GALING POOK FOUNDATION

TRAINING-WORKSHOP ON DOCUMENTING GOOD PRACTICES FOR EFFECTIVE LOCAL GOVERNANCE

A TRAINER'S MANUAL

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INTRODUCTION

This training manual was produced by the The Galing Pook Foundation, an independent organization whose mission is to search and recognize outstanding programs of local governments. It also aims to assist in building the capacity of local government units through dissemination of innovative and effective LGU programs.

With this training manual on the "how-to's" of documentation, the Galing Pook Foundationhopes to facilitate or even accelerate the identification and dissemination of good/exemplary practices.

About the Training-Workshop

The training-workshop was designed to develop and/or enhance the knowledge and competence of Local Government staff, particularly information officers, in recognizing and documenting good practices for various purposes.

At the end of the training-workshop, it is expected that the participants would be able to:

- identify a good practice for effective local governance,
- identify and gather data on the practice, and
- produce a documentation to be used for various purposes.

The training-workshop is designed to be accomplished in 3.5 days. It has the following modules:

1. Defining Documentation and Its Purposes
   The module provides a simple definition of the term "documentation" and discusses the possible uses of a documentation. It zeroes in on the uses of documentation of good practices in local government.

2. Recognizing a Good Practice
   Here, the participants go through an exercise of identifying elements and indicators of good/best practices using a checklist. The Galing Pook Awards criteria as the benchmark insofar as good/best practices are concerned, will be presented.

   Prior to the training, the participants will be asked to identify and bring materials on what they perceive as a good practice in their locality. They will be asked to share this during this module, and assess whether he/she still feels it is a good practice. From all the practices shared by the group members, the group will be asked to choose one which they will work on in the succeeding modules.

3. Gathering the Data: The Research Phase
   The third module provides information on the different methods of data collection. Here, the participants will be provided with a framework on documentation research, and as application, they will be asked to identify the data requirements and corresponding data collection methods for the good practice that they chose in Module 1.

4. Writing the Documentation
   The module takes up the considerations in writing a documentation, particularly the importance of answering the question "who is my target audience?". They will be exposed to the different end products of a documentation, and will re-discover the qualities of good documentation and a good documenter.

   The "Guidelines in Documenting an LGU Exemplary Practice" taken from "Learning from Peers for Good Governance" produced by the Philippines-Canada Local Government Support Program, will be presented as one possible format. As application, the participants will be asked to flesh out the good practice that they identified earlier, using a guide.

The training approach adopted is adult learning. The design requires participants to work together on activities, draw from their experiences, reflect on or analyze their experiences, and apply their learnings.

About the Manual

The Manual is intended for use by a trainer who is well-versed in the adult learning approach and possesses the facilitating skills to conduct structured learning exercises.

The Manual consists of two parts. Part I contains the module/session guides from Day 0 to Day 4 and the corresponding handouts for each module design. The module guides are quite detailed and easy to follow. Each guide indicates the day and time of conduct, objectives, resources and handouts needed, and finally, the step-by-step procedure.

Part II contains readings from which trainers can derive more substantial inputs that he or she can deliver during the training. The trainer, however, should not be limited to these readings as there are many other materials out there that he/she can utilize to deepen knowledge on the topics in this training-workshop.

It should be noted that the training described in the manual has not been pilot-tested. Galing Pook Foundation intends to conduct a pilot of the training program which may lead to refinements in the content and/or procedures.

ACKNOWLEDGEMENT

This Manual would be possible without the invaluable contributions of the following:

Cyrel San Gabriel for doing the research needed especially for the readings

Erwin Tuazon for agreeing to do the design and lay-out of this manual despite his busy schedule, and

Women's Feature Service (Philippines) whose materials on basic documentation were extensively used in the session guides, particularly materials on "Basic Documentation."

The Manual also drew valuable inputs from the Training on Capturing MDG Practices at the Local Level, conducted by the Department of Environment and Local Government in 2004.

SCHEDULE

TIME		DAY 1	DAY 2	DAY 3
8:00-10:00		Module 1: Defining Documentation and its Purposes	**Management of Learning** Module 4: Writing the Documentation	Integration Evaluation Closing Activity/ Graduation
10:00-10:15		**BREAK**		
10:15-12:00		Module 2: Recognizing a Good Practice		Departure
12:00-1:00		**LUNCH**		
1:00-3:00	**Arrival** **Registration**	**Module 2 - continuation**	**Module 3 and 4 Workshop**	
3:00-3:15		**BREAK**		
3:15-5:00	PRELIMINARIES • Opening Program • Getting to Know You and Unfreezing Activity • Program Overview	Module 3: Gathering Data for Documentation	**Presentation of Workshop Outputs**	
5:00-6:00				
6:00-7:00		**DINNER**		
7:00-9:00			SOCIALS	

PART 1

SESSION GUIDES AND HANDOUTS

PRELIMINARIES

Day :: 0

Time :: 3:00 PM – 5:00 PM

Resources Needed:

- Lively music
- 60 pieces meta-strips (colored writing paper about 5.5 by 4 inches)
- Permanent markers
- Transparencies or Power Point : Training Objectives and Schedule
- Audio visual equipment (OHP or LCD and Laptop)

Opening Program (Suggested)

1. Conduct the Opening Program. The following parts are suggested:

   - Opening Prayer
   - Philippine National Anthem
   - Welcome Remarks
   - Introduction of the Training Team

Getting to Know You and Unfreezing Activity

2. Have participants form one big circle.
3. Play music and ask them to dance as they move around the room.
4. Tell them that they are to dance around the room and when the music stops, they have to form a group according to your instructions.
5. When the group is formed, give them the topic that they will talk about in their small group.
6. Anyone who is left out will be listed as one of those who will perform during the socials or during breaks.
7. Groupings and topics to be discussed are as follows:

   - By birth month – share your nickname, exact day of your birthday
   - Into groups of six- share your name, position, and agency
   - By favorite color- share your name and why you chose color
   - By order in the family- share your name and a distinct trait
   - Into groups of ten- share your name

Note: You may want to use other groupings and topics to share as long as you form them into groups for the next activity.

11. After the last grouping, assign each one to a table and give the following instructions:

    A. Identify your top three answers to the questions:
    - What do you expect to gain from this workshop?
    - What do you expect from the training team?
    - What are you willing to do/contribute to make this workshop successful?
    - What do you expect from your co-participants?

12. Have them write their answers in meta-strips (one strip, one answer; answers should be in key words only) and post this on the board.

Program Overview

13. Go through answers to the first two questions and then discuss Workshop Objectives and Schedule.

14. Go through responses to 3 and 4 then say that these are the norms THEY themselves set and therefore should follow.

15. Present house rules. Entertain questions.

HANDOUT: OBJECTIVES OF TRAINING-WORKSHOP ON DOCUMENTING GOOD PRACTICES FOR EFFECTIVE LOCAL GOVERNANCE

General Objectives

The training-workshop aims to develop and/or enhance the knowledge and competence of Local Government staff, particularly information officers, in recognizing and documenting good practices for various purposes.

At the end of the training-workshop, it is expected that the participants would be able to:

- identify a good practice for effective local governance, and
- gather data on the practice, and
- produce a documentation of a good practice to be used for various purposes.

HANDOUT: TRAINING-WORKSHOP ON DOCUMENTING GOOD PRACTICES FOR EFFECTIVE LOCAL GOVERNANCE

SCHEDULE

TIME		DAY 1	DAY 2	DAY 3
8:00 –10:00		Module 1: Defining Documentation and its Purposes	**Management of Learning** Module 4: Writing the Documentation	Integration Evaluation Closing Activity/ Graduation
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3:15 - 5:00	PRELIMINARIES ▪ Opening Program ▪ Getting to Know You and Unfreezing Activity ▪ Program Overview	Module 3: Gathering Data for Documentation ↓	**Presentation of Workshop Outputs** ↓	
5:00–6:00			↓	
6:00–7:00		**DINNER**		
7:00–9:00			SOCIALS	

MODULE 1: DEFINING DOCUMENTATION AND ITS PURPOSES

Day :: 1

Time :: 8:00 AM – 10:00 AM

Objectives ::

At the end of the module, the participants would be able to:

- come up with a common definition of documentation, and
- identify possible uses for documentation.

Resources Needed ::

- Newsprint
- Permanent markers
- Masking tape
- Scissors
- Meta-strips

Readings ::

- Project Report, Development of Institutional Mechanisms in Mainstreaming the Millenium Development Goals (MDG) at the Local Level, Capturing MDGs at the Local Level (Documentation of Good Practices in Mindanao), August 2004, funded by the Government of the Philippines, United Nations Multi-Donor Programme (Phase 3), Mindanao Economic Development Council and the Department of Interior and Local Government

- Learning from Peers for Good Governance
- Readings for Module 1

Procedure ::

1. Conduct an unfreezing activity or energizer to wake up the participants.

2. Introduce the first module. Let the participants start thinking of their associations with the term "documentation". Ask them:

    - What comes to mind when you hear the word "documentation"?

3. Ask them to individually write down their definitions on a piece of paper.

4. Have them form groups of 7-10 (depending on how big the group is).

5. Ask them to share their individual answers and to agree on a definition. Have them write this down on newsprint.

6. Then ask them to share their answers to the question:

    - What could be the uses of a documentation? (Have them write their answers in meta-strips and post these.)

7. Go through their outputs. Start with their definitions of "documentation". Clarify vague responses and cluster common ones.

8. Picking up on their responses, provide the definition. Refer to attached Readings for Module 1 for your input. One definition you could use would be:

Documentation is a systematic and well-planned process of recording activities and their results. It should cover issues and concerns encountered in the course of a project or activity as well as solutions provided.

Documentation is a methodology that stores, records and makes available written, oral, visual evidence of certain processes, activities and steps, etc.

What is documented?:

- Minutes of meetings
- Proceedings/activities- conference, workshp, forum,
- Processes- assessment, case studies,
- Projects

(Taken from lecture of Olive Tripon, Executive Director, of Women's Feature Service Philippines, for the training on Basic Media Relations and Documentation)

Note: Surface the idea that we can also document to come up with best practices.

9. Go through their meta-strips on the uses of "documentation" or "why document?"

10. Deliver an input based on the readings. Give a general rationale followed by specific use of documentation in certain disciplines. Then discuss uses to local governance. Flow could be as follows:

Why document?

- It is a tool for providing input into the process of re-orienting an organization to a new mode of working with its client/beneficiaries.
- It can be a factual chronicle of a learning process in the implementation of a project or a program
- It serves as a feedback tool for program/project implementers. A management tool can be used as basis for carrying out necessary changes in policies and strategies.
- It is a monitoring tool that can be used to measure or gauge the impact/effect of a program.

(Taken from lecture of Olive Tripon, Executive Director, Women's Feature Service Philippines)

Why document best practices?

- advocacy work- creating public awareness and interest on practices
- showcasing good practices
- influencing other LGUs in adapting/replicating the practices by providing guide/steps
- people empowerment related activities-mobilizing community participation and involvement in development undertakings and increasing ownership among stakeholders.
- contributing to data base of good practices for replication, e.g. Good Governance Facility for Replication (GO-FAR)

11. As application, ask them to write down in their learning journal, a documentation that they've done or read recently and how this was used.

