM model, whereas Format 14 is a sample assessment tool. Data from the baseline survey conducted during Social Preparation 2 may be very useful for the end-line assessment, and other methods such as Focus Group Discussion (FGD), direct observation, key informant interviews etc., should be properly utilized. It is strongly recommended that evaluation should be carried out in a participatory manner, in which voice of all major stakeholders can be heard.

Table 4: Major Assessment Areas

SN	Assessment Area	Major Method of Inquiry
1	Production through the training (at a demonstration farm/pond)	Quantitative data collection/analysis
2	Sales through the training (at a demonstration farm/pond)	Quantitative data collection/analysis
3	Income generation (at individual participant level)	Quantitative data collection/analysis
4	Degree of technology transfer (production)	Qualitative/quantitative inquiry
5	Degree of acquired capabilities in selling/marketing	Qualitative/quantitative inquiry
6	Other unexpected impacts on technology transfer	Qualitative inquiry
7	Sustainability (institutional/financial level)	Qualitative inquiry
8	Sustainability (technical level)	Qualitative inquiry
9	Challenges and lessons learned	Qualitative inquiry

Questionnaire Sheet for Evaluation (vegetable production)

1. Beneficiary Information

Name			
Sex		Age	
Municipality			
Have vegetable production experiences before the project	Yes / No		
Started vegetable production after project	Yes / No		

2. Degree of acquiring vegetable production technology

Q 2.1: Which levels did you acquire vegetable production technology through demonstration farm? Please put check mark (√ or X).

Technology item	A: Already applied on own farm	B: Will apply in the near future	C: Will take time to apply	D: Will never apply
Introduced same crops to be taught on demonstration farm				
Use of recommended varieties				
Use of power tiller for land preparation				
Practice of bed preparation for nursery making				
Raised bed with siding				
Transplanting with recommended row & hill distance				
Trellising				
Any of pest and diseases and weed control				
Concoction				
Composting				
Vermicomposting				
Use of shredder for composting				
Use of harvesting tool like pruning scissors				
Use of crates for harvesting				
Record keeping				
Others (specify):				

3. Selling

Q 3.1: To those who are doing vegetable production now, did you find markets / buyers to sell your vegetable during the project?

Answer: Yes / No

Q 3.2: To those who answered "Yes", please indicate new selling destinations. Multiple answer are **OK**.

Selling destinations	A: Supermarkets	B: Retailers from markets	C: Traders	D: Walk in customers
Yes / No				

4. Impact by the Project

Q 4.1: What has been positively changed through pilot project as impact? Please put check mark.

Impact	Yes	No
Technical improvement on vegetable production		
Improvement on record keeping skill		
Improvement on skill to sell products		
Attitude toward farming changed		
Confident enough to teach vegetable production to other farmers		
Income increased through vegetable production		
Family members acquired vegetable production technology as well		
Changed life of family members		

Q 4.2: If there is any other impact that you have, please write it.

5. Comment and Suggestion

Please write your comments and suggestions, if any.

Questionnaire Sheet for Evaluation (Tilapia Culture)

I. Beneficiary Information

Name			
Sex		Age	
Community			

II. Technical / Management Achievement

Which levels do you achieve in tilapia culture, processing and marketing?

Technical Items	A: We can practice by ourselves	B: We can practice a little	C: We know only basic skills	D: We don't know any skills
Pond / Cage Preparation (Construction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fish Fingerling Transportation and Stocking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sampling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeding Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harvest of Cultured Fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processing of Tilanggit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fish Sale Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Effect of Project Programs

Do you think that those extension programs are effective to improve your skills for fish culture?

Programs	A: Very effective	B: A little effective	C: Not effective
Regular Monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge Sharing Meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Tour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Impact by the Project

What do you think of the impact of the project?

Impact	A: Very improved	B: A little improved	C: Not improved
Technical Improvement of Fish Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Income Generation by Fish Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Strengthening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. Future Activities

Question	A: Yes	B: No
Do you want to continue fish culture activities after the project?	<input type="checkbox"/>	<input type="checkbox"/>
Do you want to expand ponds / cages after the project?	<input type="checkbox"/>	<input type="checkbox"/>

VI. Comment and Suggestion

Please write your comments and suggestions, if any.

