



SLGP
Support for the Local Governance Program



SUC-Assisted Approach in Comprehensive Development Plan Formulation

MODULE 1

Introduction to Development Planning and LGU Vision Review

A Joint Project of the
Department of the Interior and Local Government – Region VI
and
University of the Philippines Visayas

2021

MODULE 1

INTRODUCTION TO DEVELOPMENT PLANNING AND LGU VISION REVIEW

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**DEPARTMENT OF THE INTERIOR AND
LOCAL GOVERNMENT**

The State Universities and Colleges (SUC)–Assisted Approach in Comprehensive Development Plan (CDP) Formulation Project is under the Improving Local Area and Sectoral Plans through the SUCs program of the DILG. The Support to Local Government Programs – Oversight Project Management Office (SLGP-OPMO) provided the funds amounting to Php 25M for the project implementation. This is through a Memorandum of Agreement (MOA) signed by Atty. Anthony C. Nuyda, CESO III, former Regional Director DILG Region 6 and the University of the Philippines Visayas last March 23, 2018. The project was continued by Engr. Ariel O. Iglesia, CESO IV upon his assumption as Regional Director.

The Comprehensive Development Plan (CDP) is one of the mandated plans formulated by the Local Government Units (LGUs). As it was recorded, Western Visayas has the second lowest number of approved CDPs. One of the reasons behind this is that there is no specific system in place for LGUs to observe proper data generation, management, and updating in compliance with the demand of the latest policies and guidelines.

We are grateful to have partnered with UPV being one of the higher learning institutions in the region, that compose the Western Visayas Local Governance Resource Consortium. Certainly, the project achieved the objectives of introducing an academe-assisted approach in the generation and management of data, enhancing plans through critiquing, mentoring and coaching, creating a Management Information System (MIS), and delivering workshops and training to LGUs for capability building.

The CDP Modules are produced by UPV as output to the project. These Modules intend to introduce a ladderized approach in the delivery of capability building interventions to LGUs in the formulation of their CDPs. The modules shall be utilized by the academe or Learning Resource Institutions (LRIs) as the DILG 6 through its Local Governance Resource Center expands its provision of technical assistance, and challenges all LGUs to step up and formulate quality CDP in compliance with the prescribed existing policies and guidelines.

It is our hope in the DILG 6 that through this project with UPV, we continue to enrich our knowledge platforms in strengthening local development planning in the region.

Padayon kita!

JUAN JOVIAN INGENIERO, CESO IV
Regional Director



UNIVERSITY OF THE PHILIPPINES VISAYAS

I am happy to note that the project SUC-Assisted Approach to Comprehensive Development Plan (CDP) Formulation is bringing out training modules so that these can be shared to other state colleges and universities in Panay Island, as well as in other areas of the country in the future.

The project introduced an academe-assisted approach in generating data and enhancing the quality of CDP plans through critiquing and coaching. UPV's SUC-Assisted Approach supplemented the current DILG process, guiding the formulation of quality comprehensive development plans for 20 municipal/city local government units over a period of 2 years starting in 2018. The project is implemented by the Office of Continuing Education and Pahinungod (OCEP). OCEP is under the Office of the Vice Chancellor for Research and Extension of the University of the Philippines Visayas (UPV).

The project is made possible through the DILG's Support to Local Government Programs – Oversight Project Management Office (SLGP-OPMO). The program is designed to assist municipal government units in delivering basic services through the provision of financial subsidies for priority programs and projects.

The project is a partnership among UPV, the municipal local government units, and DILG VI. The partnership was formalized through a Memorandum of Agreement signed by then UPV Chancellor Ricardo Babaran, DILG IV Regional Director Anthony Nuyda, and the chief executives of the 20 local government units.

I am confident that the modules will benefit users by helping them guide municipal local governments realize their development goals.

PROF. CLEMENT C. CAMPOSANO, Ph.D.
Chancellor

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INTRODUCTION

Rationale

In the Philippines, the formulation of the Comprehensive Development Plan (CDP) used to be the responsibility of national government agencies until the passage of the Local Government Code of 1991 (Republic Act 7160). The passage of this law, along with other related issuances (DILG-HLURB JMC No. 001 Series of 2009 Guidelines on the Harmonization of CLUP and CDP; DILG-NEDA-DBM-DOF JMC No. 001 Series of 2016 Updated Guidelines on the Harmonization of Local Planning Investment Programming, Resource Mobilization, Budgeting, Expenditure Management and Performance Monitoring and Coordination in Fiscal Oversight; DILG MC No. 2008-156 Guide to Comprehensive Development Plan Preparation for Local Government Unit; DILG MC No. 2010-112 LGU Compliance to Updating and Legitimization of CLUP and CDP; and, DILG MC No. 2016-102 Guidelines on the Preparation or Updating of Local Plans), have made LGUs as the principal implementing body with regard to addressing their development needs. To enable the Local Government Units (LGUs) to effectively and efficiently implement its mandates on development concerns, a Comprehensive Development Plan is necessary.

The CDP is the document that pertains to the multi-sectoral plan formulated at the city or municipal level, which embodies the vision, sectoral goals, objectives, development strategies, and priorities within the terms of the LGU officials and the medium term. The CDP contains the 1) Ecological Profile; 2) Sectoral Development Plan and; 3) Implementing Instruments (<http://blgf.gov.ph/wp-content/uploads/2017/01/JMC-No.-1-DILGDBM-DOF-BLGF-NEDA.pdf>). In the SUC-Assisted approach, the Methodology is another supplementary document that the LGUs have to submit that discusses the process, activities, people, and methods used in making the various documents.

The SUC-Assisted Approach in CDP Formulation Modules lay-out the principles and guidelines in the formulation of the CDP, the Ecological Profile, and the Local Development Investment Program. The modules aim to do the following:

- Provide a step-by-step procedure in formulating a comprehensive development plan that will address the various problems in the locality; to ensure that the programs, projects, and activities are responsive to the demands of the locality;
- Enable the LGUs to plan and implement their specific mandates based on RA 7279 and other pertinent issuances;
- Facilitate the linkage between the LGU's Comprehensive Development Plans (CDP) and the Comprehensive Land Use Plan (CLUP), and other related local plans;
- Ensure that the LGU's CDP and LDIP integrate and promote actions that also address thematic concerns such as disaster risk and climate change resilience; and,
- Operationalize the guiding principles presented in these modules.

Guiding Principles of Plan Formulation

The guiding principles in CDP formulation are inclusivity, participatory, and consultative.

Participatory preparation of the plan involves activities that facilitate the generation of the community's felt needs, desires, and perceived issues and opportunities. Suggestions to address issues and concerns can also be derived from this exercise. Participatory assessment is based on the outcomes of community consultations, focus group discussions, meetings with key informants, and multi-sectoral meetings among others.

Consultative plan preparation is an active process in which the planning team opens formal and informal communication channels between the LGU and the various stakeholders. These formal communication channels might include open meetings where stakeholders are invited to a meeting or series of meetings, surveys, and focus group discussion. Informal meetings may include interacting with other people at an event to get certain ideas and their varied responses on certain topics.

Inclusive planning involves a fair representation of citizens providing meaningful and educated inputs. Inclusive planning also involves planners that advocate for greater equity in public policies that address multiple objectives of sustainable development.

The Modules and Its Users

The modules provide Trainers, Facilitators, and Training Monitor of the SUC-Assisted Approach in CDP Formulation with training skills and know-how for an effective process and content delivery. The five (5)-part modules are composed of the following topics:

Module 1. Introduction to Development Planning and LGU Vision Review

Module 2. Presentation of Ecological Review

Module 3. Doing the Sectoral Development Plan

Module 4. Formulating the Local Development Investment Program

Module 5. Writing the Comprehensive Development Plan

To complement the delivery of the modules, worksheets, assessment forms, and powerpoint presentations per session topics are included in the Annexes section.

A Procedures Guide was created for systematic delivery of the approach from the pre-implementation phase, implementation phase, to project closing phase. There is also a separate User Guide for the MIS for CDP.

MODULE 1

INTRODUCTION TO DEVELOPMENT PLANNING AND LGU VISION REVIEW

Overview

Workshop Objectives

The two and a half-day (2.5-day) workshop aims to:

1. Understand development planning and related concepts;
2. Review the Comprehensive Development Plan (CDP) planning process;
3. Discuss concepts, descriptors, and indicators in planning (LDIs/RaPIDS indicators);
4. Initial discussion on the Ecological Planning; and,
5. Orientation on Management Information System (MIS) for CDP.

Workshop Outcomes

At the end of the 2.5-day training-workshop, the participants have:

1. Reviewed the LGU's vision
2. Deepened awareness of CDP planning process
3. Demonstrated the understanding of concepts, descriptors, and indicators
4. Listed down relevant LDIs/RaPIDS indicators vis-a-vis the LGUs' vision
5. Demonstrated an understanding of the nature and uses of the MIS for CDP
6. Drafted a harmonized Workplan for EP preparation

Workshop Outputs

1. Matrix on vision review indicating descriptors, success indicators, and RaPIDS/LDIs
2. EP checklist
3. Filled-up forms 1c (CDP Preparation Template Ecological Profile)
4. Form 1d (CDP Preparation Template LDIs/RaPIDS)

The Training Team and Process Documentation Team

The Facilitator is the person that helps the trainer and the participants in achieving the training-workshops' objectives. The facilitator is more focused on the process. He/she leads the discussions and helps participants learn from their own experiences and shared information.

The Trainer is a person who leads a discussion about the topics' content. A trainer provides coaching and uses lectures, conducts demonstrations, supervises skill practice and provides feedback on the participants' outputs. In contrast to a Facilitator who is a process expert, the trainer is a content expert.

The Training Monitor checks the requirements or assignments that LGUs are expected to do or bring to the workshops. He/she checks the activity flow and approved content. The Training Monitor fills-up a monitoring form after the training sessions.

The Secretariat is in charge of the registration, distribution of materials, collection of output, equipment food. They assist the facilitator in the conduct of the training and distribution of certificates and training materials.

The Process Documentation team is in charge of documenting the activities, discussions, and agreements, and of organizing the outputs during the training sessions.

Participants

The Planning Core Group and/or the Technical Working Group (TWG) for CDP Formulation (maximum of 10 members).

Requirements and Materials

Before the Workshop	<ol style="list-style-type: none"> 1. A filled-up table on status of mandated plans 2. Filled-up Executive Order (Form 1A) creating the Municipal/City Planning Team 3. Filled up Harmonized Workplan (Form 1B) 4. Socio-Economic Profile of the LGU
References	<ol style="list-style-type: none"> 1. DILG's Guide to Ecological Profiling (2008) 2. DILG's Local Planning Illustrative Guide (2015) 3. Guide to CDP Preparation for Local Government Units (MC 2008-156)
Materials	<ol style="list-style-type: none"> 1. Meta-cards of various colors 2. Manila papers 3. Colored Markers 4. Notepads or writing pads 5. Scotch tapes 6. At least 1 laptop per LGU (with HDMI adaptor) 7. Multi-media projector

	8. Attendance Sheet 9. Registration and Evaluation Forms
Suggested additional training materials/ activities	Informational videos, energizers, simulated learning exercises
After the Workshop	Conduct follow-up sessions in their LGUs to ensure that outputs are accomplished.