12. Ask a few participants to read out their responses.

MODULE 2: RECOGNIZING A GOOD PRACTICE AT THE LOCAL LEVEL

Day :: 1

Time :: 10:30 AM – 3:00 PM

Objectives ::

At the end of the module, the participants would be able to:

- identify what makes for a good practice at the local level

Resources Needed ::

- Video on Naga City Early Education
- Video and projection equipment
- Transparencies of Good/Best Practices Elements and Indicators – four (4) sets

Handout ::

- Good/Best Practices Elements and Indicators Checklist (one per participant); also prepare four sets in transparency version.
- Gawad Galing Pook Criteria
- Innovations and Excellence by Alex B. Brillantes, Jr., published by the Center for Local and Regional Governance, National College of Public Administration and Governance, University of the Philippines, 2003- provide a copy of the book per participant

Resource Persons on::

- Smoke-Free Davao Initiative
- Kabuhayan sa Kaunlaran Program
- IgaCos Mariculture Park
- Naga City Early Education

Note: There must be four (4) rooms or areas, one of which should be equipped for video-showing.

Readings for Module 2

- Innovations and Excellence by Alex B. Brillantes, Jr., published by the Center for Local and Regional Governance, National College of Public Administration and Governance, University of the Philippines, 2003- provide a copy of the book per participant
- Gawad Galing Pook Award Criteria

Important Note : Participants to the training should be asked to already identify and bring documents on, a good practice in his/her locality.

Procedure:

1. Introduce the session. Tell them:

   In the previous session, we defined "documentation" and its uses at the local level. In this next session, we will be taking up the content of our documentation, that is, good or exemplary practices. Let's see if we can identify a good or exemplary practice at the local level.

2. Divide the class into four (4) groups.

3. Tell them that you have invited three resource persons, each of whom will be assigned to share a best practice to one of the groups. The other group will be viewing a video.

4. Instruct them to identify the basic elements/indicators of good/exemplary practices using a checklist. Distribute "Good/Best Practices Elements and Indicators Checklist."

5. Go through the checklist with them to clarify understanding.

6. Then, assign each group to a speaker and a room for the sharing.

7. The procedure for this activity would be as follows:
   a. Sharing by resource person or video showing.
   b. Individual accomplishment of checklist.
   c. Sharing of responses and agreements on the elements/indicators.
   d. Have them accomplish the transparency of the checklist reflecting group's answer.
   e. Go back to plenary room.

8. Have each group present their output.

9. Ask them how they would define a good or exemplary practice based on the exercise they just did.

10. Link their responses to a discussion of the following:
    - Difference between a practice and a project
    - Good practice in various contexts
    - Elements and indicators of a good practice at the local level
    - Other indicators
    - Galing Pook Awards Criteria

Refer to "Readings for Module 2."

11. Form groups with members coming from the same locality.

12. Let the members of the group share the good practice in their locality that they have been asked to identify and bring documents on, even prior to coming to the training. Have each one share:
    - The good practice that she/he prepared to present
    - Why did he/she choose it as a good practice?
    - Does he/she still consider it a good practice after the exercise on elements and indicators? Why or why not?

    Groupmates should react to the sharing.

13. After the sharing, let the members choose from among all the good practices shared, the one they think best describes a good practice and the one they would like to work on (that is, become the topic of their documentation output). They are to present the following:

    - Practices shared by each member
    - Practice chosen by the group and reasons why chosen

14. Let the group's share their outputs.

HANDOUT: GOOD/BEST PRACTICES ELEMENTS AND INDICATORS CHECKLIST

IcaCos Mariculture Park				Smoke-Free Davao				Elements/Indicators	Naga-NEED		KKP-Pres. Roxas	
								Development Orientation				
								• The practice is guided by a vision				
								• The practice addresses a priority development problem/concern in the locality				
								• It is within the development priorities of the administration				
								Citizen's Focus				
								• Citizens are at the center of the practice				
								• It provides and improves access so that citizenry can avail of the service				
								• It considers affordability so that citizenry can use the service				
								People Empowerment				
								• Involvement of Civic Society Organizations and other community-based strictures in the practice and its service processes				
								• The practice includes efforts to build people capacities so that they may participate continuously and take on higher level of responsibility				
								Functional Collaboration				
								• Builds and operates on partnerships (NGOs, POs, Private Sector, NGAs, Resource Institutions, etc.)				
								• Continuously develop and nurture partnerships				
								Accountability/ Transparency				
								• Roles of stakeholders are clear				
								• Reports to the public/ citizenry on progress and use of resources regularly done				
								Efficiency of the practice				
								• Management and operational structures exist				
								• Increasing target reach especially the poorest considering available resources and time frame				
								• Has responded to citizen's requirements at the needed time				

								• Adopted monitoring and evaluation process to track on results and improve o its operations				
								• Has a system for accessing and using technology to improve on its processes				
								Benefits Derived/Impact				
								• Gender Responsiveness ◂ Benefited both men and women ◂ Improved status of women at home, in the workplace and in the community				
								• Improved Social Development Status ◂ Health and nutrition (i.e. children and maternal mortality, morbidity rates; HIV/AIDS prevalence, Malaria, TB prevalence, etc.) ◂ Education (i.e. enrolment rates, literacy rates) ◂ Access to water (increasing number of citizens reached)				
								• Enhanced Environmental Sustainability ◂ Mitigated adverse environmental impact ◂ Improved environmental soundness (i.e. use environment friendly technologies, passage of laws, integration of environmental measures in planning and implementation of programs, etc.) ◂ Ecosystem protection/ conservation/ rehabilitation				
								• Improved economy ◂ Increased incomes of households (ratios, etc.) ◂ Increasing economic activities in the area/ community				
								Sustainability				
								• Needed structures in place				
								• Local ordinances support the practice				
								• Regular allocation of resource; increasing trend in resources allocation				
								• Self-correcting processes/system adopted				
								• Practice is documented (process, system, results)				

HANDOUT: GALING POOK AWARD CRITERIA

- Positive cultural, economic, environmental, gender-equity, political and social impact (35%)
- Promotion of people's empowerment (35%)
- Transferability and sustainability (20%)
- Efficiency of program service delivery (10%)
- Creative and willful use of powers provided by the Local Government Code and other national legislation on decentralization and local autonomy (bonus)

MODULE 3: GATHERING DATA FOR DOCUMENTATION: THE RESEARCH PHASE

Day :: 1

Time :: 3:15 PM – 5:00 PM

Objectives ::

At the end of the module, the participants would be able to:

- describe the different data collection methods, and
- choose the appropriate data collection methods.

Resources Needed ::

- Newsprint
- Permanent markers
- Masking tape
- Scissors
- Meta-strips

Handouts

- Data Collection Methods

Readings for Module 3

Procedure ::

Part 1: 3:30 PM – 5:00 PM

1. Conduct management of learning prior to the session. Ask participants for their most important learnings or insights from yesterday's sessions.

2. Introduce the module by saying that there are several data collection methods that one can use in coming up with a documentation. This will be the subject matter of the module.

3. Divide group into four and assign a task to each one as follows:

   - Group A - What is a demographic profile of the people working in the training venue?
   - Group B- What are most of the people in the area of the training venue wearing?
   - Group C- Come up with a brief history of the training venue including evidences of its existence.
   - Group D- What are the strengths and weaknesses of the training venue?

4. Ask each group to be ready to present their reports in 30 minutes. They should also be ready to present how they were able to come up with their reports. Note that in their reports, they will most likely mention the data- gathering methods that you will lecture on. Take off from those responses.

5. Discuss the different data-gathering methods focusing on the following:

   Primary method: using observation; it is unobstrusive and guided by project activities and expected results.

   Secondary Method: uses key informant interviews with major resource persons or key players; also, analysis of secondary data sources where available reference and background materials undergo critical review

   Use of existing and available audio, video, and photo documentation or reports

   Note: Emphasize that photos/videos, letters, and other documentary evidences are important materials to be collected for a documentation.

   Another categorization could be:

   Individual Opinion/Perception Survey
   - Interview Schedule
   - Questionnaire
   - Participant Observation

   Group Opinon/Perception Survey
   - Focus group discussion
   - Participant Observation

   Others
   - Document research
   - Internet research

Refer to "Readings for Module 3" for your inputs.

HANDOUT: DATA COLLECTION

DATA GATHERING METHODS (1)

The appropriate data gathering method depends on the time at which it is conducted and the manner in which information will be collected. The techniques for data gathering can be combined and extended in many ways which makes the possibilities of data gathering flexible.

Questionnaires

Questionnaires are a series of questions designed to elicit specific information from their readers (participants). Some questionnaires require yes/no answers; others ask for a choice from a set of pre-supplied answers, and others ask for a longer response or comment. Sometimes questionnaires are sent in electronic form, and sometimes they are given to the users on paper. In some cases, questionnaire is administered at a distance. Well-designed questionnaires are good at getting answers to specific questions from a large group of people, and especially if that group of people is spread across a wide geographical area, making it infeasible to visit them all. Questionnaires are often in conjunction with other techniques. For example, information obtained through interviews might be corroborated by sending a questionnaire to a wide group of stakeholders to confirm conclusions.

Interviews

Interviews involve asking the participants a set of questions verbally. Often interviews are face-to-face, but they don't have to be. If interviewed in their own work or home setting, people may find it easier to talk about their activities and respond by showing the interviewer what they do.

Interacting with a human encourages people to respond effectively. In the context of establishing requirements, it is equally important for development team members to meet stakeholders and for users to feel involved. This aspect on its own may be sufficient motivation to arrange interviews. However, interviews are time consuming and it may not be feasible to visit all stakeholders.

Focus Groups and Workshops

Focus groups are a way to get users to talk about long term issues that would take too long to study directly. Interviews tend to be one-on-one, and elicit only one person's perspective.

As an alternative or as corroboration to another data collection method, getting a group of stakeholders together to discuss issues and requirements can be very revealing. Focus groups and workshops are useful to gather a consensus and/or highlighting areas of conflict. It also allows stakeholders to meet the project team, and to express their views openly. It is not uncommon for one set of stakeholders to be unaware that their views are different from another set even though they are in the same organization. These sessions need to be structured carefully and the participants should be selected carefully. One or a few people can dominate discussions, especially if they have control, higher status, or influence over the other participants.

Observation Sessions

Humans find it difficult to describe what they do or how they achieve a particular task. As a result, analysts rarely get an accurate story from stakeholders using any of the methods listed above. The techniques used in interviews can help prompt people to be more accurate in their descriptions, but observation provides a richer view. Observation involves spending some time with the stakeholders at their day-to-day tasks, observing work as it happens in its natural setting. Observation method is an invaluable way to gain insights into the task(s) of the stakeholders and can complement other investigations. The level of involvement of the observer in the work being observed is variable along a spectrum with no involvement (outside observation) at one end and full involvement (participant observation) at the other. Observation help fill in details and nuances that do not come out of other investigations.

Studying Documentation

Procedures and rules are often written down in manuals and these are a good source of data. Such documentation should not be used as the only source as everyday practices may augment them and may have been devised by those concerned to make the procedures work in a practical setting. Thus, an idealized account is given in the manuals, as compared to everyday practices.