8. Conclusion



This handbook describes major methods/processes that are used in community development projects under the CD-CAAM model. It also introduces useful formats for specific activities. The methods/processes described in this handbook primarily aim to ensure the six pillars of the CD-CAAM model, and ultimately contribute to peace building in Bangsamoro. As a conclusion, we revisit those six pillars and discuss the implications for peace building as well as challenges we may face to further promote CD-CAAM model in Bangsamoro.

Regarding the pillar 1 (*Balance between development needs vis-a`-vis development potentials*), the implementation of different types of surveys is an important component of the CD-CAAM model to select the most appropriate program contents, location and beneficiaries to address both development needs and potentials in a balanced manner. Besides the regular components of community profiling, technical survey, and market survey, it is also necessary to carry out other types of survey to ensure the achievement of the first pillar through reconciling diverse perspectives of stakeholders on development of the communities (for example, in the pilot project for tilapia culture, a plankton survey and analysis was conducted by the university to reconcile stakeholders' different ideas on the most suitable tilapia culture site). Technical and socio-political factors are often entangled in community development particularly in conflict -affected areas. Thus, a strategic and participatory decision-making process should be applied particularly at the planning stage. Sometimes a careful investigation forces the planners to consider a drastic change of their original plan (for example, the fisheries pilot project in Tawi-Tawi was changed from tilapia culture to seaweed/sea cucumber culture to match the development potentials in the locality). While such comprehensive and flexible planning process is essential part of the CD-CAAM model, it is time-consuming and has a financial implication. Given the somewhat pre-determined contents and scope of the interventions and set-timeframe in many donor-funded development projects, the challenge may be how the planners can maneuver within such constraints to balance development needs and potentials. The municipal and barangay LGUs play a significant role in community development interventions under the CD-CAAM model (*Pillar 2: Strong partnership with LGU*). The target municipality LGUs are expected to assign their personnel such as MAO, MPDC, engineers, and agriculture and fisheries technicians to support the activities and beneficiaries of each community development project. As an example of another kind of support, the LGU offered free use of the road grader (with an operator) and provided a water tank for the demonstration farm for livestock. Additionally, LGU personnel can play an important role in conflict resolution. For example, the so-called grievance committee can be organized with the barangay captain, members of the council elders and the barangay councilors to mitigate conflict that may arise during the implementation of the project. Through regular and continuous engagement, the project can also play a catalytic role in connecting ordinary community

people with the local government and having the government hear their voices. Such efforts help greatly in strengthening commitments of the LGUs. The challenge is how such momentum can be sustained at the LGU upon completion of the intervention. Follow-up activities such as periodic monitoring may be required until the good practices will be institutionalized in the municipalities.

By further emphasizing inclusiveness (Pillar 3), the CD-CAAM model aims to help connect different socio-cultural and political groups in the communities. Under the CD-CAAM model, groups are formed for separate community development projects, and the model advocates that groups include members with diverse backgrounds with regard to such factors as religion, gender, political affiliation. For example, Christians and Muslims worked together in the pilot project, and their group eventually became a registered PO.

The strong emphasis on marketing and selling sets livelihood projects under the CD-CAAM model a little apart from many other community development interventions in CAAM (Pillar 4). To sustain income generation, the beneficiary groups are continuously encouraged to conceptualize ways to innovate and add value to products, to market products better as well as maximize the benefit by reducing the production costs. For example, introduction of organic fertilizer such as vermicast, and worm tea as well as pest attractants in vegetable production greatly reduce the production cost by decreasing the use of chemical fertilizer and pesticides. Organic production can also add value to the vegetables at the markets. So-called matchmaking sessions are organized to establish linkages between producers and potential buyers of the products. While it remains to be seen to what degree such initiatives can help create new market opportunities for the small-scale farmer groups, dialogue with the buyers and traders give the farmers a good opportunity to become more familiar with the marketing and selling aspects of their farming endeavors. The processing of the tilapia into dried fish (Tilanggit) is one way of adding value, and integrated farming with tilapia and duck is another way to reduce production cost and diversify income. Thus far, the CD-CAAM model includes the following five packages of community development projects: vegetable production and marketing; tilapia culture, processing and marketing, road rehabilitation and maintenance through LBT, goat production, and seaweed and sea cucumber production. Other types of community development package may need to be developed to address diverse development needs and potentials in Bangsamoro.