Workshop Sessions

Session 1	Module Overview and Expectations Check
Session 2	Development Planning in the Philippines
Session 3	Crafting a Vision Statement Identification of Local Development Indicators (LDIs)/ Rationalized Planning Indicators Data Set (RaPIDS)
Session 4	Workshop on the Ecological Profile
Session 5	Orientation on MIS for CDP
Session 6	Administration of Activity Evaluation Forms and Next Steps

Activity Flow

Day	Sessions	Duration (in minutes)
Day 1 AM	<i>Arrival of Participants (morning)</i>	
Day 1 PM	<i>Preliminaries Registration Administration of Capacity Assessment Form to TWG members Invocation and National Anthem Message/s</i>	45
	Session 1: Module Overview and Expectations Check	20
	Session 2: Development Planning in the Philippines Workshop 1: Status of Plans	45
	Session 3.1: Crafting a Vision Statement Workshop 2: Vision Elements and Descriptors	60
	Session 3.2: Identification of Local Development Indicators (LDIs)/ Rationalized Planning Indicators Data Set (RaPIDS)	120

	Workshop 3: Matrix on vision element, descriptor, success indicators, LDIs/RaPIDS indicators	
	<i>Wrap-up and Instructions for Day 2</i> <i>Submission of Capacity Assessment Form</i>	10
	Total	300 (5 hours)
Day 2	<i>Preliminaries</i> <i>Registration</i> <i>Check Attendance</i> <i>Recap</i>	45
	Presentation and Assessment of Workshop 3 outputs in Day 1	120
	Session 4: Ecological Profile Workshop Workshop 4. CDP Preparation Template Form 1c	240
	Wrap-up Day 2 & Instructions for Day 3	45
	Total	450 (7.5 hours)
Day 3	<i>Preliminaries</i> <i>Registration</i> <i>Check Attendance</i> <i>Recap</i>	45
	Workshop 5. CDP Preparation Template Form 1d	180
	Session 5: Orientation on MIS for CDP	120
	Session 6. Administration of Activity Evaluation Open Forum and Next Steps Feedback and Next Steps Submission of Forms by Participants Distribution of Certificates	75
	Total	420 (7 hours)

**Snacks will be served in-between activities.*

SESSION 1

Module Overview and Expectations Check

Objective	To introduce to the participants the objectives and outputs of the training-workshop.
Duration	20 minutes
Materials	Meta-cards of various colors, Manila papers, Colored Markers, Scotch tapes
Powerpoint	1.1. Module Overview and Expectations Check
Reference	None
Outputs	Expectations on meta cards

STEPS:

Step 1. Introduction to the training-workshop expectations

The facilitator presents to the participants the objectives of the workshop and house rules. House rules should include the following details:

1. Attendance, log-in, and log-out policies
2. Accomplishment of pre-test capacity assessment tool ([Annex 1H](#))
3. Issuance of certificates
4. Use of mobile phones
5. General guidelines

The pre-test capacity assessment tool has been designed to evaluate the LGU's capacity and readiness to formulate the CDP documents. The objective of the survey is to assess the capacity of each LGU to plan, collect, analyze, and implement the plan following the prescribed legal instruments and principles of CDP formulation. Results are presented to the respondents for validation and feedback. Also, the results of the tool will enable the LGU to quantify performance gaps and determine capacity strengthening needs and priorities to successfully produce the CDP documents.

The survey tool comprises four major sections: the respondent's profile; the competency of the respondents on the CDP process and contents; perceived institutional capacity of the LGU to formulate the CDP documents; and, general questions on their definition of planning, challenges in performing their tasks as TWG members, and recommendations in response to challenges.

The facilitator emphasizes that there must be at least 75% attendance to the training workshop to be given a certificate of participation and a certificate of attendance. Only a certificate of attendance will be given for attendance below 75% for the duration of the workshop. Each participant submits an accomplished evaluation form at the end of the event to be issued certificate/s.

At the end of the series of training-workshops, a Certificate of Completion will be given to participants who have completed at least 75% of the workshops.

Step 2. Discuss the expectations of participants

The facilitator provides meta cards to the participants and assigns color specific to set of expectations. He/she allows participants to write their expectations, according to the colors of the meta cards, on the (a) topics in the training, (b) accomplishments at the end of the training, and (c) others (accommodation, food, venue, and work environment).

Step 3. Process training expectations of the participants

The facilitator groups together meta cards of similar thoughts. He/she levels-off participants' expectations and workshop objectives. Then explains which expectations can be met in the current workshop and future training-workshop. She/she makes modifications in the activity flow may be made when necessary.

SESSION 2

Developmental Planning in the Philippines

Objective	At the end of the session, the participants must be able to: <ul style="list-style-type: none"> • Explain the basic concepts of development, planning, and planning process • Discuss the various plans and their relationships in terms of hierarchy and scope • Relate concepts to local development planning
Duration	45 minutes
Methods	Lecturette, Workshop (1)
Materials	Laptop, LCD Projector
Powerpoint	1.2. Development Planning in the Philippines
References	<u>DILG Local Planning Illustrative Guide to CDP Formulation (2015)</u> <u>DILG Planning Guide to CDP Formulation (DILG-MC 2008-156)</u>
Forms/Outputs	Worksheet 1 (Workshop 1). Status of Plans Matrix

STEPS:

Step 1. Deliver the lecturette

The facilitator/trainer discusses the nature of development planning in the Philippines, using the prescribed outline below.

- I. What is Development?
 - a. Definition of development
 - b. UN Development Goals
 - c. Translating Global Goals into National Goals
 - d. *Ambisyon* 2040 and Medium-Term Development Plan (2017-2020)

- II. What is Planning?
 - a. Definition of Planning
 - b. Translating Planning Concepts into National Planning Frameworks
 - c. Legal Bases of Local Planning
 - d. Who will plan?
 - i. Planning Institutions

- ii. Local Planning Structure
 - e. What plans?
 - i. Hierarchy of Plans
 - ii. Planning Models
- III. The Local Planning Process
 - a. Translating planning concepts, national planning frameworks into local plans
 - b. DILG's Rationalized Planning System
 - c. PPAs Planning and Spatial Considerations
 - d. Planning for People in the locality
 - e. CDP Preparation Guidebook
 - i. With and without CDP
 - ii. Local Planning Illustrative Guide
 - iii. MC 2008-156
 - f. Workshop: Status of Plans

Step 2. Workshop (WS2) on the Status of Plans

The facilitator provides instructions on the filling in of Matrix of the Status of Plans (see [Worksheet for Status of Plans in Annex 1A](#)).

Plans	With or without	Current or for updating	Vision	Sectoral Goals	With or without the list of PPAs	Challenges in the Formulation of the Plan or Implementation of PPAs

Step 3. Get participants' feedback for clarification

The facilitator discusses with participants their questions and feedback at the end of the presentation.

SESSION 3

Crafting a Vision Statement, and Identification of Local Development Indicators (LDIs)/ Rationalized Planning Indicators Data Set (RaPIDS)

Objective	<p>At the end of the session, the participants must be able to:</p> <ul style="list-style-type: none"> • Explain/discuss the basic concepts on vision and mission statements, descriptors, and indicators • Discuss the processes and gather learning and experiences • Identify gaps in their vision and current reality
Duration	<p>180 minutes</p> <p>Session 3.1 – 60 minutes</p> <p>Session 3.2 – 120 minutes</p>
Methods	Lecturette, workshop
Materials	Laptop, LCD Projector, vision matrix
Powerpoints	<ul style="list-style-type: none"> • 1.3.1. Crafting a Vision Statement • 1.3.2. Determining and agreeing on Development Indicators: The Local Development Indicators (LDIs) and the Rationalized Planning Indicators and Data Sets (RaPIDS)
References	<ul style="list-style-type: none"> • DILG Local Planning Illustrative Guide to CDP Formulation (2015) • DILG Planning Guide to CDP Formulation (DILG MC 2008-156)
Forms/Outputs	<ul style="list-style-type: none"> • Reviewed or revised vision statement (Workshop 2) • Matrix on vision element, descriptor, success indicators, LDIs/RaPIDS indicators (Workshop 3)

STEPS:

Step 1. Present the various concepts

The trainer presents the definitions of key concepts such as the “vision”, “mission”, “indicators”, and “descriptors”. Distinctions are also made among the concepts. The participants should have the same or similar understanding of the concepts. The trainer uses the Presentation outlines below.

Presentation Outline 3.1

- I. Vision and vision statement
 - a. Qualities of a vision
 - b. Components of a vision statement
 - c. Descriptors
 - d. Decision tools important in visioning
- II. The Vision Process (WS)
 - a. Identification of vision elements
 - b. Presentation of Old vision and drafting of new LGU vision
 - c. Identification of descriptors and success indicators per vision element (Workshop 2)
- III. Final crafting of LGU vision and presentation (WS)

Presentation Outline 3.2

- I. What are Indicators?
 - a. Purposes of Indicators
 - b. Indicators and Results Chain
- II. Process of identifying indicators
 - a. Workshop 2: Vision Review and Descriptors
 - b. Agreements on the indicators
- III. Local Development Indicators System
- IV. Rationalized Planning Indicator Data Sets (RaPIDS)
 - a. Four major groups of indicators
 - b. RaPIDS indicator check
 - c. Characteristics of the Planning Area
- V. Workshop 3: Matrix (vision element, descriptor, success indicator, LDIs or RaPIDS indicator)
- VI. Presentation of Outputs

The trainer allows participants to provide feedback for clarification and discusses with participants their questions and feedback at the end of the presentation.

Step 2. Conduct the workshops after lectures

The facilitator/trainer provides workshop worksheets/handouts to participants during the lecturettes.

1. In Session 3.1, where the participants revisit their Vision, identify their vision elements, and descriptors (see [Annex 1B Worksheet 2](#)). The trainer gives instructions in filling up the form. Participants are given fifteen (15) minutes for this exercise.

WORKSHEET 2. Summary of Vision Elements and Descriptors	
Vision Elements	Descriptors

2. The trainer describes the “vision element”, “element descriptors”, “success indicator”, and the “LDIS/RaPIDS”. He/she instructs participants to fill-up the matrix on reviewed indicators and descriptors using the worksheet ([Annex 1C](#)).