There are no targeted rules to decide which methods are the most appropriate for identifying specific research needs. Each method has its particular strengths and weaknesses and each is useful if applied appropriately. However, there are various factors which should be considered when selecting methods.

http://www.hf.faa.gov/docs/508/docs/maintIERC2004WebSAT2.pdf

DATA GATHERING METHODS (2)

Method	Description	Tips
Interviews with: • Management • Exemplars • Workers	Interviews are conducted one-on-one or with a small group (the smaller the better so that everyone has a chance to contribute fully). Interviews can be used throughout the data gathering process, but they are perhaps most useful during the performance analysis stage, when you are trying to determine what the real performance deficiency is. Although the process is time-consuming, it is useful because you can gather specific information and ask follow-up questions to get more detail on items of particular interest.	1. Write down your questions before the interview and give them to the person(s) being interviewed, if possible 2. Decide beforehand how you want to document the information you gather 3. Consider videotaping the interview so that you have a record to refer to later 4. Put the persons being interviewed at ease by telling them the purpose of the interview and how you will use what they tell you 5. When appropriate, assure them that what they say will be kept confidential
Panels of Experts	Panels of experts are used to get the collective observations and opinions of the "best of the breed." They are particularly useful when there is not one correct solution or procedure (e.g., conducting a goal analysis).	1. Make sure that each participant is truly an expert 2. Let participants know well in advance what you expect of them and give them time to prepare 3. Focus the discussion on the topic at hand and keep participants on track 4. Document your panel just as well as you documented interviews
Observations	Direct observation of work performance is an excellent means of gathering data. Observations are usually done in conjunction with another data gathering method that is used to fill in the gaps and answer questions.	1. Make sure to arrange your observations well in advance and get permission from management 2. Let workers know why you are observing them 3. If possible, have an expert with you who can tell you what to look for 4. Videotaping observation sessions works well if it is permitted

Surveys: • Formal • Informal	Surveys are used when you want to gather data from a large number of people and when it is impractical to meet them all face to face. Surveys can be both formal (where the results are subject to statistical reliability and validity) and informal (where results are anecdotal). In the developing-world reproductive health context, there are relatively few commercially designed instruments. Although PRIME might be able to design some generic survey instruments, the unique problems and country differences might limit their usefulness. Clearly, it is expensive to design a survey for one performance improvement effort, so while we include surveys in this table, we are not optimistic about their applicability (except on a small, informal basis).	1. Decide up-front if you need to base your conclusions on statistically valid and reliable data. If so, consult an expert to help determine your sample group, method of data collection and how you will compute your results 2. It is best to use commercially designed instruments, if they are available. They save development time, and they have been tested to ensure they work 3. If you must design your own survey, make sure you try it out on a sample group from the target population
Reviews of Performance Data	Almost all organizations maintain records. They may include data about time and attendance, rates of production, and cost of goods sold. A review of some of these records can provide valuable information to substantiate the performance deficiencies under consideration and lead to potential causes. In the contexts in which PRIME II operates, one of the challenges will be to determine which data are relevant and whether the quality of the data is adequate.	1. Make sure you understand how the data were collected and what the data mean 2. Make sure that the data you have are current. Outdated data can be more harmful than no data at all 3. It is important that you comply with any restrictions your client puts on your use of their data. Unauthorized use of confidential data can be illegal and harmful to the organization

DATA GATHERING GUIDELINES

1. Keep it simple. The purpose of analysis is insight, and the best analysis is the simplest analysis which gives the needed insight
2. The data gathering exercise should interfere with normal work as little as possible, or not at all, if possible
3. The people who work in the area under investigation should carry out the data gathering (they should be carrying out the investigation, anyway)
4. Use Plan Do study Act on the data gathering exercise. Determine scope and purpose before deciding what data to gather. Pilot your data gathering method on a small scale and modify it if necessary
5. Gather data before and after changes
6. The data gathered should be a reasonable representation of the whole process. It would not be a good idea to gather data over a bank holiday, or only on Monday's night shift
7. Don't reinvent the wheel. If the data you require already exists in a usable format, all you need to do is pick it up. If it doesn't, you will need to design a method of gathering the data

http://www.tin.nhs.uk/tools--techniques/links-to-other-tt/hidden/data-gathering

PRIMARY AND SECONDARY DATA RESEARCH (1)

When searching for information on a topic, it is important to understand the value of both primary and secondary sources.

Primary Sources

A primary source is an original document containing firsthand information about a topic. Different fields of study may use different types of primary sources. Common examples of a primary source are:

- Diaries
- Interviews
- Letters
- Original works of art
- Photographs
- Works of literature

Secondary Sources

A secondary source contains commentary on or discussion about a primary source. The most important feature of secondary sources is that they offer an interpretation of information gathered from primary sources. Common examples of a secondary source are:

- Biographies
- Dissertations
- Indexes, Abstracts, Bibliographies (used to locate a secondary source)
- Journal Articles
- Monographs

Examples of Primary and Secondary Sources

	Primary Source	Secondary Source
Art	Original artwork	Article critiquing the piece of art
History	Slave diary	Book about the Underground Railroad
Literature	Poem	Treatise on a particular genre of poetry
Political Science	Treaty	Essay on Native American land rights
Theater	Videotape of a performance	Biography of a playwright

**From Bowling Green State University, Library User Education, Primary vs. Secondary Sources,*

http://www.bgsu.edu/colleges/library/infosrv/lue/primary.html

MODULE 4: WRITING THE DOCUMENTATION

Days :: 2

Time :: 8:00 AM - 6 AM

Objectives ::

At the end of the session,

- identify the different types of writing, and
- apply a documentation guide to a selected good practice

Resources Needed ::

- Newsprint
- Permanent markers
- Masking tape
- Scissors
- Meta-strips

Handouts ::

- Sample Documentation (4)
- Handouts for Communication Principles
- "Guidelines in Documenting an LGU Exemplary Practice" in Learning from Peers for Good Governance (A Guidebook on Establishing a Program for Replicating Exemplary Practices for Local Government)
- Documentation Guide

Procedure ::

1. Conduct management of learning. Gather their most important learnings from yesterday's sessions.
2. Form groups of 5-7.
3. Distribute samples of documentation (one group one sample).

4. Ask them to critique the documentation.
   - What they like about the documentation
   - What they don't like about the documentation
   - What improvements can they recommend
5. Have them report
6. Deliver an input on considerations in writing a documentation
   - Target audience- documentation for whom?
   - Objective- why are you documenting
   - Medium to be used
   - Story flow
   - The different forms or formats:
     - chronological and verbatim transcript
     - case study
     - newsletter
     - annual report
     - popular form
     - photos
     - video
7. At this point, show them "Guidelines in Documenting an LGU Exemplary Practice" as one format. Distribute copies.

Qualities of Good Writing

8. Introduce the topic. Tell them that in coming up with the documentation, no matter what format or kind of writing or even media that they use, there are basic principles to observe.
9. Referring to their responses in the previous workshop, ask them which ones pertain to the characteristics of good writing.
10. Picking up from their responses, present the principles of good writing. Refer to readings for this module.

Using a Documentation Guide

11. Present the MDG framework on documentation research and the matrix on data/information requirements and document research strategy. Go through the contents of the matrix.
12. Ask them to apply the matrix using the good practice which they chose earlier. Specifically, they are to identify the following

Documentation Guide

- Title of Good/Exemplary Practice
- Type of concern
- User or Audience
- Objectives for documenting
- Medium to be Used

Story Flow (Chronological/Flashback) and How

Variable/Components	Data/Information Requirement (Fill with available data)	Data Collection Method	Instrument	Data /Information Source
Intro/Background				
Description of the Practice				
Processes/Responsible Persons/ Entities				
Facilitating/Hindering Factors				
Requirements Towards Implementing the Practice				
Benefits/Impact				
Lessons/Learnings Gained				

They will present their outputs at 3:30 PM.

6. Have the groups present their outputs for critiquing by facilitators and participants.
7. As a final input, end the session by presenting the qualities of a good documentor.

A good documentor: --

has the following:

- Good command of English or the language used in the activity
- Resourcefulness in data gathering
- Computer skills (preferably)
- Ability to focus
- Writing skills

Does the following:

- Familiarizes himself/herself with the best practice being recorded
- Be in constant touch with all concerned in the project if they are not present during the activities

Is:

- Always alert
- Objective when doing documentation work.
- Be on the lookout for steps or procedures that aided the project or activity in achieving its results

Must:

- Focus on the analysis of critical events underscoring the need to prove or investigate why certain forces contribute to the success of, or obstruct the implementation of a project.

(Taken from lecture of Olive Tripon, Executive Director, Women's Feature Service Philippines)

HANDOUT: SAMPLE DOCUMENTATION

EMPOWERING PUROK TOWARDS AN INTEGRATED MUNICIPAL DEVELOPMENT IN LOPEZ, JAENA, MISAMIS OCCIDENTAL

Lopez Jaena: People; Development Status and Needs

Originally called Daisog, meaning brave and mighty, Lopez Jaena became a municipality in 1928 through Executive Order 179. A fifth class municipality in northern Misamis Occidental in Northern Mindanao (Region X), it is adjacent to and only 14 kilometers from Oroquieta City, the provincial capital.

Land and People:

The town was first inhabited by Subanen tribe, which was driven to the interior by the Visayans and other migrants during the Spanish period. Today, 80 percent of its 25, 658 populace are of Visayan origin while the Subanen comprise about 17 percent of the entire population.

The municipality's 15,324.78 has. of land area and 11 kms. of front shoreline are endowed with rich and diverse natural resources and a favorable climate. Thus, 70-80 percent of its people primarily depend on farming and fishing for daily subsistence while the remaining are either engaged in small business (pottery, ceramics and wax making, and mat weaving) or are employees in government and private offices.

Agriculture and Fisheries:

Agricultural and fishery products are the main products in town. The 94 percent of its land diverted to agriculture is planted with coconut, corn, rice, fruit trees and root crops. The annual yield however, is at subsistence level.

Lopez Jaena also produces an average of 1,055 metric tons of fish yearly. Fish varieties include frigate tuna; big-eyed and round scad; veterano; Indian sardine; squid; tambo; siganid; yaito tun; and parrot, shark, fish, jack pompano, skip jack, Spanish mackerel, sword, devil, rainbow runner, loner eel and sail fishes. It is also the source of seaweeds, bangus fry and prawns.

The main issue raised by farmers and fishers is low productivity. Low agricultural production is attributed to inappropriate and outdated farming technology; costly farm inputs (fertilizers, pesticides, seedlings, etc.); low soil fertility or high level of acidity in several barangays; limited access to irrigation and pest (i.e. black bug, green hopper, worms, bunsalo, rats) infestation in many farms.

Low fisheries productivity results from the depleted marine resources and destroyed corals and mangrove areas brought about by dynamite fishing practices. These include the following: fish poisoning, dynamite fishing and the use of kuskus, sudsud and 3 – ply fishnets, among others.

Lack of capital, skills and market, costly raw materials and weak organizations are among the major problems that caused the eventual death of many livelihood projects in the area. It was also observed that the local resources allotted for livelihood project were not fully maximized due to lack of coordination among development agencies.