The mobilization and use of locally available resources – technical, material, or human – is another characteristics of the CD-CAAM model (Pillar 5). By ensuring the relevance of interventions to local contexts, community people could replicate the learned technologies relatively easily in their own livelihood. In particular, Mindanao has abundant valuable technical resources, but many valuable technical resources are still untapped. Mapping out potential technical resource organizations and establishing a network with them would be a valuable asset for Bangsamoro.

Lastly, the FTF approach is an effective extension strategy in Bangsamoro given the limited human and technical resources within the LGUs. Further advocacy by the development agencies such as the BDA may be needed to institutionalized FTF extension in the LGU so that the farmer trainers' service may be financially supported by the LGU's development funds. Meanwhile, although technologies can be transferred to the wider community population through FTF, farmers often require financial capital to some degree in order to adopt the newly learned technologies. Thus, some types of financial assistance such as subsidy, loan, or micro-credit may need to accompany technical transfer and extension. In the CD-CAAM model, the beneficiary groups are encouraged to register themselves

as an official entity such as a cooperative and registered PO, which may open the possibility for them to be eligible for bank loan in the future in Bangsamoro. Through such initiatives and the continuous support from the LGUs, the FTF extension approach should be further strengthened.

As examined thus far, each pillar itself is not necessarily innovative or original, but the uniqueness of the CD-CAAM model is that it combines different approaches and perspectives into something whole. Through carefully ensuring the six pillars throughout the whole process of community development interventions, the model aims to foster the resilience of the communities. Resilience can be defined as “the capability to anticipate risk, limit impact, and bounce back rapidly through survival, adaptability, evolution, and growth in the face of turbulent change”,⁷ and some argue that resilience springs primarily from the strength of internal social capital, trust networks, and leadership⁸. Intra-state violent conflict often fragments the population by undermining interpersonal and communal trust, destroying the norms and values that underlie cooperation and collective action for the common good⁹. An implication of the legacy of decades of conflict can be found in the recent trend of increasing ‘horizontal conflict’¹⁰ in Bangsamoro. To strengthen social cohesion, different sets of social capital, i.e., norms, values and social relations that bond communities together (such as kinship, ethnicity and religion) may need to be connected horizontally, whereas civil society and the state also need to be brought together on the vertical axis. The CAAM model can be an effective and sustainable community development model in Bangsamoro, and its impact is not only economical but also social. An assessment of the pilot projects revealed that some of the beneficiaries experienced positive attitude changes not only toward farming itself but also toward life as a whole. For example, a male beneficiary of an agriculture project did not have a farm and was not engaged in any productive activities before participating in the pilot project. After a year of training, he started cultivating vegetables at his backyard garden, keeping himself busy. With the additional money that he earns from his garden, his daughter can go back to school now. Meanwhile, villagers who were involved in armed struggle for a long time are engaged in livelihood activities, which would facilitate their transition to normal living. In sum, if it can be replicated on a larger scale in a proper way, the CD-CAAM model of community development is likely to make a substantial contribution to peaceful and productive Bangsamoro through nurturing community resilience.

While this handbook advocates the CD-CAAM model for future community development intervention in Bangsamoro, however, given the magnitude of challenges Bangsamoro people face, no fixed model may be perfect. The main lesson from the practice of the CD-CAAM model on the ground is that an application of particular methods and process described in this handbook depends critically on understanding of complex and dynamic local realities on the ground. By paying carefully attention to such dynamism and adopting flexible and innovative mind and attitude, the CD-CAAM model can further evolve to make differences in Bangsamoro.

⁷ Plodinec, J. (2009). *Definitions of resilience: An analysis*. Oak Ridge: Community and Regional Resilience Institute (CARR).

⁸ Menkhaus, K. (2013). *Making sense of resilience in peacebuilding contexts: approaches, applications, implications*. Geneva peacebuilding platform paper 6.

⁹ Colletta, N. J., & Cullen, M. L. (2000). *Violent conflict and the transformation of social capital: Lessons from Cambodia, Rwanda, Guatemala, and Somalia* (Vol. 795). World Bank Publications.

¹⁰ *Horizontal conflict: violent struggles between clans, ethnic groups, rival insurgent factions, political parties and private armed groups or shadow authorities for control over land, natural resources, elective and non-elective positions, including government resources and rents* (International Alert, 2014).