WORKSHEET 3. Matrix of Vision Elements, Descriptors, and Indicators			
Vision Elements	Element descriptor	Success Indicator	LDIs or RaPIDS Indicator

Step 3. Presentation of outputs

The trainer asks two LGUs to present their respective outputs. The trainer and the LGU representatives discuss their outputs for clarification. Twenty (30) minutes is allotted for this activity.

Step 4. Check group outputs

The Training Monitor checks the completeness of the forms or outputs assigned for that day. The facilitator clarifies from participants on the incompleteness of the outputs and ensures that the participants can indicate in their action plan the compliance to complete the outputs.

The Training Monitor discusses with the Trainer and Facilitator if the workshop objectives were achieved (see Annex 1J). He/she also looks for the outputs of the participants to ensure that they have submitted the hard and soft copies to the Facilitator.

Step 5. Collect group outputs

The facilitator collects the forms. He/she informs the participants that follow-up sessions must be done in their respective LGUs to ensure that the necessary forms are accurately filled-up and are accomplished.

The Secretariat assists the facilitator in checking that every LGU has made initial entries into the forms.

The Process Documentation team gathers all collected outputs and organizes using a simple filing system.

Step 6. Give instructions for the next day

The facilitator informs the participants of room assignments and other administrative concerns and about activities for the next day.

SESSION 4

Ecological Profile Workshop

Objective	At the end of the session, the participants must be able to: <ul style="list-style-type: none"> • Apply the knowledge and skills to make/update the ecological profile • Fill-up EP Quick Assessment Checklist Form, Form 1c, and Form 1d
Duration	420 minutes <ul style="list-style-type: none"> • Lecture and Workshop 4 – 240 minutes • Workshop 5 – 180 minutes
Methods	Lecturette, workshops
Materials	<ul style="list-style-type: none"> • Laptop, LCD Projector • EP Quick Assessment Checklist Form, Form 1c, Form 1d
Powerpoint	1.4. The Ecological Profile
References	DILG Guide to Ecological Profiling (DILG MC 156-2008) Annex 1D. Description and Analysis of Ecological Profile Annex 1E. EP Quick Assessment Checklist Form
Outputs	<ul style="list-style-type: none"> • CDP preparation template Form 1c. Ecological Profile (Workshop 4) • CDP preparation template Form 1d. Local Development Indicator System/RaPIDS (Workshop 5)

STEPS:

Step 1. Present the nature of Ecological Profile (EP) and the ecological profiling process

The facilitator presents the format, content, and process of making the EP using the prescribed outline.

- I. The Ecological Profile
 - a. What is EP?
 - b. Socio-economic Profile versus Ecological Profile
 - c. Importance of Ecological Profile
- II. General outline of the EP
- III. Presentation of Outputs

Step 2. Present the Description and Analysis of EP and the EP Quick Assessment Checklist form

The facilitator orients the participants to the Description and Analysis of EP (see Annex 1D) and the EP Quick Assessment Checklist Form (see [Annex 1E](#)). He/she provides instructions on accomplishing the form.

Step 3. Open Forum

The facilitator answers query from participants about the checklist form.

Step 4. Introduce the EP tables

The facilitator presents [DILG's Guide to Ecological Profiling](#), and the Outline of the Ecological Profile Report (see [Annex 1F](#)).

CDP Preparation Template Form 1c. Ecological Profile	
LGU Vision & Mission:	
<hr/>	
<hr/>	
I.	History
II.	Social
III.	Economic
IV.	Environmental
V.	Physical/Infrastructure
VI.	Institutional

Step 5. Discuss Form 1c

The facilitator gives participants the time to initially populate the Ecological Profile report. The participants may assign point persons to continue filling-in the Form 1c and EP Checklist.

Step 6. Present Form 1d

The trainer orients the participants with the CDP Preparation Form 1d. Local Development Indicator System/RaPIDS (see [Annex 1G](#)). The facilitator asks the participants to revisit their output in Workshop 3 (Worksheet 3).

Based on the outputs in Workshop 3, the facilitator instructs the participants to accomplish Form 1d.

Step 7. Check group outputs

The Training Monitor checks the completeness of the forms or outputs assigned for that day. The facilitator clarifies from participants on the incompleteness of the outputs and ensures that the participants can indicate in their action plan the compliance to complete the outputs.

The Training Monitor discusses with the Trainer and Facilitator if the workshop objectives were achieved (see Annex 1J). He/she also looks for the outputs of the participants to ensure that they have submitted the hard and soft copies to the Facilitator.

Step 8. Collect Form 1c and Form 1d

The Training Monitor collects the form. He/she informs the participants that follow-up sessions must be done in their respective LGUs to ensure that necessary forms and tables are accurately filled-up and fully accomplished.

The Secretariat assists the Training Monitor in checking that every LGU has made initial entries into the forms.

The Process Documentation team gathers all collected outputs and organizes using a simple filing system.

Step 9. Give instructions for the next day

The facilitator gives instructions for the next day.

SESSION 5

Orientation on MIS for CDP

Objective	At the end of the session, the participants must be able to: <ul style="list-style-type: none"> Understand the purpose of the MIS concerning the CDP, the users of the MIS, and the features of the MIS.
Duration	120 minutes
Methods	Lecturette, workshop
Materials	Laptop, LCD Projector, vision matrix
Powerpoint	1.5. Orientation on MIS for CDP
Reference	Feedback on the MIS

STEPS:

Step 1. Present the basic components of the MIS

The trainer describes the definition of MIS, the purpose of the system concerning the CDP, the users of the MIS, and the features of the MIS.

<p>Presentation Outline 5:</p> <ol style="list-style-type: none"> I. Purpose of CDP MIS II. Type of users III. Components of CDP MIS IV. CDP MIS Sample Contents V. CDP MIS Requirements

Step 2. Open forum

The trainer answers query of participants on the presentation.

Step 3. User Guide of MIS for CDP

The MIS for CDP has a users' guide. The trainer presents the contents of the guide. A separate training workshop is given to the targeted users of the MIS for CDP.

The use and sharing of the MIS for CDP and the accompanying user guide come with a set of Procedural Guidelines.

SESSION 6

Administration of Activity Evaluation Forms and Next Steps

STEPS:

Step 1. Synthesize the training-workshops

The facilitator summarizes key concerns raised during the training-workshop.

Step 2. Get feedback from the participants

The facilitator assigns one representative per LGU to provide insights about the training-workshop. The facilitator responds to the query of the representatives. If pressed for time, assign one or two representatives from the participants instead of getting feedback from each LGU representative.

Step 3. Finalize agreements and next steps

The facilitator presents the form of the action plan. Give participants two-three minutes to fill-up the action plan. Instruct participants to submit the action plan to the Secretariat at the end of the session.

The facilitator reiterates that follow-up workshop session/s should be conducted in the LGUs to ensure that the CDP documents are accomplished before Module 3.

Announce the schedule of the next training workshop.

Step 3. Check group outputs

The Training Monitor checks the completeness of the forms or outputs assigned for that day. The facilitator clarifies from participants on the incompleteness of the outputs and ensures that the participants can indicate in their action plan the compliance to complete the outputs.

The Training Monitor discusses with the Trainer and Facilitator if the workshop objectives were achieved (see Annex 1J). He/she also looks for the outputs of the participants to ensure that they have submitted the hard and soft copies to the Facilitator.

Step 6. Administer evaluation form

The facilitator lets participants fill-up the post-activity evaluation form (see Annex 1I). Instruct participants to submit the forms to the Secretariat.

The post-activity evaluation aims to point out the good points about the training-workshop activity so that the organizations can continue to do it the same way in future training-workshops. It also points out the things that must be improved or changed in the activity to make everything better.

Step 7. Collect forms, outputs and give certificates

The facilitator, assisted by the Secretariat, collect all the forms submitted by the participants (Form 1c, Form 1d, activity evaluation form, and the action plan). The Secretariat examines the completeness of the forms. Soft copies are also submitted to the Facilitator.

The Process Documentation team gathers all collected outputs and organizes using a simple filing system.

The Secretariat gives out a Certificate of Attendance and a Certificate of Participation. These are given to participants who have complied with the requirements e.g. forms to be submitted and attendance.

ANNEXES

ANNEX 1A

WORKSHEET 1.1. STATUS OF PLANS MATRIX

Plans	With or without	Current or for updating	Vision	Sectoral Goals	With or without list of PPAs	Challenges in the Formulation of the Plan or Implementation of PPAs

ANNEX 1B

WORKSHEET 1.2. Summary of Vision Elements and Descriptors

Vision Elements	Descriptors

ANNEX 1C

WORKSHEET 1.3. Matrix of Vision Elements, Descriptors, and Indicators

Vision Elements	Element descriptor	Success Indicator	LDIs or RaPIDS Indicator

ANNEX 1D

Description and Analysis of the Ecological Profile

Source: DILG MC 156-2008 (Guide to CDP Formulation)

I. Population and Demographic Profile (pp. 43-45)

- A. Focus is on those sets of information that pertain to the population as **objects** of development, i.e. as representing demand for basic services and facilities like schools, health centers, recreational facilities, power, and water supply.
- B. The LGU's growth trend must be shown and compared with those in other cities/municipalities in the province or the region

Indicators/Descriptors	Implications
Current and projected population	Serves as an important input to assessing housing adequacy and calculating future housing demand
Age – sex distribution	Data can be use in the planning of specific social services, and facilities, since they cater to specific segments of the population.
Sex Composition	Affects the incidence of births, deaths and marriages. It can be used as a basis for looking at its implications on the following: i. Spatial mobility; and ii. Work participation and occupational structure
Marital status	When analyzed together with age-sex distribution, marital status can indicate the fertility pattern in the locality
Number of persons with disabilities and types of disabilities	Data may be used to determine the type of assistance, services and facilities in the city/municipality.
Migration	Indicative of the relative attractiveness of an area as a place of employment and as a residential area. A positive change is the effect of in-migrants outnumbering out-migrants.
Population distribution and clustering	Locational choices, trip purposes and the people's ability to provide for their mobility determine the spatial distribution of the population which in effect affects the circulatory system and land use pattern of the area. This descriptor is a factor in understanding observed differences in consumption tastes and preferences, political beliefs and social behavior.
Classification of urban and rural areas	It provides a basis for sound policies and decisions about urban planning, and delivery of basic services.

II. Social Sector (pp. 46-48)

A. The social development sector is concerned with changes in the area or community relative to the following indicators:

1. Social characteristics of the area population
2. Overall quality of life

Output or outcome indicators, such as morbidity rates and malnutrition rates are better indicators of quality of life rather than input indicators, such as the number of hospital beds or number of schools in the area. This is because the mere presence or absence of a service is not a reliable indicator of the state of well-being of the people in the area.