Tourism

Tourism development is still at its infancy in Lopez Jaena. Though the town boosts itself of having a complete ecosystem and rich biodiversity, it has at least three (3) sites which can be developed for eco-tourism. These are the Kapayas Island which offers a glimpse to the incomparable beauty of the underwater world; the Ilihan Hills; which gives one a full view of the island and has high potentials for religious pilgrimage; and the Mt. Malindang range which is a challenge to mountain trekkers and bikers and gives one a chance to know the Subanen culture. It is disheartening to note, however, that these areas are not accessible due to sorry state of existing infrastructure leading there,

Education

More than 40 hectares of Lopez Jaena land has been allocated for educational purposes. This is where 59 basic education schools (30-day care/preparatory; 26-elementary, 3-high school) are located. College students need to go to the nearest cities of Ozamiz and Tangub for college education.

The basic literacy rate of Lopez Jaena is 95% and only five (5) percent of the population is noted to be illiterate. Functional literacy rate, however, is at 50 percent, an indication of the need for education programs.

Completion rate, however, is proportionately decreasing as education level rises. For instance, for every 1—enrolled in Grade 1, only 72 finishes elementary of which only 64 graduate in high school which finally tapers to only 19 who graduate from college. This implies the low accessibility of secondary and tertiary education to most Lopez Jaenons.

Health:

Municipal Health Office data showed that of the 4,892 children below seven years old, 540 or 11 percent are suffering from malnutrition while infant birth rate is high at 98 percent.

The usual system of disposing of garbage in Lopez Jaena is by burning which is also practiced wide implying the need for a more healthful waste management program to maintain a sound environment and preserve biodiversity.

Health statistics indicates that delivery of primary health care services in Lopez Jaena is relatively better compared to other municipalities. The main issues raised by the town constituent are irregular visit of medical health personnel (particularly the doctor) in upland barangay, lack of medicines and equipment, inadequate training of primary health care givers, low honorarium of BHWs and waste disposal problems.

The Response/Practice: Empowering the Puroks

The municipality of Lopez Jaena has institutionalized the Comprehensive Integrated and Sustainable Development Program (CISDP) since 1999. This project primarily envisions to assist the community in planning and implementing development programs cognizant of biodiversity conservation and to strengthen the capability of the citizenry to enable them to manage their own community project in a more sustainable basis.

Inspired by the exemplary practice of Balilihan Bohol Countryside Action Program, (CAP) purok system, the municipality of Lopez Jaena, Misamis Occidental expanded the Comprehensive, Integrated and Sustainable Development Program (CISDP) down to the purok level in 2003.

The CISDP Purok System is a holistic approach for the delivery of basic services to facilitate effective implementation of development programs and projects to the 28 barangays with 157 puroks, It has two phases. Phase 1 was on Purok System institutionalization, project implementation and management structure organization and resources allocation and purok situation analysis.

The second phase delved more on purok strengthening through purok area jurisdiction definition, intensified information dissemination on the project and various development interventions that has seven (7) components. These are – 1) Aqua/agriculture Development; 2) Municipal Environment Management; 3) Livelihood Development; 4) Infrastructure Development; 5) Eco-Tourism Development; 6) Social Services Development; and 7) Community Human Resource Development.

Processes, Responsible Persons and Entities

The CISDP Purok System has two phases of project implementation. Phase 1 was the program institutionalization that includes inventory of existing puroks and data gathering, issuance of Executive Order and enactment of Municipal Ordinance institutionalizing the purok system, establishment of project management committee, organization of full time field staff utilizing the casual employees from the municipal government and allocation or resources, facilities and transportations.

The phase II of project implementation focused on organizational strengthening that includes information dissemination to all the MDC members, the Punong Barangays, the Barangay Kagawads, the Purok Officials and purok members. The 28 barangays have also enacted ordinances defining the area of jurisdiction of the respective puroks in each barangay.

Furthermore, during the phase II, the seven (7) development components on aquaculture and agriculture, environment management, livelihood, infrastructure, eco-tourism, social services, and community human resource development

The CISDP framework departed from the usual top-down approach. The personnel in the municipality and barangays underwent a number of training programs to acquire new skills and attitudes before carrying out the program. Armed with new skills and attitudes, the municipal and barangay program implementers reeled off. CISDP was launched with its purok system, giving spirit to empowerment through community organizing, mobilization and human resource development.

Covered by CISDP were the 25,000 residents in the 28 barangays of Lopez Jaena. These people were mostly marginal farmers and fisherfolks. The main feature of the program that mobilized the community to participate was the construction of purok centers or kiosks made up of indigenous materials. Each kiosk served as show window for members and has the following features: meeting/teaching area, file cabinet and records, kitchen, comfort room, compost pit, herbal garden, vegetable garden, and fence.

The CISDP with its established 157 puroks and currently 1,099 sectoral/component volunteers, acts as semi-autonomous extensions of the government. With these purok-level organizations, nearly one (1) out of every six adults became a sectoral volunteer. Each purok has an income-generating project to complement the municipal government and other agencies' budgets.

At the start, the construction of the kiosks was merely a rallying point, a project to prove to the residents that they could effect change through collective efforts. With time, the purok kiosks served as venues for human resource development, a meeting place, a classroom, and a social hall. Once a year, the best purok per barangay was chosen.

The rural purok initiative is a powerful tool for community mobilization and is well suited for low income communities significantly affected by social problems and other limitations caused by poverty. With some assistance from the LGU, the community was able to mobilize itself to address its own needs, starting with its own priorities. The clusters or the purok became the venue to build the capacity of people so that they themselves can take care of their community's basic needs. Self-help was considered a crucial component of the program. Each purok built and owned its own cluster house.

Because of the significant emphasis on people's participation and the citizens' determination of their development priorities, there had been ownership of activities by the people at the purok level. This fundamental aspect of the new program provided the drive for the sustainability of the whole initiation. Although a new method of community development is introduced, it is truly adapted to the people's cultural environment and in particular, to their capacity to absorb change.

The need for investment in the program by the LGU is also laudable. The main effort required of the LGU to put the program in place is organizational. Human resources, time and effort are key input, not money. The LGU mobilized people fir the conduct of training and organization of the government and community structures from the town level to community level (town, barangays, puroks).

The purok system developed by the project has become the citizen's education tool and provided the venue for communication between the LGU and its citizens. In the context of a general effort to devolve services from the national government to local government but often without adequate provision of the financial resources necessary to provide those services adequately, LGUs need to develop better ways of delivering services. Engaging the community through volunteerism is a very relevant way of reducing the cost of delivering services.

Environmentally, the CISDP involved education of the people on waste management, particularly on composting and wastes reduction. This has general effect on the health condition of the immediate household. The CISDP comprehensive approach also includes development of useful of agricultural skills that will help improve the quality of the soil and maximize production without long term detrimental effects on land use.

Facilitating and Hindering Factors

A number of factors facilitated and initially hindered project success. They both come from the municipal LGU and barangay and purok levels.

Facilitating Factors

At the municipal level what stood out as a major facilitating factor is the mayor's political will to implement the program having recognized its importance, the full support of the SB, the capacitated and mobilized municipal structure and their provision of transportation support and logistics.

At the barangay and purok levels, the organized, trained and mobilized organized groups and people's active participation particularly in the identification of community issues and concerns and in project planning and implementation facilitated program implementation success.

Hindering Factors

Initially affecting the program was the lack of funds for the mobilization of the filed staff and the inadequacy of capital to implement purok level livelihood projects. Both were addressed during program implementation by the municipal and barangay LGUs.

Requirements towards Implementing the Practice

The program gained success in Lopez Jaena and it could do well in other areas also. To be effective, the following came out to be the requirements that prospect LGU replicators should strive to put in place or make available.

1. Purok situationer comprising of socio-demographic and development data and community development problems, issues and concerns identified and clarified during a mass-based participated forum;
2. Comprehensive Purok Development Plan with project plans designed with active peoples' participation;
3. Formulated/enforced policies (EO, municipal/barangay ordinance)
4. Organized, trained and mobilized municipal, barangay and purok level officials and groups with financial and logistical support; Funds for mobilization – at least P 150,000.00 as mobility fund. This investment of the LGU in human resources required to implement the project should not be underestimated but generally may be done without significant additional financial investment. In addition, it will be up to each LGU undertaking such a program to determine how much more additional financial support they will want to invest in the program to support the community (ex. finances for the kiosks materials and for livelihood) Additional investments may be done gradually, over time;
5. Motivated and mobilized citizens' volunteers; and
6. Periodic monitoring and assessment of program implementation status.

Benefits and Impact

The program generally made a difference in the barangay in terms of upgrading peoples' capacities and mobilizing them for development. Interviews conducted among people in the purok, barangay and municipal levels identified the following:

1. Human dignity was restored;
2. People in the puroks developed a sense of ownership of basic government development programs;
3. The CISDP Purok system became a citizen's education tool and venue for meaningful communication between the LGU and its people; and
4. A venue has been institutionalized for public participation in government and helping the citizens better understand what government can offer them.

Lessons/Learning Gained

The most important lesson learned from the CISDP Purok System is that "In unity there is strength". Also, engaging the community through motivated volunteerism is a very relevant way of reducing cost of delivering services to the people.

Mechanisms to Meet challenges and sustain Gains

1. Enactment of municipal ordinance institutionalizing the CISDP Purok system throughout the municipality. This will give teeth as well as policy and financial support to the initiative.
2. Conduct a series of capability building programs.
3. Interagency coordination;
4. Regular conduct of monitoring and evaluation system of program implementation by purok.

SUSTAINING LITERACY PROGRAM THROUGH CONVERGENCE OF RESOURCES: THE CASE OF BRAULIO E. DUJALI, DAVAO DEL NORTE

Background

The Municipality of Braulio E. Dujali (BED), a fifth class municipality with a population of 28,050 in 2000 (NSO), is the smallest town of the Province of Davao del Norte. Created on March 8, 1998 through Republic Act No. 8473, it is an agricultural municipality with five barangays covering a total land area of 9,100 hectares and an annual estimated income of about P 23.0 million.

In 1998, the literacy rate of BED was less than 70% based on the 1995 NSO survey. From the point of view of local officials, the figure revealed a disturbing picture of people's inability to solve simple problems, strong dependence on government for their livelihood, significant incidence of youth offenders, high drop-out rate. The alarming crime rate then made Dujali as a haven for criminals.

When Hon. Gregorio S. Facula assumed his first term as municipal mayor of BED in 1998, he felt the urgency to address the problems that were closely related to and/or affected by the economic and social condition of families. He believed that empowering communities require a high level of literacy; that education is a basic right and not a privilege; and that harnessing human potentials through education is an effective strategy to combat poverty and achieve development.

Guided by these principles, Mayor Facula saw the need to develop an integrated literacy program for BED to empower the community through accessible and adequate formal and no-formal education for them to actively participate in the formulation of local policies, plans, and programs that affect their lives. Thus, was born in 1999 BED's Literacy Program.

BED's Concept of Literacy

BED's literacy program is a multi-program, integrated and strategic approach that promotes the principle of convergence of local and national resources to increase literacy by addressing the various levels of need of communities. It was designed to consist of three levels of literacy program intervention, as follows:

Level	Focus	Competency
I	Basic Literacy	Reading and writing
II	Functional Literacy	Reading, writing and solving simple problems
III	Livelihood Literacy	Reading, writing, solving simple problems, and management of livelihood projects

Level I – Basic Literacy Program

Under this level, people are taught the basics in reading and writing (e.g. writing their names).