9. Indicative Timeframe, Budget and References

SN	Steps/Activities	Timeframe	Major Budget Components		Ref	
1	Set-ups for the Operation	3 weeks	1	Staff/Personnel	Salary etc.	(1), (2)
			2	Office	Facilities, supplies etc.	
2	Selection of the Municipalities	1 month	1	Travel	Field validation survey	(1), (2)
			2	Meeting	Venue, supplies etc.	
3	Social Preparation 1	1-1.5 months	1	Travel	Technical survey, community profiling etc.	(1), (2)
			2	Meeting/Focus Group Discussion	Venue, supplies etc.	
			3	Other supplies	Questionnaire formats etc.	
4	Site Selection and Project Implementation Plan	3 weeks	1	Travel	Site visits	(1), (2)
			2	Meeting	Venue, supplies etc.	
5	Social Preparation 2	1 month	1	Travel	Baseline survey etc.	(1), (2)
			2	Meeting/Orientation	Venue, supplies etc.	
			3	Training	Value transformation training (VTT), venue, supplies etc.	
			4	Resource person	Fee and travel	
6	Field Operation					
	Vegetable production/marketing	8-10 months	1	Farm inputs	Supplies etc	(3)
			2	Facilities	Vermi-composting	
			3	Training/OJT	Venue, supplies etc.	
			4	Travel	Monitoring	
			5	Resource person	Fee and travel	
	Tilapia culture/processing/marketing	8-10 months	1	Production inputs	Supplies etc.	(4), (5)
			2	Facilities	Cage etc.	
			3	Training/OJT	Venue, supplies etc.	
			4	Travel	Monitoring	
			5	Resource person	Fee and travel	
	Road rehabilitation/maintenance	12 months	1	Sub-contract	Contractors	(6)
			2	Training/OJT	Venue, supplies etc.	
			3	Travel	Monitoring	
			4	Resource person	Fee and travel	
	Goat production/marketing	10-12 months	1	Facilities	Goat house, fence, shed etc.	(7)
			2	Farm inputs	Goat etc.	
			3	Training/OJT	Venue, supplies etc.	
			4	Travel	Monitoring	
			5	Resource person	Fee and travel	
Seaweed culture	8-10 months	1	Facilities	Post-harvest, processing etc.	(8)	
		2	Production inputs			
		3	Training/OJT	Venue, supplies etc.		
		4	Travel	Monitoring		
		5	Resource person	Fee and travel		
7	Farmer to Farmer Extension					
	Vegetable production/marketing	8-10 months	1	Farm inputs	Supplies etc	(3), (9)
			2	Facilities	Vermi-composting	
			3	TOT/Training/OJT	Venue, supplies etc.	
			4	Travel	Monitoring	
			5	Resource person	Fee and travel	

Indicative Timeframe, Budget and References

	Tilapia culture/processing/marketing	8-10 months	6	Farmer Trainer	Honorarium	(4), (5), (10)
			1	Production inputs	Supplies etc.	
			2	Facilities	Cage etc.	
			3	TOT/Training/OJT	Venue, supplies etc.	
			4	Travel	Monitoring	
			5	Resource person	Fee and travel	
6	Farmer trainer	Honorarium				
8	Assessment	1 month	1	Meeting/Focus Group Discussion	Venue, supplies	(1), (2)

Reference Materials

- (1) Community Development Guidelines
- (2) Operation Handbook on Community Development through the CD-CAAM model
- (3) Basic Manual on Vegetable Production and Marketing
- (4) Basic Manual on Tilapia Culture, Processing and Marketing
- (5) Basic Manual on Community Road Rehabilitation and Maintenance by Labor Based Technology and "Do-Nou" method
- (6) Basic Manual for Small Scale Goat Keepers
- (7) Basic Manual for Seaweed Culture, Post-Harvest Improvement, and Marketing
- (8) Handbook for Training of Trainers and Farmer to Farmer Extension for Vegetable Production and Marketing
- (9) Handbook for Training of Trainers and Farmer to Farmer Extension for Tilapia Culture, Processing, and Marketing

The Project for
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Implemented by
**Bangsamoro Development Agency (BDA)
Office of the Presidential Adviser on the Peace Process (OPAPP)
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