3. Availability and access to social services
4. Social justice

The principle of social justice requires that the distribution of income, wealth, and society's resources should be such that the needs of the population within the territory are adequately met; inter-territorial multiplier effects are maximized; and extra resources are allocated to overcome special difficulties stemming from the physical and social environment.

The mechanisms for the allocation and distribution of society's resources (institutional, organizational, political, and economic) must be such that the opportunities of the least advantaged groups and areas are as great as they possibly can.

This sector is crucial in influencing the laws and policies that are to be enacted should be those that:

- recognize the right of labor to its just share in the fruits of production and of enterprises to reasonable returns on investment (Sec. 3, Philippine Constitution);
- encourage the just distribution of agricultural lands and at the same time respect of the rights of small landowners (Sec. 4, Philippine Constitution);
- protect the rights of subsistence fisherfolk, landless farmers, and indigenous people to preferential use of lands, waters, and other natural resources (Secs. 5-7, Philippine Constitution);
- make available affordable decent housing and basic services to underprivileged and homeless citizens (Sec. 9, Philippine Constitution);
- give priority to the health needs of the underprivileged sick, disabled, women, and children as well as free medical care to paupers (Sec. 11, Philippine Constitution);
- protect working women (Sec. 14, Philippine Constitution); and that
- respect the right of the people to a free and independent association and guarantee the participation of people's organizations at all levels of decision making (Sec. 15 and 16, Philippine Constitution).

III. Local Economy (pp.48-50)

A. The local government must have a basic understanding of how the local economy works to effectively facilitate the market to accelerate local economic development, local officials, and the public.

B. There are three (3) General Welfare Goals that pertain to local economic development: 1) to encourage and support the development of appropriate and self-reliant scientific and technological capabilities; 2) to enhance economic prosperity, and; 3) to promote full employment among the local residents.

- An enhanced economic prosperity means that:
 - ✓ the benefits of prosperity are not concentrated in the hands of the few privileged sectors of society;
 - ✓ there are programs, projects, and legislative measures that seek to promote full employment as the principal redistributive mechanism; and that,
 - ✓ there are mechanisms available for direct transfer payments such as unemployment insurance or substantial non-wage benefits like subsidized health, education, housing and other social services.

- Promotion of full employment among the local residents requires that:
 - ✓ there is an assessment of the desirability of the LGU as a good place to do business in. Is the climate in the LGU hospitable to private investments? If not, why?
 - ✓ there are some measures that create jobs by making the locality an attractive place for private investments.
 - ✓ there are incentives to private investors in the form of fiscal measures such as tax breaks and exemptions from certain fees.

C. Size of each sector of the economy

Local planners must have a basic understanding of the structure and operations of the local economy so that they can be better equipped to advise policy- and decision-makers in formulating measures and strategies to accelerate local economic development.

- The level of urbanization, as a unit of measurement for employment, can serve as a basis for determining whether to speed up, decelerate, or retain the pace of urbanization depending on the vision of the LGU.

- The economic interventions of the local government can facilitate market transactions by eliminating identified bottlenecks and by strengthening the area's competitive advantage.

- The structural shift in the local economy indicated that the increasing share of secondary and/or tertiary sectors and a corresponding decrease in the share of the primary sector indicate a trend towards urbanization

D. The LGU's specialization depends on the LGU vision and objectives of local development. Appropriate policies that accelerate economic growth can be formulated by reinforcing the town's specialization in certain activities or sectors.

IV. Infrastructure (pp. 50-52)

A. The land use/infrastructure sector is concerned primarily with providing an adequate physical base for social and economic development.

B. Since almost all programs and projects that this sector will identify and propose will impact strongly on the use of land and other natural resources, this sector should:

- be utilized as the organizing concept for locating infrastructure projects the desired urban form or the preferred spatial strategy; and
- see to it that land and water use zoning shall take into consideration not only the social and economic functions of intended uses but also the potential hazards posed by the environment upon future uses.

C. Considerations in identifying local infrastructure needs:

1. Preferred spatial strategy or urban form.

Questions to ask:

- 1.1 Are the roads and circulation networks properly designed?
 - 1.2 Is there land development or redevelopment schemes?
 - 1.3 Is infrastructure development consistent with the preferred urban form?
 - 1.4 Is infrastructure development used to influence the location of future population and economic activities in the desired locations?
 - 1.5 Are there production support infrastructures such as irrigation systems and farm to market roads, as well as post-production support facilities like grain drying, cold storage, and public market facilities to help attain economic objectives?
2. Elimination of current backlogs in the provision of social services by:
- 2.1 assessing an existing school, health, welfare, police and fire protection, recreation, and housing stocks against present demand; and by
 - 2.2 determining the shortfall in the provision of these services.

The filling of these service gaps may be given higher priority than the establishment of new facilities.

3. Upgrade of the quality of existing services and facilities according to desired standards of quality.
 - 3.1 Determine if existing roads are not only adequate in terms of total length concerning the total land area
 - 3.2 Assess if the road surfacing is such that certain sections are rendered impassable during the rainy season. If they are, there is a serious deficit indeed.
 - 3.3 Assess the quality of existing facilities to desired, if not prescribed, standards

4. Reduction of the vulnerability of the local population to environmental risks and disasters.

Some environmental disasters are unpredictable, but the severity of their impact depends on the vulnerability of the affected population.

Questions to ask:

- Are there ways to reduce the vulnerability of the population to environmental risks, e.g. structural measures?
- Are human settlements located in areas that are out of harm's way?

5. Maintaining the integrity of the environment.

Questions to ask:

- Are civil works properly designed and located to minimize the adverse impact and degradation and to help preserve the integrity of the environment?
- Are there water impoundments, riverbank stabilization and similar structures to help modulate the fury of nature and protect it from itself?

6. Infrastructure facilities that should be provided by barangays, municipal, city, and provincial LGUs as indicated in Section 17 of the Local Government Code.

The infrastructure sector shall use this as a template to ascertain the completeness of coverage of the sector and the appropriateness of the programs and projects that they will propose. The completeness can be determined thru 1) Map Overlay Analysis in Analyzing the Physical and Spatial Base, and 2) Analysis of the Existing Infrastructure Support.

Questions to ask:

6.1 What to do with the facilities?

- Freeze the expansion of existing facilities
- Extend or expand the existing service
- Put up new needed facilities

6.2 What are the effects on the populations in terms of:

- Appropriateness
- Adequacy
- Level of utility
- Accessibility

V. Institutional Sector

5.1 Focus of Assessment:

- a. Structure and functions of the Local Development Council (LDC); Technical capability of the Local Planning and Development Office (LPDO) to carry out its mandated functions and responsibilities;
- b. Fiscal management capability of the LGU;
- c. Development orientation of the Sanggunian as evidenced by their legislative output;
- d. Extent of representation and participation in local governance of non – government sectors; and
- e. Vertical and horizontal linkages of the LGU with other government agencies.

5.2 Questions for Characterizing the Institutional Sector

On the Organizational Structure and Functions of the LDC

- a. Is the organization of the LDC following the provisions of Sections 106 – 108 of the Local Government Code (LGC)?

- b. Are the functions of the LDC being exercised by the Council as mandated in Section 109 of the LGC?
- c. Is there an Executive Committee created according to Section 111?
- d. Are there Sectoral or Functional Committees as called for in Section 112? Are all these bodies functioning properly?
- e. Are there any deviations from the mandated structure and functions?

On the Functions of the LPDO

- a. Are the functions and responsibilities of the office clearly defined and delineated so that overlaps with other offices are avoided or minimized?
- b. Are there other functions performed by the LPDO which are outside of its mandate?
- c. Whether mandated or not, are these functions consistent with the traditional functions expected of a local planning office, vis-à-vis long – and short – term planning, land use control and regulation, research and planning database management, project impact monitoring, and public information?

On the Organizational Structure and Staffing of the LPDO

- a. What is the position of the LPDO within the organizational framework of the LGU? Does it reflect the value and importance of planning among local government functions? Draw an organizational chart of the LGU.
- b. How accessible is the LPDO to the political authorities and the communities?
- c. How large is the LPDO personnel complement according to the plantilla? Does the size permit an internal structure with differentiated functions?
- d. If there is already an organizational structure, what is the basis for dividing the office into sub-units? Does the structure adequately cover the functions of the office? Draw an organizational chart of the LPDO.
- e. Are the plantilla positions filled with personnel with the appropriate qualifications? If not, why? What critical vacancies exist?

On the LPDO's Relationships

- a. Does the LPDO enjoy the confidence of the mayor or administrator? If not, what are the possible reasons?
- b. Is the LPDO able to provide technical support to the LCE in certain aspects of decision – making?
- c. How effectively is the LPDO providing technical and secretariat support to the LDC?
- d. In what ways does the LPDO provide support to the local legislative council?
- e. How does the LPDO interact with the heads of line departments of the LGU?
- f. Describe the LGU's relationship with non-government organizations, the private sector, and other people's organizations.

On the Fiscal Management Capability of the LGU

- a. What is the fiscal balance of the LGU for the last three years? Is the LGU operating on a balanced budget or deficit spending?
- b. What is the level of self- reliance of the LGU? Does it show an upward or the downward trend for the last three years?

- c. What are the top sources of local revenues? Are these sources being tapped optimally?
- d. What is the pattern of local expenditures? Does the LGU keep within the limits prescribed by law?
- e. What is the record of the LGU in terms of debt servicing? Does it incur arrearages?
- f. What part of the budget goes into development investment?
- g. Is there a private investment incentive ordinance in the LGU?

On the Development Orientation of the Sanggunian

- a. What is the total output of the Sanggunian since the start of its term? Of this body of legislative output, how many are ordinances and how many are resolutions?
- b. Of these resolutions and ordinances, how many are (or what is the proportion of) intended to maximize the utilization of local resources? How many are purely for “socializing” purposes? How many deal with regulating certain activities and land use? A tabular presentation will be helpful.
- c. Does the Sanggunian consult the plan or the planning bodies when crafting legislation? Do the Sanggunian members make an effort to join sectoral and functional committees of the LDC?
- d. Are the Sanggunian sessions open to the public? Are the views of ordinary citizens sought actively as inputs to the legislative process? How?

On Non-Government Sector Participation

- a. Is the mandatory representation of non-government sectors in the LDC properly complied with?
- b. Is there an effective accreditation process for NGOs/POs represented in local special bodies?
- c. Are there opportunities for participation in local governance of non – government sectors whether accredited or not, whether organized or not?
- d. Is there a working definition of the private sector, NGOs, and POs? Is the definition accepted by all? Are the distinctions important?

On Inter-Government Relations

- a. Are national agencies operating locally coordinating with the LGU in the implementation of their programs and projects? Do they comply with the Codal provision on mandatory consultation?
- b. Are the barangays effectively involved in all aspects of local governance?
- c. Is there effective coordination by the LPDO of all sectors, LGU departments, and national agencies in planning, programming, budgeting, implementation, and monitoring and evaluation?