Level II – Functional Literacy Program

Aside from the basics in reading and writing, this level of this Program teaches basic skills and techniques in problem solving especially solving domestic or family problems. Its components are the a) Non-Formal Education (NFE) Accreditation and Equivalency System; b) Community-Based Learning System; c) Balik Paaralan Para sa Out-of-School Adults (BPOSA); d) Female Functional Literacy; and e) Literacy Cum Nutrition.

Non-Formal Education (NFE) Accreditation and Equivalency System. This grants certification that is comparable to the formal education system, provides out-of-school youths and adults opportunities and alternative means to continuously learn, at any time and place, in the manner that they would want as contributing members of society.

Community-Based Learning System. The system, which is done at the community itself, makes learning accessible given locally-based instructional managers who may easily be approached for clarifications on lessons given. Under the system, the municipal LGU provides the school suppliers, the barangay LGU pays the honorarium of instructional managers (teachers), and the DepEd provides the technical skills training and learning modules. So far, there are a total of 221 enrollees under the guidance of seven instructional managers.

BPOSA. This system, which caters to out-of-school youth secondary education drop-outs ages 20 years old and above, was launched on February 21, 2003 together with the Department of Education (DepEd). The Dujali National High School located at the Poblacion serves as the center for learning. To implement this school-based system, the DepEd shares half of the honoraria of the instructional managers (teachers) while the municipal LGU shoulders the remaining half.

Female Functional Literacy. This component aims at increasing the level of awareness of women in the community and developing their competencies on health care, home management and responsible parenthood so that they become better mothers and wives.

Literacy Cum Nutrition. This component addresses literacy by dealing with the nutritional needs of the locality following the principle of physical wellness towards sound thinking. This was implemented through various local departments such as the Municipal Social Welfare and Development Office (MSWDO), Municipal Agriculture Office (MAO), among others.

Level III – Livelihood Literacy Program.

This is the most advanced level of the Program where constituents, after being taught the basics of reading, writing and problem solving, are educated to become socially responsible members of the community and trained to become economically productive by way of livelihood projects. TO maximize the potentials of the Program, the local government embarked on various strategies to increase literacy, as follows: 1) Literacy Cum Public Information; b) Literacy Cum Taxation; c) Literacy Cum Agriculture; and d) Literacy Cum Livelihood.

Literacy Cum Public Information. Local government reaches out to its constituents through effective dissemination of information on local development plans, programs and projects, among others. This is intended to optimize people's participation in the affairs of local government.

Literacy Cum Taxation. This is intended to educate local taxpayers on the importance of taxation in managing local government. This literacy drive is done through the Municipal Assessor's Office.

Literacy Cum Agriculture. The LGU embarks on programs and projects that empower farmers and fisherfolks to become highly productive and competitive through improved farming and fishing technologies.

Literacy Cum Livelihood. This strategy integrates skills' development with the livelihood of the family. It motivates learners to attend classes and "earn while learning."

Whys on the BED literacy Program

Why multi-program? Because it has sub-groups or components that are interrelated with the LGU's developmental programs like agriculture, health, livelihood, among others; thus, the various literacy programs cum education, social services, taxation, health, livelihood, agriculture, and nutrition.

Why integrated? Because literacy encompasses all facets of life and the totality of a person; needs are interrelated and thus requires a holistic approach.

Why strategic? Because it addresses the needs of communities based on long term social development goals by addressing economic needs to promote productivity and social responsibility. A local legislation that enables sustainable implementation despite change in political leadership; effective partnerships that optimizes limited resources; comprehensive development plan that spells out priorities and directions, among others

Why convergence? Because the LGU has limited funds and technical capabilities, it cannot do everything alone; thus, it entered into active partnerships with various sectors such as the academe – the Xavier University, civic organization – the Dona Luisa Foundation, business, church, barangay LGU, national governmental officials i.e., Cong. Antonio R. Floirendo, provincial government, national government – the DepEd, among others.

Organizational Structure as an Enabling Mechanisms

The Municipal Literacy Coordinating Committee (MLCC)(was set up with the Mayor as chair, the vice Mayor as Co-Chair with the school principal and some Sanggunian Members as committee members. Providing support to the committee is a Technical working group. The organization char is shown in Annex A.

How BED Realized its Literacy Program: Steps for Replication

1. Analyze the situation on literacy
2. Develop the concept of the literacy program
3. Build constituency. A series of inter-agency meetings with partner agencies, public and private sectors, punong barangays and other stakeholders were undertaken to explain the concept of the program. The roles and responsibilities of each cooperating agency were thoroughly discussed;
4. Strengthen LGU institutional support through legislation. The passage of barangay ordinance adopting the literacy program and the provision of honoraria for the Instructional Managers (IMs) in their respective barangays;

5. Create an implementing structure. The Municipal Literacy Coordinating Committee (MLCC), which sets priorities, policy directions, Creation of the Municipal Inter-Agency Committee which involved local officials, heads of different sectors, GO's, PO's, and NGO's. The roles and responsibilities of each member entity were properly discussed and agreed beneficiaries to support the literacy program.
6. Formally launch the Program.
7. Train barangay-based instructional managers (teachers).
8. Conduct a one-month information dissemination campaign through the instructional managers.
9. Map out prospective learners.
10. Start sessions (classes).

Requisites in Implementing the BED Literacy Program

Both the Executive and Legislative branches of local government worked together for the success of its Literacy Program. The legislative for instance passed a resolution supporting the LGU's plan to give emphasis on education as fundamental strategy in attaining one's success. The Municipal Literacy Coordinating Council (MLCC), which was created through Executive Order No. 4-s-1999 on February 13, 1999, on the other hand was an executive move towards giving lead priority on the effective implementation of literacy related programs and projects in the locality.

The program's budgetary requirement is P 175,100. The honoraria of the instructional managers should be shouldered by the concerned barangay.

Accounting the Gains

Moreover, foreign countries such as the United Kingdom and Austrian Government had extended assistance in the construction of bridges that shortens the route of learners in going to school. At the same time, the LGU has constructed a Municipal Literacy and Livelihood Training Center, which would serve as a venue every time the LGU, barangays and even PO's would hold their activities. The Center worth P 480,000 was constructed through the joint efforts of the people.

The LGU's leadership had envisioned making its people literate in order for them to live productively and function effectively in their community,. Their efforts of BED are paying off handsomely as revealed in the following gains:

a) The municipality of Braulio E. Dujali emerged as the 2003 National Literacy Awards winner in Category B for the most "Outstanding Local Government Units (5th Class Municipality level) in the implementation of the Literacy Program.

b) Out of 88 takers, 43 passed the 2003 Accreditation and Equivalency Exam given by the DepEd.

c) The municipality's present literacy rate increased from less than 70% in 1998 to 98.16% in 2002. This high literacy rate is attributed to the presence of various learning centers in the barangays of this municipality and untiring efforts of its teachers and learning facilitators. The illiteracy problem in the municipality is mostly concentrated in the rural barangays especially in the sitios.

Table 1. Comparative Percentage of Literate and Illiterate

Year	1998	1999	2000	2001	2002	2003
Illiterate	14.00%	9.22%	6.32%	3.62%	1.84%	1.11%
Literate	86.00%	90.78%	93.68%	96.38%	98.16%	98.89%

d) constituents have increased their level of awareness and involved themselves on government programs, projects and activities such as mother's class, stuffed toys making, and dressmaking.

e) Less dropouts were observed a year after the program was implemented.

f) The management of Tanglaw Fruits Corporation, Inc. had initiated to open a no-formal school for its workers to increase their competency as a requirement for the International Standard Organization.

g) There were less escape incidents at the Davao Penal Colony as inmates are kept busy and given a ray of hope when released.

h) 46 classes being conducted in the entire municipality with a total of 1,786 learners enrolled. Of the said number, 260 are enrolled in the BPOSA, 1,250 in Project DAPECOL, 221 in Community Based and 55 in the NFE-Arabic literacy.

i) There was noted increase in local revenues, which indicates that constituents have gained wider acceptance of the importance of taxation.

Table 2. Comparative Report of the RPT Collections
(Municipal Share)

	GENERAL FUND				
	1998	**1999**	**2000**	**2001**	**2002**
General Fund	96,540.95	334,023.65	521,664.64	585,724.20	711,248.19
SEF	111,244.42	392,068.14	619,711.17	659,786.37	884,469.58
TOTAL	**207,785.37**	**726,091.79**	**1,141,375.81**	**1,245,510.57**	**1,595,717.77**

Facilitating and Hindering Factors

Helps
- Convergence of resources
- Integrated approach

Hindrances
- Poverty condition of residents
- Health condition
- Accessibility

Insights Towards Meeting the Challenges

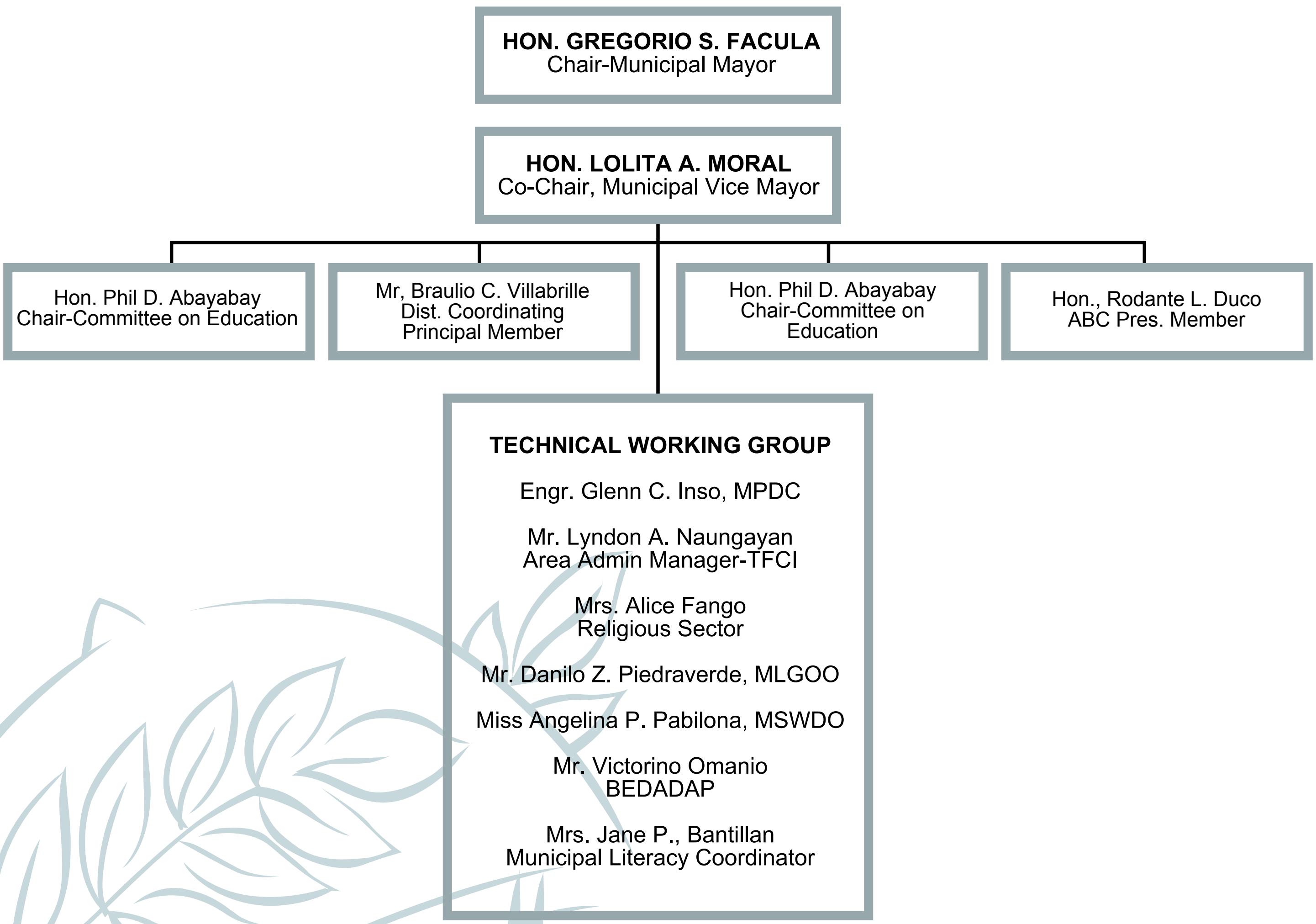
Implementation of the BED's Literacy Program generated the following important insights:

1. A unified Local Executive and Legislative Agenda hastens implementation of LGU priority programs and projects;
2. Convergence of resources enables the municipal and barangay LGU to engage in bigger programs without necessarily depleting its budget;
3. Effective partnership agreements is critical towards successful implementation of the literacy program;
4. The Bayanihan spirit is effective in mobilizing residents to participate in program implementation;
5. Education is not limited by age as older residents may exhibit their desire to graduate to another level of education i.e. high school, by enrolling in the non-formal education.

After six years since its implementation, Mayor Facula stands optimistic and confident that the integration of education in the implementation of the local government's plans, programs and projects is a long-term investment that will generate long term impact.

ANNEX A

Organizational Chart



HANDOUT: GUIDELINES IN DOCUMENTING AN LGU EXEMPLARY PRACTICE

INTRODUCTION

The replication and dissemination of Exemplary Practices amongst LGUs is a powerful tool for development. Kaakbay is a project initiated by DILG, LMP and LCP proposing simple methodologies to help cities and municipalities easily adopt best or "Exemplary Practices" experienced n other LGUs. The Kaakbay project helps LGUs work together to replicate practices that are simple, effective and proven solutions to common LGU challenges.

In the Kaakbay replication process, the Reference Document is the main project description document to help recipient LGUs understand the various aspects of the Exemplary Practice and how it was implemented. The document has several sections corresponding to various sessions of the Peer-to-Peer Learning Workshop as well as sections of the Workplan that Recipient LGUs will develop to replicate the practice in their own LGU. It can therefore be used as a key tool in the replication process.

More specifically, the Reference Document contributes to:

- Promoting innovative approached of local government management and service delivery among peers and stakeholders of the local government sector:
- Providing simple information about each step of project implementation to facilitate the Recipient LGU's development of a workplan to replicate the practice;
- Providing a common reference/ outline for the various stakeholders involved in the project;
- Maximizing the effectiveness of replication and dissemination of Exemplary Practices among LGUs in the Philippines and around the world.

To ensure consistency in the way Exemplary Practices are documented and to maximize knowledge transfer, the Kaakbay project has prepared these guidelines for those who have to write the Reference Document.

TOTAL LENGTH OF DOCUMENT

The document should be short, to the point and simply written so as to be accessible to LGU staff and officials who are practical and don't have time to go through elaborate documentation. Ideally it will be 8 to 10 pages. Additional materials relevant to the replication process such as training materials, sample MOAs, technical specifications, etc. can be provided as appendices to the reference document.

TITLE

The title should reflect the major theme of the activity and be short and to the point. It should also include the name of the LGU and Province it is located in.

Summary (300 words or 1/2 page)

This section should give a general overview of the project/initiative.

- Describe rational and objectives of the project.
- Explain the strategy and methodology used, and the various stakeholders involved in the process.
- Note the major accomplishments and point out the global impact on the LGU and the community.

Introduction (300 words or 1/2 page)

This section should state the reason of the purpose for the project.

- **Describe the situation before starting the project – Point out the main problem, the consequences and the attempts to deal with them.**
- Present the purpose and priorities of the project, for instance:
  - Satisfying basic human needs
  - Involving women in the development process
  - Supporting good governance, and so on
  - Present the project objectives

Results (300 words or 1/2 page)

This section should have a catchy title that highlights the main accomplishments

- Describe to what extent the purpose and objectives were met
- Outline the indicators used to evaluate the results
- Identify the effects of the project in certain key areas? For instance:
  - Relations between the LGU and the community
  - Improvement of institutional capacity in the LGU and among the project stakeholders
  - Significance of the outputs for the citizens
  - Change in decision-making processes
  - Change in the use and distribution of human, technical and financial resources
- Insert some participant's comments on the impact of the project

Project History (150 words or 1/4 page)

- Describe how the project was initiated; who championed it.
- Explain the process for setting goals and determining the strategy and methodology (how, by whom)
- Indicate over which period the project was implemented

Key implementation steps (up to 2,400 words or 4 pages)

This section of the reference document is particularly important to help other LGUs appreciate the chronological chain of events in the implementation of the project. It requires that the writer analyze the sequence of activities in the implementation of the project and present each step with its respective outputs, and resources. This is best done through a consultation with the project implementation team. LGUs wanting to replicate the practice will refer to this section to determine their own implementation plan for the replication of the practice.

Describe the main implementation steps/ milestones in chronological order and provide a detailed breakdown of the output; individuals/ stakeholders involved; resources required; and tools, procedures, systems which need to be in place for each key implementation step.

A typical LGU project may have 5 to 8 main implementation steps and each of these steps can be broken down in more detail with a few sub steps or activities relating it.

To sum up:

Present the main Implementation Stages/Milestones in chronological order. Each key implementation stage should be detailed with related sub steps and activities. For each main step and/or sub step, the following should be presented:

- **Main output**
  - Committee created; Training activity; Small infrastructure/equipment to put in place; Education campaign to the citizens; etc.

- **What procedures, tools, techniques, systems or structures need to be in place**
  - Examples: an Executive order; committee TOR or procedures; specific forms to collect information about citizens; a specific computer program; training modules and materials; setting up agricultural technology for demonstration purposes; the reconfiguration of office space; etc.

- **Who needs to be involved/Why?** (LGU staff, volunteers, institutional partners, etc.)
  - Describe the involvement of other institutional partners, organizations, the community.
  - What was their respective role? How is it complementary to the LGU's contribution to the project?

- **What budget is required and when?**
  - Estimate or provide actual costs for each component which required a specific budget allocation

- **Other resources required** (facilities, equipment, meeting halls, etc)

- **Lessons learned:** What worked / What didn't
  Throughout the implementation of the project, the implementers may have learned from errors and successes. These lessons learned become valuable information for other LGUs wanting to replicate the exemplary practice. For example:
  - Some critical pre-requisites needing to be in place
  - What should be the ideal timing of a specific activity? (for example, scheduling activities with the agricultural community after the harvest season; establishing new procedures about business permits in relation with the LGU licensing cycle)
  - Ensuring community or political support

Analysis (900 words or 1.5 page)

This section should have a catchy title.

- Identify specific opportunities and limitations, and solutions applied
- Put an emphasis on sustainability factors:
  - Cultural: respect and consideration for attitudes, behaviors and traditions
  - Social and economic: involvement of and benefit to both women and men, inclusion of and benefit to cultural minorities or economically disadvantaged groups
  - Environmental: reduced dependence on non-renewable resources (air, water, soil, energy, and so on); change in methods of production and consumption
  - Financial: use of available resources; contributions by various stakeholders; terms for repayment of loans; etc.

- Explain the importance and significance of the project/activities relative to the context it was implemented in:
  - Example 1 – Support for a consultation process in a municipality/country with traditionally little cooperation between elected representatives and the population
  - Example 2 – Improvement to the recovery of taxes with the use of automated data relative to developed lands

Lessons learned and replicability of the experience (300 words or 1/2 page)

- Describe any general lessons learned about what the whole project and their influence on subsequent planning.
  - Were these lessons used later to change policies/strategies/plans, and so on
  - What aspects should be changed, avoided?

- Describe the exemplary value of this activity, and the elements that make it so.
- Indicate what type or class of LGU would most benefit from this project. What specific conditions or target group can benefit from such a project?
- Describe which are the generic aspects/components of the project (easily transposable to other contexts) and which ones might require more adaptation to the specific conditions of another LGU/context
- Where relevant, identify what is the core activity or component and which components may or may not be implemented in another LGU (for example, an agricultural demo farm where some of the technologies presented might have a stronger impact than others, 2 or 3 technologies may be complementary but others, while adding value, are not critical to the results or context.
- If the project was implemented over a long period of time, provide an indication of the minimum amount of time required to replicate it.
- Identify any known cases of successful replication of this practice by other LGUs so far

Use of photos/illustrations

Use photos (at least 2) and available illustrations to illustrate the process and the accomplishments (e.g. photos of training sessions, community participation, illustration used in advocacy campaign, equipment provide, renewed infrastructures, etc.). Photos can be included in the Implementation Steps section or the Results section.