ANNEX 1E

WORKSHEET 1.4. GENERIC ECOLOGICAL PROFILE (EP) CHECKLIST REPORT

Name of Municipality/City

This Generic EP Checklist Report shall be used as the *interim* pro-forma for the requirements for the Comprehensive Development Plan where an official format has not yet been developed by DILG but is a required output in the submission of the CDP document.

Read the questions carefully and write the required information on the blank spaces provided or, otherwise check (✓) the appropriate boxes or parenthesis (). Boxes with checkmarks (✓) are automatically required. Use additional sheets if necessary and indicate this in the appropriate space.

FACT SHEET OF THE TOWN/CITY

Town or City Name _____

Province _____

Vision of the Town _____

*Base Years of the
Data (earliest & the
latest) _____

*Note: Earliest population data is 2010, the latest is 2015. Use official data if obsolete.

Office Address _____

**Contact Person _____

Designation _____

Contact Number/s _____

** Contact Person: Either the MPDC or the Appointed Person of the Mayor.

Landline _____

Fax Number

Mobile Number

Email address

The objectives of the Checklist concerning the Ecological Profile are to:

Format Review

- ensure that the submitted document is complete (i.e. there are no missing pages and all the tables, maps and graphs are clear and proper citation is observed using a citation style guide consistent throughout the document.)
- determine whether the draft EP conforms to the and sequence described in [DILG's Guide in Making the Ecological Profile](#).

Content Review

- to assess the substance and logic of the EP data with emphasis on the coherence of the data to the ideal situation of the sector
- Determine the relevance of data to the target setting to achieve the vision of the LGU.

It is suggested that the indicators with the vision have already been established before the start of the Format and Content review.

The individual results of the form and content reviews will be the basis for feedback and for revising or augmenting the EP.

PART 1. FORMAT REVIEW CHECKLIST. Review based on the completeness and sequence (Source: DILG Illustrative Guide 2015, pp.80-81)

FORM	Yes	No	Remarks (e.g. Missing Year of Foundation, No History)
COMPLETENESS			
<i>Are the minimum data required present and updated in the...</i>			
History of the City/Municipality?			
Geo-Physical Environment?			
Population and Social Services Sector?			
Local Economy Sector?			
Infrastructure and Physical base Sector?			
Local Institutional Capability?			
<i>Are the data sufficient to be used as a baseline for targeting in plans in the...</i>			
Geo-Physical Environment?			
Population and Social Services Sector?			
Local Economy Sector?			
Infrastructure and Physical base Sector?			
Local Institutional Capability?			

SEQUENCE <small>(To be answered AFTER the entire Content Review has been filled-up)</small>	YES	NO	Remarks (If NO, indicate why the current sequence is acceptable)
<i>Does the EP follow the sequence prescribed in the Guide to Ecological Profiling or is the sequence of data logical?</i>			
History of the City/Municipality			
Geo-Physical Environment			
Population and Social Services Sector			
Local Economy Sector			
Infrastructure and Physical base Sector			
Local Institutional Capability			

MINIMUM MAPS & TABLES <i>Are the minimum tables and maps present?</i>	YES	NO	Remarks
History of the City/Municipality			
Geo-Physical Environment			
Population and Social Services Sector			
Local Economy Sector			
Infrastructure and Physical base Sector			
Local Institutional Capability			

SOURCE ACKNOWLEDGMENT <i>Is there proper acknowledgment of sourced material through footnotes, endnotes and proper citations?</i>	YES	NO	REMARKS
History of the City/Municipality			
Geo-Physical Environment			
Population and Social Services Sector			
Local Economy Sector			
Infrastructure and Physical base Sector			
Local Institutional Capability			
Other Observations (proper citation, correct graphical format, font size, tables, and graphs)			

PART 2. CONTENT REVIEW CHECKLIST. Review based on the substance, logic and relevance of the data

CONTENT	YES	NO	REMARKS
HISTORY			
Legends are mentioned in the formation of the town			
Key events that influenced the formation of the city/town are briefly discussed, preferably written in a timeline.			
Early settlers or inhabitants and their characteristics are mentioned in the document.			
Other Observations (proper citation, correct graphical format, font size, tables, and graphs):			
GEO-PHYSICAL ENVIRONMENT			
There is a description of the location, topography, geology, land area, and political subdivisions.			
There is a description of the land resources and land uses.			
There is a description of water resources.			
There is a description of the climate.			
There is an inventory of the surface water by class. (p. 60 of Guide to Making an EP).			
The computation on land area is correct.			
A consistent and appropriate unit of measurement is used.			
There is a description of hazards (natural/human) including their location.			

CONTENT	YES	NO	REMARKS
There is a description of the status of species in the area.			
The Problem-Solution Finding Matrix is presented.			
Other Observations (proper citation, correct graphical format, font size, tables, and graphs):			
POPULATION AND SOCIAL SERVICES SECTOR			
3.a. Population			
There is a description of household social composition and characteristics (ex. marital status, age-sex distribution, age dependency ratio, school-going age population, HH population 7 years old & above by educational attainment, labor force, employment rate, labor force participation rate, un/underemployment rate).			
The spoken languages/dialects are mentioned.			
There is description of historical population size and growth rate.			
The computations and interpretation of population (size, growth rate, and population distribution) are correct.			
Correct graphical forms of data (ex. population pyramid, bar graphs, pie charts).			
There is a description of the migration pattern. (Includes seasonal workers and OFWs)			
There is a description of the poverty threshold and income			
Consistent and appropriate use of a unit of measurement is used.			
3.b. Education			
There is data on the drop-out rate.			
There is historical enrolment data by level (elementary, secondary) in private schools			
There is historical enrolment data by level (elementary, secondary) in public schools			
There is an inventory of tertiary and vocational schools (public/private).			
<i>General Comments:</i>			
The status of facilities and human resources as per planning standards are discussed (ex. student-teacher-classroom ratio).			
Computation and interpretation of data are correct.			
A consistent and appropriate unit of measurement is used.			
The sub-sector describes how disadvantaged groups access resources.			

CONTENT	YES	NO	REMARKS
3.c. Health			
There is a description of health facilities (ex. public and private hospitals, health services, health personnel).			
There is data on fertility, mortality, and morbidity.			
There is data on nutritional status.			
<i>General Comments:</i>			
Status of facilities and human resources as per planning standards are discussed (ex. hospital-population ratio, doctor, nurses, BHWs per population/area).			
Computation and interpretation of data are correct.			
A consistent and appropriate unit of measurement is used.			
The sub-sector describes how disadvantaged groups access resources. (Compliance to accessibility laws, Magna Carta for Women, Senior Citizen, PWDs, Solo Parent Act)			
3.d. Social Welfare & Development			
There is a description of social welfare services and clientele served.			
There is description of day care services.			
There is a description of People with Special Needs.			
There is a description of social welfare facilities.			
<i>General Comments</i>			
Status of facilities and human resources as per planning standards are discussed (if applicable).			
Computation and interpretation of data are correct.			
A consistent and appropriate unit of measurement is used.			
The sub-sector describes how disadvantaged groups access resources.			
3.e. Housing			
Number of homeless is indicated.			
Tenure status is described.			
Types of materials are described.			
Toilet facilities are described.			
Sources of drinking water are described.			
There is information about informal settlers.			
There is an inventory of potential lands for housing.			
<i>General Comments:</i>			
Status of facilities and human resources as per planning standards are discussed (ex. distance from water source from house).			
Computation and interpretation of data are correct.			

CONTENT	YES	NO	REMARKS
A consistent and appropriate unit of measurement is used.			
The sub-sector describes how disadvantaged groups access resources.			
3.f. Public Order and Safety			
There is a description of crime incidence.			
There is a report of fire incidence.			
There is a description of equipment and facilities for fire and police.			
There is a description of jail facilities			
There is a description of human resources on jail management			
<i>General Comments:</i>			
Status of facilities and human resources as per planning standards are discussed (ex. police-population ratio).			
Computation and interpretation of data are correct.			
A consistent and appropriate unit of measurement is used.			
The sub-sector describes how disadvantaged groups access resources.			
3.g. Sports and Recreation			
There is a description of parks and playgrounds.			
There is a description of sports facilities.			
<i>General Comments:</i>			
Status of facilities and human resources as per planning standards are discussed (ex. police-population ratio).			
Computation and interpretation of data are correct.			
A consistent and appropriate unit of measurement is used.			
The sub-sector describes how disadvantaged groups access resources.			
The Problem-Solution Finding Matrix is presented.			
Other Observations (proper citation, correct graphical format, font size, tables, and graphs):			
THE LOCAL ECONOMY			
4.a. Farming Agriculture			
There is a description of agricultural crop production			
There is a description of livestock and poultry			
There is a profile of agricultural occupation/groups			
There is an inventory of livestock and poultry farms			
There is number of people employed in agriculture.			

CONTENT	YES	NO	REMARKS
4.b. Fisheries			
There is data on inland fishing			
There is data on municipal fishing			
There is data on commercial fishing.			
There is data on fishing grounds			
There is number of people engaged in fishing (fisherfolks)			
4.c. Mining and Quarrying			
There is data on mining activities			
There is data on quarrying activities			
4.d. Forestry			
There is data on forest-based production activities			
4.e Manufacturing			
There is data on manufacturing/industrial establishments (ex. Location, type, number, classification assets)			
There is data on the industrial establishment by employment status and/o capitalization			
4.f. Tertiary Services			
There is data on tertiary services (no. of hotels, restaurants, storage facilities, financial institutions)			
There is employment data on tertiary services			
There is data on real estate, business activities			
There is employment data on real estate			
There is an inventory of industrial establishments by the degree of hazard and pollution.			
4.g. Tourism			
There is an inventory of tourist attractions within protected areas or areas that need protection.			
There is a profile of tourist attractions and their location.			
<i>General Comments:</i>			
There are areas for other economic activities not mentioned above.			
The Location Quotient is determined.			
Status of facilities and human resources as per planning standards are discussed (if applicable).			
Computation and interpretation of data are correct.			
A consistent and appropriate unit of measurement is used.			
The sub-sector describes how disadvantaged groups access resources.			
The Problem-Solution Finding Matrix is presented.			

CONTENT	YES	NO	REMARKS
Other Observations (proper citation, correct graphical format, font size, tables, and graphs):			
INFRASTRUCTURE, UTILITIES, AND FACILITIES			
There is an inventory of roads, bridges, street facilities.			
There is an inventory of transport facilities (jeepneys, buses, boats, and airport).			
There is an inventory of communication facilities.			
There is an inventory of water supply per level of access and other sources of water (Ex. for domestic, commercial, industrial uses).			
There is an inventory of electric power supply.			
There is a description of the status of cemeteries.			
There is a profile of the slaughterhouse.			
There is a description of the public market.			
There is an inventory of agricultural support facilities.			
There is a description of irrigation facilities.			
There is an inventory of solid waste management facilities.			
There is a description of the types of wastes, volume, and sources.			
There is a profile of waste generation by source and system of disposal			
<i>General Comments</i>			
Status of facilities and human resources as per planning standards are discussed (if applicable).			
Computation and interpretation of data are correct.			
A consistent and appropriate unit of measurement is used.			
The sub-sector describes how disadvantaged groups access resources.			
The Problem-Solution Finding Matrix is presented.			
Other Observations (proper citation, correct graphical format, font size, tables, and graphs):			
LOCAL INSTITUTIONAL CAPACITY			
There is a description of the organizational structure (ex. Staffing, plantilla positions, distribution of personnel, educational attainment).			
There is a list of Local Special Bodies and their status.			
There is a list of National Government Agencies operating in the LGU.			

CONTENT	YES	NO	REMARKS
There is a list of CSO/NGOs operating in the LGU and their services.			
There is a record of Property Tax Revenue and Other Taxes.			
There is a description of the expenditures (service, operations).			
There is a record of business permits issued.			
There is an inventory of legislations (ordinances, resolutions) issued or enacted by sector (Required: Investment Code, Environment Code.			
<i>General Comments</i>			
Status of facilities and human resources as per planning standards are discussed (if applicable).			
Computation and interpretation of data are correct.			
A consistent and appropriate unit of measurement is used.			
The sub-sector describes how disadvantaged groups access resources.			
The Problem-Solution Finding Matrix is presented.			
Other Observations (proper citation, correct graphical format, font size, tables, and graphs):			

Prepared by:

Certified Correct:

ANNEX 1F

WORKSHEET 1.5. OUTLINE FOR ECOLOGICAL PROFILE REPORT

(SESSION 4. WORKSHOP 4.2)

CHAPTER I HISTORY

CHAPTER II GEO-PHYSICAL ENVIRONMENT

- 2.1 Geographical Location
- 2.2 Political Boundaries
- 2.3 Topography
 - 2.3.1 Elevation
 - 2.3.2 Slope
- 2.4 Geology
 - 2.4.1 Rock Formations
 - 2.4.2 Landforms
 - 2.4.3 Soils
 - 2.4.4 Land Capability Classes
- 2.5 Land Resources
 - 2.5.1 Land Classification
 - 2.5.2 Existing General Land use
 - 2.5.3 Urban Land Use Pattern
- 2.6 Mineral Resources
- 2.7 Coastal Resources
 - 2.7.1 Coral Reef
 - 2.7.2 Seagrass Communities
 - 2.7.3 Mangrove Forests
 - 2.7.4 Coral Lifeforms and Associated Species
 - 2.7.5 Reef Fish Communities
- 2.8 Freshwater Resources
 - 2.8.1 Surface Run-off
 - 2.8.2 Groundwater Resources
- 2.9 Climate
 - 2.9.1 Atmospheric Temperature
 - 2.9.2 Relative Humidity
 - 2.9.3 Cloudiness
 - 2.9.4 Rainfall
- 2.10 Natural Hazards/ Constraints
 - 2.10.1 Flooding
 - 2.10.2 Erosion and Siltation
 - 2.10.3 Infiltration and Soil Drainage

CHAPTER III POPULATION AND SOCIAL PROFILE

- 3.1. Social Composition and Characteristics
- 3.2. Population Size and Growth Rate
- 3.3. Growth of Barangay Population
- 3.4. Migration Patterns
- 3.5. Population Density
- 3.6. Household Distribution
- 3.7. Urban – Rural Distribution
- 3.8. Tempo of Urbanization
- 3.9. Age – Sex Distribution
- 3.10. Dependency Ratio
- 3.11. Present Status of Well-being
 - 3.11.1 Health
 - 3.11.2 Health Personnel and Facilities, Public and Private

- 3.11.3 Ten (10) Leading Causes of Morbidity (All Ages)
- 3.11.4 Ten (10) Leading Causes of Mortality (All Ages)
- 3.11.5 Nutritional Status
- 3.11.6 Other Health Statistical Data
 - a. Total number of births
 - b. Total number of deaths
 - c. Total number of infant deaths (< 11months old)
 - d. Total number of maternal deaths
 - e. Total number of neo-natal deaths (1 – 27 days old)
 - f. Total number of deaths (50 years old)
 - g. Total number of deaths with medical attendance
 - h. Birth rate
 - i. Death rate
 - j. Infant mortality rate
 - k. Maternal mortality rate
- 3.11.7 Family Planning Services
- 3.12. Social Welfare
 - 3.12.1 Social welfare programs and services available
 - 3.12.2 Number of types of clientele
 - 3.12.3 Number and location of day care centers
- 3.13. Education
 - 3.13.1 Educational Attainment and Literacy Rate
 - 3.13.2 School-age population and Participation Rate, by level (elementary, secondary, tertiary)
 - 3.13.3 Number and location of schools, by level, public and private
 - 3.13.4 Other Educational Statistics
 - a. Total Enrolment (past 3 school years)
 - b. Number of teachers
 - c. Number of classrooms
- 3.14. Housing
 - 3.14.1. Number of housing units, by type of building (single, duplex, etc.) and construction materials
 - 3.14.2. Tenure on the house and homelot
 - 3.14.3. Sources of drinking water
 - 3.14.4. Type of fuel used for lighting and cooking
 - 3.14.5. Types of garbage disposal
 - 3.14.6. Employment and Income
 - a. Employment rate, by sector
 - b. Number of overseas Filipino workers (OFWs)
 - 3.14.7. Recreation and Sports Facilities
 - a. Type, number and location of sports and recreational facilities
 - 3.14.8. Protective Services
 - a. Total number of police personnel
 - b. Police – population ratio
 - c. Types and volume of crime in the LGU
 - d. Fire-fighting personnel and facilities
 - e. Occurrence of fire and response time

CHAPTER IV LOCAL ECONOMY

- 4.1. The Primary Sector
 - 4.1.1. Agricultural Crops
 - a. Agricultural Croplands
 - b. Crop Production
 - 4.1.2. Livestock and Poultry
 - a. Number and volume of production by type of livestock and poultry

- b. Livestock and Poultry Production – Consumption Relationship
 - 4.1.3. Fisheries
 - a. Inland Fisheries
 - b. Municipal Fisheries
 - c. Commercial Fisheries
 - 4.1.4. Food Self-sufficiency Assessment
 - 4.1.5. Forestry
 - a. Forest-based production activities
 - b. Type and volume of production
 - 4.1.6. Agricultural Support Facilities
 - a. Production Support Facilities
 - b. Post-harvest Facilities
- 4.2. The Secondary Sector
 - 4.2.1. Manufacturing
 - 4.2.2. Construction
 - 4.2.3. Mining and Quarrying
 - 4.2.4. Electricity, gas and Water
- 4.3. The Tertiary Sector
 - 4.3.1. Financial Institutions
 - 4.3.2. Wholesale and Retail Trade
 - 4.3.3. Transportation and Communications
 - 4.3.4. Personal Services (e.g. beauty parlors, dress and tailoring shops, piano/ photo studios, funeral parlors, etc.)
 - a. Community services (janitorial and security services, courier services, etc.)

CHAPTER V INFRASTRUCTURE, UTILITIES, and FACILITIES

- 5.1. Inventory of Roads by classification (Barangay, City/ Municipal, Provincial and National), length and type of pavement (concrete, asphalt, gravel and earth)
- 5.2. Inventory of Bridges by classification (Barangay, City/ Municipal, Provincial and National), length, type of construction (RCDG, steel truss, timber, others) and condition (passable, unpassable, needs repair, etc)
- 5.3. Irrigation System
- 5.4. Flood Control and Drainage Facilities, by location, type of facility (group rip-rapping, concrete lining, etc.), length, width, thickness
- 5.5. Domestic Water Supply
- 5.6. Electric Power Supply
- 5.7. Transport Facilities
- 5.8. Communication Facilities
- 5.9. Waste Disposal System
- 5.10. Port
- 5.11. Municipal/ City Cemetery
- 5.12. Slaughterhouse
- 5.13. Public Market

CHAPTER VI LOCAL INSTITUTIONAL CAPABILITY

- 6.1. Local Government Structure
 - 6.1.1. The LGU's Organizational Structure
- 6.2. Local Fiscal Management
 - 6.2.1. Status of Financial Health
 - 6.2.2. Revenues by Source
 - 6.2.3. Actual Expenditures by General Account
- 6.3. Development Legislation
 - 6.3.1. Inventory of resolutions passed/ ordinances enacted, by sector, by year
- 6.4. LGU – CSO – Private Sector Linkages

ANNEX 1G

WORKSHEET 1.6. Form 1D Local Development Indicator System/RaPIDS

(SESSION 4. WORKSHOP 4.3)

SECTOR / SUB-SECTOR	CORE CONCERNS	INDICATOR OF DEVELOPMENT OR UNDERDEVELOPMENT	PLANNING AREA	LARGER SPATIAL UNIT	SMALLER SPATIAL UNITS OF PLANNING AREA			
					1	2	3	...n
1. SOCIAL								
Demography	Population Size	<ul style="list-style-type: none"> Population size (all census years available including latest) 						
	Population Growth Rate	<ul style="list-style-type: none"> Growth rate, urban and rural, short-term medium term, long term (formula used) 						
	Population Distribution	<ul style="list-style-type: none"> Gross population density, 2 reference years Net population density, 2 reference years Percent of urban population, 2 reference years Urban population density, 2 reference years 						
Level of Well-Being	Access to education	<ul style="list-style-type: none"> Proportion of 6-12 year-old children who are not in elementary school, by sex, latest Proportion of 13-16 year-old who are not in secondary school, by sex, latest 						
	Access to health services	<ul style="list-style-type: none"> Percent of households without sanitary toilets, latest Proportion of children 0-5 year-old who are below normal weight for their age Proportion of children under 5 years old who died of illness, 2 reference years Proportion of women who died due to pregnancy, 2 reference years Proportion of 2 births attended by skilled health personnel to total deliveries, the latest Prevalence rates of HIV/AIDS, malaria, tuberculosis, and other diseases, the latest Death rates of HIV/AIDS, malaria, tuberculosis and other diseases, the latest 						
Social Justice	Poverty	<ul style="list-style-type: none"> Proportion of households whose members eat less than 3 full meals a day, 2 reference years Proportion of population with incomes below poverty line (consult data for region) 						
	Security	<ul style="list-style-type: none"> Proportion of households who are informal settlers, 2 reference years Proportion of households with dwelling structures unable to protect them from the elements, 2 reference years (focus on roofing and outer walls) Proportion of households with members victimized by crime to total households, 2 reference years Proportion of households without access to level II and level III water supply system, 2 reference years 						