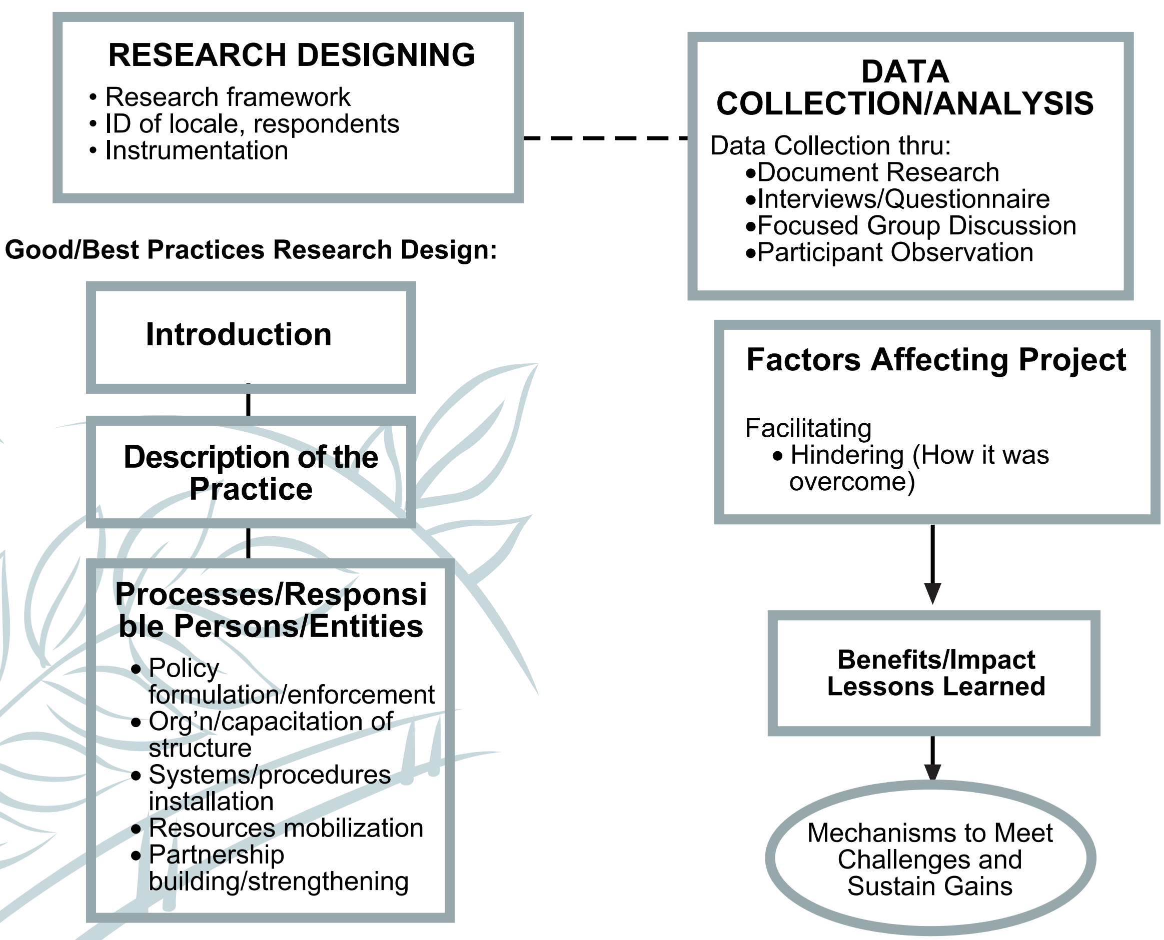
HANDOUT: DOCUMENTATION GUIDE

DOCUMENTATION RESEARCH

(Data Generation/Processing for Good/Best Practices Documentation)

Documentation Research Requirements:

1. Understanding the need and purpose for documenting
2. Documentation Data/Information Requirements
3. Documentation Research knowledge/skills



Data/Information Requirements and Documentation Research Strategy

Variable/ Component	Data/Info Requirement	Data Collection Method	Instrument	Data/Info Source
1. Introduction (background, rationale)	• Situation description (problem, locale, people affected, effects to people/areas dev't.)	• Document research • Interview	• List of info/data needs Interview schedule	Project documents Key informants
2. Description of the Practice	• Objectives • Duration • Cost (sharing) • Strategies/ Approaches	• Document research • Interview • Focused Group Discussion (FGD)	• List of Info/data needs • Interview sked List of questions	- do -
3. Processes/ Responsible persons/entities	• Policy formulation/ enforcement	• Interview • Questionnaire administration • FGD	• Interview schedule • Questionnaire • List of questions	PO Officers/ Members LGU/NGO Informants Project documents
4. Facilitating and Hindering Factors	• Factors contributing to success • Hindering factors and how they are overcome	• Interview • Questionnaire administration • FGD	• Interview schedule • Questionnaire • List of questions	PO Officers/Members LGU/NGO Informants Project documents
5. Requirements for Implementing the Practice	Enabling mechanisms: • Policies • Structures: Leadership Resources: Time, efforts, human resources, competence, money	• Interview • Questionnaire administration • FGD	• Interview schedule • Questionnaire • List of questions	PO Officers/ Members LGU/NGO Informants Project documents

6. Benefits /Impact	• Positive results and extent of accomplishment on i.e. health, education, gender; if any • Other LGUs adopting/replicating the practice	• Interview • FGD • Participant observation	• Interview schedule • List of questions • Observation log sheet	PO Officers/ Members LGU/NGO Informants Implementing/ Beneficiary groups Project documents
7. Lessons Learned	• Valuable insights	• Interview • FGD • Document research	• Interview schedule • List of questions • List of require data/info	Key LGU project beneficiary informants Project documents
8. Mechanisms to meet challenges and sustain the gains	• How to keep practice relevant and responsive to current/ changing needs	• Interview • FGD • Document research	• Interview schedule • List of questions • List of require data/info	Key LGU project beneficiary informants Project documents

HANDOUT: COMMUNICATION PRINCIPLES

PRINCIPLES OF EFFECTIVE COMMUNICATION

1. Know your subject matter and the purpose.
2. Know your audience.
3. Know what means of communication will be most effective to reach your particular audience.
4. Talk to your audience in his frame of reference.
5. Listen in order to communicate.
6. Repeat your message.
7. Communication functions more as an agent of change.
8. Ego-involved attitudes are particularly resistant to change.
9. People tend to belong to groups whose opinions are congenial to their own.

SIX PRINCIPLES OF CLEAR WRITING

1. Prefer clear, familiar words

Do not use…	When you can say…
1. utilize	2. use
3. facilitate	4. help
5. Initiate	6. Begin
7. compensation	8. pay
9. conflagration	10. fire
11. veracious	12. true
13. activate	14. start
15. verbose	16. wordy

2. Keep sentences short and simple.
   - Average 15-20 words per sentence.
   - Long sentences are hard to read. Long sentences may bury ideas.
   - One major idea to a sentence
   - When you put two major ideas into one sentence, you risk grammatical errors.
   - Short sentences are easier to write.

No. of Words in Sentence	Percentage of Readers who will understand the sentence
8	100
15	90
19	80
28	50
48	8

3. Prepare active verbs; avoid passives.

   Passive voice: The check was signed by my boss. (7 words)
   Active voice : My boss signed the check. (5 words)

   Passive voice: The letter is being typed by the secretary . (8 words)
   Active voice : The secretary typed the letter. (6 words)

4. Get people into your writing.
   - Impersonal is not better.
   - Refer to people and companies by name.
   - Referring to people makes your writing sound more courteous, pleasant, informative and precise.

5. Use a conversational style.
   - Style – use of proper words in the proper place; style is the dress of thoughts; style is the way a person puts words together into sentences; arranges sentences into paragraphs, and groups paragraphs to make a piece of writing express thoughts clearly.
   - Avoid cliché, trite expressions, e.g. as per your request, as you know, please be advised, not in a position, in the event that

6. Gather all information before you start writing.

FIVE C'S OF REPORT WRITING

1. Conciseness
2. Completeness
3. Concreteness
4. Corrrectness
5. Coherence

INTEGRATION, EVALUATION AND CLOSING

Day :: 3

Time :: 8:00 AM - 10:00 AM

Objectives ::

At the end of the session,

- To integrate the learnings of the participants, and
- To formally close the sessions

Resources Needed ::

- Art materials- crayons, colored pens, scissors, paste, art paper
- Evaluation questionnaire
- Certificates of Attendance

Procedure ::

1. Integrate their learnings from the training program. Divide the participants into teams of 10 (ten).

2. Ask the groups to come up with a3-minute creative presentation (song, dance, poem, rap, drawing, etc.) which communicates the impact of the three and a half-day training-workshop on them. Give them 20 minutes to prepare.

3. Let the groups present.

4. Congratulate participants for their presentations.

5. Distribute evaluation questionnaires and collect.

6. Conduct the Closing which could consist of:

   - Impressions from two to three participants
   - Closing Remarks
   - Distribution of Certificates

PART 2
READINGS

READINGS FOR MODULE 1: DEFINING DOCUMENTATION

What is documentation?

- The act or an instance of the supplying of documents or supporting references or records
- The collation, synopsizing, and coding of printed material for future reference
- Computer Science The organized collection of records that describe the structure, purpose, operation, maintenance, and data requirements for a computer program, operating system, or hardware device.

http://www.thefreedictionary.com/documentation

– Documentation is the recording in a permanent format of information derived from conservation activities

www.nedcc.org/p101cs/terms.htm

– Documentation is the process of identifying, collecting, and making publicly available existing records, such as correspondence, computer files, photographs, etc., that are of enduring historical value.

Documentation Basics: A Guide to Planning and Managing Documentation Projects (John W. Suter, 2003) a publication of the New York State Archives, a program of the State Education Department, and the New York State Historical Records Advisory Board.

Purpose of Documentation

The purpose of documentation is to collect a variety of detailed information about a resource based on its physical shape, material remains, and cultural relevance in order to understand it. Ultimately, documentation gathers the evidence required to interpret a resource's significance on a number of levels. Different methods of documentation reveal different kinds of information, and the methods applied depend on the resource itself, the purpose and focus of the documentation project, and the data sources available. Industrial sites, for example, often have significant above ground remains such as structures, machinery, and artifact scatters that can be easily measured, drawn, mapped, photographed, and described. Written historic records and even oral histories gathered from community members often exist. When possible or necessary, archaeology can be used to reveal unseen material evidence that goes beyond historic records and memories. On the most basic level, a documentation project defines what remains as well as what is missing. On a larger level, these projects inform academic research, produce a cultural / historic record, and give an agency the information needed to assess, preserve, and present the resource.

http://www.industrialarchaelology.net/IAWeb/DEVA%20website/DEVA%20Purpose%20of%20Documenta.html

The purpose of documentation is to identify and ensure the systematic preservation of papers and other records that provide information about people, groups, events or changing political, economic or social conditions. A documentation project seeks to contribute to the building of a comprehensive and equitable historical record, making unique, original source materials available to researchers and citizens. These materials enable us to better understand the present and plan more intelligently for the future.

Documentation Basics: A Guide to Planning and Managing Documentation Projects (John W. Suter, 2003) a publication of the New York State Archives, a program of the State Education Department, and the New York State Historical Records Advisory Board.

Cases:

1. The Hawai`i SBDC Network needs to maintain complete and accurate records and supporting documents in order to:
   - improve management by fact in accordance with Malcolm Baldrige Criteria,
   - facilitate thorough audits by sponsoring agencies and organizations,
   - enhance effective and efficient management oversight, and
   - provide an accurate reflection of the organization and effectiveness of each office.

2. The medical record is used for many purposes and by many people who focus on specific areas of the clinical record or particular words/phrases to determine cause and effect. It is crucial to understand that proper documentation is the key to avoiding allegations of malpractice, substandard or poor nursing care, and denial of reimbursement.

http://www.hawaii-sbdc.org/ponline/reportingdeadlines&mastercalendar/purpose_of_documentationandrecordkeeping.htm

Value of Documenting of Good Practices in Various Contexts

Creation and Capture

Universities, research institutions, libraries, and think-tanks serve as watersheds and primary sponges that retain knowledge for society. Purposive, problem-solving organizations in the public, private, and citizen sectors apply, innovate, and add value to this knowledge. ICT and productivity technologies have made the surge of KM in the Philippines possible. The Congress of the Philippines and the Office of the President are theoretically the most important focal points of knowledge creation and capture in the country. Some KM tools used to create and capture knowledge are traditional R & D, innovation, codification of tacit knowledge, developing/testing and documentation of work templates, action learning, "work arounds", work improvisations, organizational learning, lessons learned meetings, mentoring, apprenticeships, peer assist programs, and buddy systems.

Knowledge Creation and Capture at Firm Level

Large public and private organizations, realizing the importance of documentation (codification of tacit knowledge), strive to develop the following habits:

1) document lessons learned to facilitate the reuse of lessons and learning from project, implementations,
2) capture best practices through project experience,
3) document standards and procedures through the ISO Certification Program, and
4) use matrices and templates as repository of data and information.