SECTOR / SUB-SECTOR	CORE CONCERNS	INDICATOR OF DEVELOPMENT OR UNDERDEVELOPMENT	PLANNING AREA	LARGER SPATIAL UNIT	SMALLER SPATIAL UNITS OF PLANNING AREA			
					1	2	3	...n
	Gender Equality	<ul style="list-style-type: none"> Ratio of girls to boys in elementary, secondary and tertiary school, the latest Share of women in non-agricultural wage employment 						
2. ECONOMIC								
General	Labor and employment	<ul style="list-style-type: none"> Percent labor force employed by sex, 2 reference years Dependency ratio, 2 reference years (youth and old age) Percent of workers in non-agricultural occupation, 2 reference years Proportion of persons 15 years old and above who are not working but actively seeking work Proportion of children below 15 years old who are employed to the total number of employed persons 						
Agriculture	Agricultural Production	<ul style="list-style-type: none"> Volume/value of agricultural crop production by major crop, 2 reference years Volume/value of fish production inland & marine, 2 reference years Fishing HH/Total HH 						
	Food self-sufficiency	<ul style="list-style-type: none"> Food self-sufficiency index by food groups, the latest 						
	Forestry	<ul style="list-style-type: none"> Per capita value of production Employment contribution of forestry in percent of total employment 						
	Fishery	<ul style="list-style-type: none"> Per capita fish consumption (m.t./year) Ratio of commercial fishing production versus municipal fishing production 						
Industry		<ul style="list-style-type: none"> Ratio of electrical energy consumption in industry & commerce to total consumption Volume/value or mining/quarrying production, 2 reference years 						
Industry and Services	Household Income	<ul style="list-style-type: none"> Percentage of households with secondary/ tertiary source of income Percentage of households engaged in main source of income only to total number of households 						
Services		<ul style="list-style-type: none"> Total number of commercial establishments, in EEU, 2 reference years Tourism receipts per year 						
3. ENVIRONMENT AND NATURAL RESOURCES								
Forest Ecosystem	Resource Base and Land Use	<ul style="list-style-type: none"> Change in stock of forestry resources: dipterocarp, tree plantation, mangroves, pine, rattan (ha/year) Soil erosion in upland areas (mm/year) Forest land classification ratios (in %) Ratio of population to certified A&D areas (in percent) Percentage of timberland proclaimed as forest reserve 						
	Tenure Arrangement	<ul style="list-style-type: none"> Area covered by leases and permits per lessee/permittee 						
	Tenure Arrangement	<ul style="list-style-type: none"> Area covered by CBFMA as percent of total forest area Number of families benefitting from community-based 						

SECTOR / SUB-SECTOR	CORE CONCERNS	INDICATOR OF DEVELOPMENT OR UNDERDEVELOPMENT	PLANNING AREA	LARGER SPATIAL UNIT	SMALLER SPATIAL UNITS OF PLANNING AREA			
					1	2	3	...n
		<ul style="list-style-type: none"> projects as percent of total number of families Growth rate of upland population (per annum) 						
Lowland/ Agricultural Ecosystem	Land Use and Land Productivity	<ul style="list-style-type: none"> Extent of area devoted to agriculture in percent of A&D Land Use changes (ha/year) Land productivity (m.t./ha) Ratio of upland devoted to agriculture over total upland area (in percent) Areas under IPM relative to total cropland (in percent) 						
	Other Agricultural Areas	<ul style="list-style-type: none"> Cropland per agricultural worker (ha) Extent of agricultural area under mechanized cultivation (in %) Ratio of agricultural workers to the number of harvesters/threshers servicing the area Extent of irrigable, irrigated, rainfed, non-irrigated and prime lands converted to non-agricultural uses (ha/year) 						
	Soil degradation	<ul style="list-style-type: none"> Extent of problem soils (hectarage) as percent of total land area Erosion rates by land use (mm/year) Area distribution of erosion/degradation classes as percent of total land area Extent of soil conservation (area coverage) as percent of eroded/degraded soils 						
	Fertilizer and Pesticides Use	<ul style="list-style-type: none"> Nitrogen use per unit of agricultural output (kg/m.t.) Pesticide use per unit of agricultural output (kg/m.t.) Inorganic fertilizer used per unit area (kg/ha) 						
	Fertilizer and Pesticides Use	<ul style="list-style-type: none"> Organic fertilizer used per unit area (kg/ha) Ratio of organic to inorganic fertilizer used 						
	Tenure	<ul style="list-style-type: none"> Area by tenure of farm per household, 2 reference years 						
Urban Ecosystem	Air Quality	<ul style="list-style-type: none"> Concentration of air pollutants at selected sites: number of violations of standards in a year per site Incidence in a year per site per 1000 inhabitants Emission levels of different pollutants per source 						
	Solid Waste Management	<ul style="list-style-type: none"> Solid waste per capita in m.t. or cu.m. Non-biodegradable waste per capita (m.t. or cu.m.) 						
	Water Quality	<ul style="list-style-type: none"> Waste generated per capita per year (in m.t. or cu.m.) Effluents by source (various units) Concentration of water pollutants in selected water bodies (various units) 						
	Land Use	<ul style="list-style-type: none"> Informal settler density (informal settlers/total population) % of total land area occupied by squatters Rate of change in industrial land use (ha/year) 						
Coastal Marine Ecosystem	Resource Base	<ul style="list-style-type: none"> Mangrove area: annual rate of depletion (ha/year) Seagrass beds: number of species, 2 reference year 						

SECTOR / SUB-SECTOR	CORE CONCERNS	INDICATOR OF DEVELOPMENT OR UNDERDEVELOPMENT	PLANNING AREA	LARGER SPATIAL UNIT	SMALLER SPATIAL UNITS OF PLANNING AREA			
					1	2	3	...n
		<ul style="list-style-type: none"> Seagrass beds: status or condition, 2 reference year Coral reef and coral cover: status or condition, 2 reference years Area of fishing ground relative to fishing population (ha/1,000 population) 						
	Resource Base	<ul style="list-style-type: none"> Marine protected areas as percent of total area of municipal waters Presence of indicator fish species, 2 reference years 						
	Threats	<ul style="list-style-type: none"> Concentration of key pollutants in selected sites, 2 reference years Concentration of coliform in selected beaches (in ppm) Oil spills: number and magnitude Rate of sedimentation on selected bays (mm/year) 						
Freshwater Ecosystem	Surface and Ground Water Quality	<ul style="list-style-type: none"> Physical quality indicators, 2 reference years Chemical quality indicators, 2 reference years Biological quality indicators, 2 reference years Nitrate content of selected rivers, 2 reference years 						
	Quality of Major Freshwater Bodies	<ul style="list-style-type: none"> Rating of the general condition of freshwater body, the latest Number of licensed abstractors and volume of abstraction in mcm per annum Area of fishpens as percent of area of freshwater bodies 						
Critical resources								
Minerals and Mines		<ul style="list-style-type: none"> Ratio of mining incidents and accidents to total no. of mining industry workers Incidence of illness due to mining operations per year Hectareage disturbed by mining as percent of total mineralized areas Estimates of mineral deposits, by type of minerals in metric tons 						
Biodiversity	Ecosystem Diversity	<ul style="list-style-type: none"> Proportion of ecosystem area highly threatened species over total number of known species 						
	Ecosystem Diversity	<ul style="list-style-type: none"> Number of sites identified for migratory birds per 100 hectares Number of exotic species introduced over total number of species Species diversity index 						
	Conservation Efforts	<ul style="list-style-type: none"> Proportion of protected areas with illegal settlements to total protected areas Level of ex situ conservation in percent Critical habitat/areas restored in ha/year Number of conservation programs implemented per five years Habitat size restored/rehabilitated per year Number of visitors in protected areas per year Percent of protected areas converted to other uses 						

SECTOR / SUB-SECTOR	CORE CONCERNS	INDICATOR OF DEVELOPMENT OR UNDERDEVELOPMENT	PLANNING AREA	LARGER SPATIAL UNIT	SMALLER SPATIAL UNITS OF PLANNING AREA			
					1	2	3	...n
		<ul style="list-style-type: none"> Number of households per square km. of protected area 						
4. INFRASTRUCTURE								
Social Support	Utilities	<ul style="list-style-type: none"> Percent of HH served by electric power Ratio of HH served by piped water supply to total urban HH 						
	Health	<ul style="list-style-type: none"> No. of hospital beds per 1000 population 						
	Education	<ul style="list-style-type: none"> Classroom-to-pupil ratio in elementary schools; in secondary schools 						
	Telecommunications	<ul style="list-style-type: none"> No. of telephones/1000 urban HH Ratio of postal employees to total HH population 						
Economic Support	Public Roads	<ul style="list-style-type: none"> Road density (area covered by roads to total land area) 						
	Public Roads	<ul style="list-style-type: none"> Total length of roads in km/total land area of A&D land Kilometer of road per 100 population Density of farm to market roads (km/100 ha of farmland) Percent of permanent bridges 						
Administrative Support	Office Space	<ul style="list-style-type: none"> Total office floor space per municipal employee (in sq. m) 						
	Public Safety	<ul style="list-style-type: none"> No. of fire trucks per capita No. of police outposts/1000 households No. of prisoners/detention cell 						
	Municipal Cemetery	<ul style="list-style-type: none"> Percent occupancy of municipal cemetery 						
	Open Space	<ul style="list-style-type: none"> Total area of public open space per 1000 inhabitants Total number of covered courts/number of barangays 						
5. INSTITUTIONAL								
Local Fiscal Management	Revenue Performance	<ul style="list-style-type: none"> Total revenue per capita, 2 reference yrs Self-reliance index, 2 reference years Proportion of delinquencies to total RPT collected, 2 reference years Proportion of delinquent RPT payers to total listed taxpayers Ratio of proceeds from special levies to total revenues, 2 reference years in previous and present administrations Ratio of financial grants or donations to total LGU income, 2 reference years in previous and present administrations 						
	Expenditure	<ul style="list-style-type: none"> Total public expenditure on capital outlay per capita, 2 reference years Ratio of municipal government employees to total no. of local taxpayers 						
	RPT	<ul style="list-style-type: none"> No. of big taxpayers who account for 80% of tax revenues Total revenue collected as percent of annual collection target, 2 reference years Percent RPT collected to total potentially collectible Amount of tax arrears recovered over total tax arrears at the beginning of budget year 						
	Municipal Enterprises	<ul style="list-style-type: none"> Proportion of receipts from municipal enterprises to total local revenues 						