The Knowledge and Innovation Circles is a new version of quality circles. In quality circles, employees with the same functions meet regularly to solve problems to contribute to the company's growth. In knowledge and innovation circles, both the employees and their customers interact to make meaningful change in products and services, processes, and create value for both the company and the client. This emphasizes foresight, research and development and innovation from both the internal and external perspectives of the organization.

Presentation of Dr. Segundo E. Romero on "Knowledge Management in the Philippines: An Overview" presented during the KMAP Consultative Meeting. 27 Nov 2003. AIM.

READINGS FOR MODULE 2: RECOGNIZING A GOOD PRACTICE

What is a good practice?

A "best practice" (also called as "good practice") is something that demonstrably contributes to excellent business outcomes or results. It is something unique or different that others don't do. A best practice is not only a plan or intent, but also something that is well deployed or utilized throughout the organisation and is continually being improved. Moreover, it is something that is looked up to by peers and experts and viewed as very useful to learn about. It could be a plan of action; a method of widely implementing a plan; a way of measuring performance and using the results; and a way of improving performance.

Compendium of Best Practice Case Studies in Asia. Asian Productivity Organization. 2004

READINGS FOR MODULE 3: GATHERING DATA FOR DOCUMENTATION

DATA GATHERING METHODS (1)

The appropriate data gathering method depends on the time at which it is conducted and the manner in which information will be collected. The techniques for data gathering can be combined and extended in many ways which makes the possibilities of data gathering flexible.

Questionnaires

Questionnaires are a series of questions designed to elicit specific information from their readers (participants). Some questionnaires require yes/no answers; others ask for a choice from a set of pre-supplied answers, and others ask for a longer response or comment. Sometimes questionnaires are sent in electronic form, and sometimes they are given to the users on paper. In some cases, questionnaire is administered at a distance. Well-designed questionnaires are good at getting answers to specific questions from a large group of people, and especially if that group of people is spread across a wide geographical area, making it infeasible to visit them all. Questionnaires are often in conjunction with other techniques. For example, information obtained through interviews might be corroborated by sending a questionnaire to a wide group of stakeholders to confirm conclusions.

Interviews

Interviews involve asking the participants a set of questions verbally. Often interviews are face-to-face, but they don't have to be. If interviewed in their own work or home setting, people may find it easier to talk about their activities and respond by showing the interviewer what they do.

Interacting with a human encourages people to respond effectively. In the context of establishing requirements, it is equally important for development team members to meet stakeholders and for users to feel involved. This aspect on its own may be sufficient motivation to arrange interviews. However, interviews are time consuming and it may not be feasible to visit all stakeholders.

Focus Groups and Workshops

Focus groups are a way to get users to talk about long term issues that would take too long to study directly. Interviews tend to be one-on-one, and elicit only one person's perspective. As an alternative or as corroboration to another data collection method, getting a group of stakeholders together to discuss issues and requirements can be very revealing. Focus groups and workshops are useful to gather a consensus and/or highlighting areas of conflict. It also allows stakeholders to meet the project team, and to express their views openly. It is not uncommon for one set of stakeholders to be unaware that their views are different from another set even though they are in the same organization. These sessions need to be structured carefully and the participants should be selected carefully. One or a few people can dominate discussions, especially if they have control, higher status, or influence over the other participants.

Observation Sessions
Humans find it difficult to describe what they do or how they achieve a particular task. As a result, analysts rarely get an accurate story from stakeholders using any of the methods listed above. The techniques used in interviews can help prompt people to be more accurate in their descriptions, but observation provides a richer view. Observation involves spending some time with the stakeholders at their day-to-day tasks, observing work as it happens in its natural setting. Observation method is an invaluable way to gain insights into the task(s) of the stakeholders and can complement other investigations. The level of involvement of the observer in the work being observed is variable along a spectrum with no involvement (outside observation) at one end and full involvement (participant observation) at the other. Observation help fill in details and nuances that do not come out of other investigations.

Studying Documentation
Procedures and rules are often written down in manuals and these are a good source of data. Such documentation should not be used as the only source as everyday practices may augment them and may have been devised by those concerned to make the procedures work in a practical setting. Thus, an idealized account is given in the manuals, as compared to everyday practices.

There are no targeted rules to decide which methods are the most appropriate for identifying specific research needs. Each method has its particular strengths and weaknesses and each is useful if applied appropriately. However, there are various factors which should be considered when selecting methods.

http://www.hf.faa.gov/docs/508/docs/maintIERC2004WebSAT2.pdf

DATA GATHERING METHODS (2)

Method	Description	Tips
Interviews with: • Management • Exemplars • Workers	Interviews are conducted one-on-one or with a small group (the smaller the better so that everyone has a chance to contribute fully). Interviews can be used throughout the data gathering process, but they are perhaps most useful during the performance analysis stage, when you are trying to determine what the real performance deficiency is. Although the process is time-consuming, it is useful because you can gather specific information and ask follow-up questions to get more detail on items of particular interest.	1. Write down your questions before the interview and give them to the person(s) being interviewed, if possible 2. Decide beforehand how you want to document the information you gather 3. Consider videotaping the interview so that you have a record to refer to later 4. Put the persons being interviewed at ease by telling them the purpose of the interview and how you will use what they tell you 5. When appropriate, assure them that what they say will be kept confidential

Panels of Experts	Panels of experts are used to get the collective observations and opinions of the "best of the breed." They are particularly useful when there is not one correct solution or procedure (e.g., conducting a goal analysis).	1. Make sure that each participant is truly an expert 2. Let participants know well in advance what you expect of them and give them time to prepare 3. Focus the discussion on the topic at hand and keep participants on track 4. Document your panel just as well as you documented interviews
Observations	Direct observation of work performance is an excellent means of gathering data. Observations are usually done in conjunction with another data gathering method that is used to fill in the gaps and answer questions.	1. Make sure to arrange your observations well in advance and get permission from management 2. Let workers know why you are observing them 3. If possible, have an expert with you who can tell you what to look for 4. Videotaping observation sessions works well if it is permitted
Surveys • Formal • Informal	Surveys are used when you want to gather data from a large number of people and when it is impractical to meet them all face to face. Surveys can be both formal (where the results are subject to statistical reliability and validity) and informal (where results are anecdotal). In the developing-world reproductive health context, there are relatively few commercially designed instruments. Although PRIME might be able to design some generic survey instruments, the unique problems and country differences might limit their usefulness. Clearly, it is expensive to design a survey for one performance improvement effort, so while we include surveys in this table, we are not optimistic about their applicability (except on a small, informal basis).	1. Decide up-front if you need to base your conclusions on statistically valid and reliable data. If so, consult an expert to help determine your sample group, method of data collection and how you will compute your results 2. It is best to use commercially designed instruments, if they are available. They save development time, and they have been tested to ensure they work 3. If you must design your own survey, make sure you try it out on a sample group from the target population

Reviews of Performance Data	Almost all organizations maintain records. They may include data about time and attendance, rates of production, and cost of goods sold. A review of some of these records can provide valuable information to substantiate the performance deficiencies under consideration and lead to potential causes. In the contexts in which PRIME II operates, one of the challenges will be to determine which data are relevant and whether the quality of the data is adequate.	1. Make sure you understand how the data were collected and what the data mean 2. Make sure that the data you have are current. Outdated data can be more harmful than no data at all 3. It is important that you comply with any restrictions your client puts on your use of their data. Unauthorized use of confidential data can be illegal and harmful to the organization

http://www.prime2.org/sst/tool2-5.html

DATA GATHERING GUIDELINES

1. Keep it simple. The purpose of analysis is insight, and the best analysis is the simplest analysis which gives the needed insight

2. The data gathering exercise should interfere with normal work as little as possible, or not at all, if possible

3. The people who work in the area under investigation should carry out the data gathering (they should be carrying out the investigation, anyway)

4. Use Plan Do study Act on the data gathering exercise. Determine scope and purpose before deciding what data to gather. Pilot your data gathering method on a small scale and modify it if necessary

5. Gather data before and after changes

6. The data gathered should be a reasonable representation of the whole process. It would not be a good idea to gather data over a bank holiday, or only on Monday's night shift

7. Don't reinvent the wheel. If the data you require already exists in a usable format, all you need to do is pick it up. If it doesn't, you will need to design a method of gathering the data

http://www.tin.nhs.uk/tools--techniques/links-to-other-tt/hidden/data-gathering

PRIMARY AND SECONDARY DATA RESEARCH (1)

When searching for information on a topic, it is important to understand the value of both primary and secondary sources.

Primary Sources

A primary source is an original document containing firsthand information about a topic. Different fields of study may use different types of primary sources. Common examples of a primary source are:

- Diaries
- Interviews
- Letters
- Original works of art
- Photographs
- Works of literature

Secondary Sources

A secondary source contains commentary on or discussion about a primary source. The most important feature of secondary sources is that they offer an interpretation of information gathered from primary sources. Common examples of a secondary source are:

- Biographies
- Dissertations
- Indexes, Abstracts, Bibliographies (used to locate a secondary source)
- ournal Articles
- Monographs

Examples of Primary and Secondary Sources

	Primary Source	**Secondary Source**
Art	Original artwork	Article critiquing the piece of art
History	Slave diary	Book about the Underground Railroad
Literature	Poem	Treatise on a particular genre of poetry
Political Science	Treaty	Essay on Native American land rights
Theater	Videotape of a performance	Biography of a playwright

*From Bowling Green State University, Library User Education, Primary vs .Secondary Sources, http://www.bgsu.edu/colleges/library/infoserv/lue/primary.html

Primary sources are first hand sources; secondary sources are second-hand sources. For example, suppose there had been a car accident. The description of the accident which a witness gives to the police is a primary source because it comes from someone actually there at the time. The story in the newspaper the next day is a secondary source because the reporter who wrote the story did not actually witness it. The reporter is presenting a way of understanding the accident or an interpretation.

**From North Park University, History Department,*
http://campus.northpark.edu/history/Classes/Basic/UsingSources.html

However, the distinctions between primary and secondary sources can be ambiguous. An individual document may be a primary source in one context and a secondary source in another. Time is a defining element. For example, a recent newspaper article is not usually a primary source; but a newspaper article from the 1860's may be a primary source for civil war research.

**From CBB Library and IT Consortium,*
http://www.cbbnet.org/teaching/sources.html

PRIMARY AND SECONDARY DATA RESEARCH (2)

It is important to have a general understanding of primary and secondary sources. A very simplistic way of remembering the difference is: the primary source is the object and secondary sources are interpretations, opinions, observations about the object

Primary Sources:	Primary sources are original materials or data. A primary source is an original creation by an individual or a group. In addition to the examples mentioned above, primary sources can be: • novels • paintings • an autobiography • letters • a film • a television show • a performance • posters • a sculpture • accounts of a historical event by firsthand observers • official memoranda • short stories • plays • poems • photographs • court cases • journal articles • newspaper account of an event • speeches • etc.
Secondary Sources	Secondary sources analyze, interpret, or comment on the primary source. In other words, a secondary source says something about a primary source or sources. Secondary sources can include: • journal articles • books • encyclopedias • dictionaries • reviews • critical essays • newspaper articles • etc. Secondary sources are important to examine because most research builds upon the scholarship and research of others.
TIP:	Make sure to evaluate any secondary source for point-of-view, accuracy, date, etc. to ensure the interpretation is valid for your project.

http://libweb.sonoma.edu/assistance/research/primary.html