SECTOR / SUB-SECTOR	CORE CONCERNS	INDICATOR OF DEVELOPMENT OR UNDERDEVELOPMENT	PLANNING AREA	LARGER SPATIAL UNIT	SMALLER SPATIAL UNITS OF PLANNING AREA			
					1	2	3	...n
Organization and Management		<ul style="list-style-type: none"> • Proportion of vacancies to total plantilla positions, previous and present administrations • Ratio of casual employees, previous and present administrations • Ratio of employees to total no. of personnel by type, 2 reference years <ul style="list-style-type: none"> • Managerial • Technical • Administrative • Ratio of confidential positions to total plantilla positions, previous and present administrations 						
Public Participation		<ul style="list-style-type: none"> • Ratio of LDC member NGOs and POs per capita, previous and present administrations 						
Development Administration	Legislative Output	<ul style="list-style-type: none"> • Proportion of "development" legislation to total sanggunian output, last and current administrations 						
	Credit Financing	<ul style="list-style-type: none"> • Total public debt incurred by the LGU per capita, past and present administrations 						

ANNEX 1H

PRE-TEST CAPACITY ASSESSMENT TOOL

(To be administered during the registration of participants in Day1)

I. Profile of Planners

A.1.1 Name		A.1.2 Contact No.	
A.1.3 Age _____ years old		A.1.4 Date of Birth (mm/dd/year) ____/____/____	
A.1.5 Sex <input type="checkbox"/> 1 Male <input type="checkbox"/> 2 Female	A.1.6 Civil Status <input type="checkbox"/> 1 Single <input type="checkbox"/> 2 Married <input type="checkbox"/> 3 Separated <input type="checkbox"/> 4 Widow/er		
A.1.7 Highest Educational Attainment of Respondent	<input type="checkbox"/> 1 Bachelor's Degree <input type="checkbox"/> 2 Bachelor's Degree with MA/MS Degree units <input type="checkbox"/> 3 MA/MS Degree <input type="checkbox"/> 4 MA/MS Degree with Doctoral Units <input type="checkbox"/> 5 Doctorate Degree <input type="checkbox"/> 6 Technical-Vocational Program		
A.1.8 Position in LGU	A.1.9 Years at Work	Salary Grade	
A.1.10. Office			
A.1.11. LGU member <input type="checkbox"/> 1 Province <input type="checkbox"/> 2 City <input type="checkbox"/> 3 Municipality			
A.1.12 Eligibility of Respondent (multiple answer)	<input type="checkbox"/> 1 Career Service Professional <input type="checkbox"/> 2 Environmental Planner Licensure Exam <input type="checkbox"/> 3 Others: (indicate) _____ <input type="checkbox"/> 4 None <input type="checkbox"/> 5 No Answer		

II. Knowledge of and Practices on the Comprehensive Development Plan

<p>Please encircle the number that best corresponds your scale/level of knowledge. Encircle the rating that best corresponds your choice using the scale below:</p> <p>1 - No Knowledge 2 – Little Knowledge 3 – Knowledgeable 4 – Very Knowledgeable 5 - Expert</p>					
Level of Knowledge of the Various Aspects of the Comprehensive Development Plan	Scale/Level of Knowledge				
1. Defining /re-visiting the LGU Vision	1	2	3	4	5
2. Analysis of the LGU Situation	1	2	3	4	5

3. Ecological Profiling	1	2	3	4	5
4. Formulation of Sectoral Goals and Objectives	1	2	3	4	5
5. Development of Policy Options/Strategies	1	2	3	4	5
6. Preparation of Sectoral Development Plans	1	2	3	4	5
7. Preparation of the Local Development and Investment Plan	1	2	3	4	5
8. Identification of priority legislative requirement and capacity development intervention needed to implement the LDIP	1	2	3	4	5
9. Adoption /Approval of the Sanggunian	1	2	3	4	5
Knowledge of Comprehensive Development Plan Guidelines and References	Scale/Level of Knowledge				
1. DILG Memorandum Circular No.: 2016 – 102 (Guidelines on the. Preparation or Updating of Local Plans)	1	2	3	4	5
2. DILG Memorandum Circular No.: 2017-84 (Strengthening Linkage of National/Regional /Provincial Development Plans, Programs and Activities with the CDP)	1	2	3	4	5
3. DOF- DILG-DBM- NEDA Joint Memorandum Circular No. 2016-01 (Updated Guidelines on the Harmonization of Local Planning, Investment Programming, Resource Mobilization, Budgeting, Expenditure Management, and Performance Monitoring and Coordination in Fiscal Oversight)	1	2	3	4	5
4. Section 106, RA 7160 – Local Development Council ((a) Each local government unit shall have a comprehensive multi-sectoral development plan to be initiated by its development council and approved by its Sanggunian).	1	2	3	4	5
5. Rationalized local Planning System	1	2	3	4	5
6. Enhanced Guide to Comprehensive Development Plan (CDP)	1	2	3	4	5
7. E-Illustrative Guide in CDP Formulation (2015)	1	2	3	4	5
8. RaPIDS (indicators for sectoral goals)	1	2	3	4	5

III. Institutional Capacity of the LGU in the Formulation of the CDP

<p>C.1. Status of Completing the CDP documents</p>	<p><input type="checkbox"/> 0 – 20% completed</p> <p><input type="checkbox"/> 21% - 40% completed</p> <p><input type="checkbox"/> 41% - 60% completed</p> <p><input type="checkbox"/> 61% - 80% completed</p> <p><input type="checkbox"/> 81% - 99% completed</p> <p><input type="checkbox"/> Don't Know</p>
<p>C.2. Reasons for zero or incomplete CDP (multiple answers)</p>	<p><input type="checkbox"/> Absence of local ordinance for the CDP formulation</p> <p><input type="checkbox"/> Absence of Executive Order with established responsibilities creating the core planning team and support group</p> <p><input type="checkbox"/> Weak coordination among department heads</p> <p><input type="checkbox"/> Lack of qualified staff to undergo the process</p> <p><input type="checkbox"/> High turn-over rate of personnel</p> <p><input type="checkbox"/> Preference of LGU to implement Programs, Projects and Activities without proper planning</p> <p><input type="checkbox"/> Lack of equipment like computer, plotter, GPS</p> <p><input type="checkbox"/> Absence of Geographic Information Specialist (GIS)</p> <p><input type="checkbox"/> Lack of incentives</p> <p><input type="checkbox"/> Lack of funding</p> <p><input type="checkbox"/> Inadequate sectoral data</p> <p><input type="checkbox"/> Limited reference materials</p> <p><input type="checkbox"/> Boundary dispute</p> <p><input type="checkbox"/> Out-dated maps</p> <p><input type="checkbox"/> Many competing office assignments</p> <p><input type="checkbox"/> Planning core team not well-versed in using computer for planning purposes</p> <p><input type="checkbox"/> Not enough time to write the plan</p> <p><input type="checkbox"/> Others, specify</p> <p>_____</p> <p>_____</p>
<p>C.3. Sources of Information on CDP Formulation (multiple answers)</p>	<p><input type="checkbox"/> National Government Agencies</p> <p><input type="checkbox"/> Universities or Schools</p> <p><input type="checkbox"/> Provincial LGU</p> <p><input type="checkbox"/> Printed materials</p>

	<input type="checkbox"/> Online materials <input type="checkbox"/> Professional Groups (ex. Private Consultants) <input type="checkbox"/> Colleagues or office mates <input type="checkbox"/> Others, specify _____
C.4. Most Preferred Mode of CDP Formulation Learning (Choose only one answer)	<input type="checkbox"/> Classroom-based (more time for lectures; less time for activities) <input type="checkbox"/> Workshop-based (less hours on lectures, more time for activities) <input type="checkbox"/> Self-study <input type="checkbox"/> Distance Courses (online learning; work remotely from office) <input type="checkbox"/> On-the-Job Training <input type="checkbox"/> Training-Workshops (equal time allotted for lectures and workshops) <input type="checkbox"/> Others, specify _____
C.5. Number of Staff in the Municipal/City Planning & Development Office	No. of Permanent/Temporary /Casual Staff _____ No. of Job-Hire Staff _____

IV. General Questions on Planning, Challenges, and Recommendations Related to CDP Formulation

D.1 How important is the Comprehensive Development Plan to your town? (1 as not important and 5 as very important). Encircle.

1 2 3 4 5

D.2 What is Planning to You?

D.3 Trainings or Formal Schooling Attended Related to CDP Formulation for the Past 3 Years

D.4 In future trainings, what specific topics should be included to assist you in making your LGU's CDP?

D.5 What are your reasons or motivations in requesting for additional trainings (or formal schooling) on CDP formulation?

D.6 What factors may hinder you from applying at work what you have learned from trainings (or formal schooling)? (Ex. Not enough time, multiple tasks, no opportunity to further apply learnings from trainings or formal schooling)

D.7 What factor may help you apply at work what you have learned from the trainings or formal schooling? (Ex. opportunities to implement the learning or more actual planning; coaching support; enough time to apply the knowledge etc.)

D.8 Which aspects should be given more attention in the CapDev program? Less attention? (Ex. lecture, oral presentations, simulated reviews, quiz, games, coaching/mentoring)

More attention:

Less attention:

D.9 Have you undergone trainings in_____ CDRA_____CBMS

THANK YOU VERY MUCH!

2.4 Readability	1	2	3	4	5
2.5 Availability of training materials	1	2	3	4	5
3. Resource Speakers/Facilitators					
3.1 Competency	1	2	3	4	5
3.2 Preparedness	1	2	3	4	5
3.3 Punctuality	1	2	3	4	5
4. Training Secretariat					
4.1 Helpfulness	1	2	3	4	5
4.2 Courteousness	1	2	3	4	5
4.3 Punctuality	1	2	3	4	5
5. Venue					
5.1 Spacious	1	2	3	4	5
5.2 Quality of sound system	1	2	3	4	5
5.3 Quality of lighting	1	2	3	4	5
6. Food	1	2	3	4	5
7. Accommodation	1	2	3	4	5

Part 2.

How will you rate your level of satisfaction on the overall conduct of this training?

Poor Fair Satisfactory Very Satisfactory Excellent

Is the Training timely? Yes No

Please describe how you benefited (if at all) from this activity?

What did you find most useful in the activity and why?

What advice can you give us to improve activities of this kind in the future?

Other Comments:

THANK YOU!

ANNEX 1J

ACTIVITY MONITORING AND EVALUATION FORM FOR MONITORS

Title of Activity:							
Activity Venue:				Date of Activity:			
Names of Resource Persons:							
Activity Evaluation:							
SUBMITTED Program of Activities			ACTUAL Program of Activities			Remarks	
Topic	Time Frame	Speaker	Topic	Time Frame	Speaker	Compliant	Non-Compliant
Total Number of Participants: ____Males ____Females ____ Persons with Special Needs (project proponents and resource persons not included in the count)							
Observations:							
Suggestions/Recommendations:							
MONITORED BY:							
Date:							



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