

Galing Pook Awards
Sample Answers to the Application Form

Dear LGU Applicant,

Guidelines, tips and suggestions in filling up the application form are provided in the succeeding pages.

Sample answers have been made available to provide the applicant an idea of how to answer each part of the substantive portions of the application form. However, the LGU is free to choose the best way to capture and describe its program accomplishments. Moreover, although some of the sample answers may exceed the one-page limit, it will be appreciated if the applicant complies with the one-page limit as set out in the application guidelines. When deemed necessary, the applicant will be given enough opportunity to present further details of the program which may not be accommodated in the application form should the program qualify for the next screening levels. Thank you.

Please do not hesitate to contact the Galing Pook Secretariat if you have any questions or clarifications at telephone numbers (02) 433 47 31 to 32 and (02) 926 41 36, or through e-mail at awards@galingpook.org.

Thank you.

SAMPLE ANSWERS TO THE APPLICATION FORM

PROGRAM APPLICATION FORM

Page 1: General Information on the Program

1. Title of the Program:
(Write Program Title Here)

2. Name of the Implementing LGU:
(Write the Name of the LGU Directly Implementing the Program)

3. Population of the LGU:
(Figure and Year of Census, Latest Data)

4. Income Classification:
(Write Income Classification Here)

5. Profile and Number of Beneficiaries of the Program:

(Example:
2,000 elementary students
500 farmers
835 fisher folk
146,921 informal settlers)

6. Date of the Start of the Program:
(Indicate the Date [Day, Month, Year] that the Program Started its Operations)

7. Financial Profile:
(Include the Financial Profile for the Last Three Years)

Source of Funds	Year 1	Year 2	Year 3
Source 1	Amount	Amount	Amount
Source 2	Amount	Amount	Amount
Total Program Budget	Amount	Amount	Amount

Page 2: Program Brief

Sample Answer No. 1:

This sample answer discusses the problems/needs addressed by the program, the objectives of the program, and the strategies used to meet these objectives. The innovative features are also implicitly discussed.

The delivery of basic education is the responsibility of the national government. Since it is not part of devolution, local governments rely and trust the central government to do its job. Thus, the results of the National Education Achievement Test came as a shock to the provincial government. The average score of a child from the province was 39.4 percent in Mathematics and 40.23 percent in English.

The traditional response of government officials is to build more schools and provide more textbooks. These are "monuments of accomplishments". But the Governor thought that the reform should be embraced by the whole community where schools are located to enable it to be self-sustaining. It must be systemic to address all the factors that contribute to the failure of students to learn. It must empower people to take lead roles in improving basic education.

The program is based on a comprehensive and systemic model that engages all the stakeholders in project management and evaluation. It is a participative process of continuous improvement in the following areas:

- Teacher training in English and Mathematics through summer institutes;
- Development of instructional materials such as teachers' and parents' manuals and children's workbooks that are customized relative to local needs;
- Regular evaluation of students' and teachers' performance through standardized tests, observation and interviews;
- Incentive system based on performance. Every year, outstanding teachers and administrators are honored and provided with incentives. Student and parent achievers are also recognized;
- Organization of parents' support system through a parents' organization to develop parent-teacher partnership and the organization of parents' desk in every school;
- Organization of community volunteers including out of school youth to support instruction in schools and the conduct of non-formal education;
- Summer institutes for students in arts and enrichment programs;
- Improving governance of local school boards through consultative budgeting of the Special Education Fund tax and transparent processes in governance such as procurement.

The goals of the project are simple:

1. To improve learning competencies of grades one to six children in reading with understanding, listening, speaking and writing in English; and
2. To improve the computational and comprehension skills in solving Mathematical problems.

Sample Answer No. 2:

This sample answer discusses all the elements required for the program brief, and at the same time breaks the discussion into specific parts. In addition, this explicitly highlights the innovative features of the program to justify why it deserves a Galing Pook Award.

Beneficiaries' Needs/Problems that the Program Addressed:

On April 8, 2002, a 100-bed provincial hospital worth P650M donated by a foreign donor opened its door to serve the 691,430 population of the province including the nearby towns of Province 1 and Province 2. A week later, thru E.O. 004 series 2002, it was transformed into an Economic Enterprise for Sustainability and Development. On the same day, the first step of making this world class hospital into "A Dream Hospital" for the rural poor was made.

The vision of the provincial hospital is to be the center point for the delivery of quality tertiary medical/surgical care for the people especially in the province provided in an atmosphere of competent, affordable, compassionate, friendly and caring hospital environment. In most government hospitals, availability of medicines, supplies, diagnostic and laboratory examinations are often deficient or inadequate because of lack of funds to support its operational needs. The acceptability of medical/surgical services is often hampered by the lack of medical/surgical specialists, "state of the art" laboratory diagnostic equipments, modern monitoring and treatment facilities like the Hemodialysis and CT Scan machines. The provincial hospital as an Economic Enterprise was able to address these problems by establishing Joint Venture agreements with the private business sectors resulting in the acquisition of state of the art equipments costing about P22M but no cash outlay from the provincial government. The hospital serves patients whether they are rich, middle class and particularly the poor with the same quality tertiary hospital service. A private and a government hospital mix type of income generation/cost recovery program are on line. The targeted beneficiaries of the hospital are patients who need primary, secondary, and tertiary health care that require the services of highly trained specialists and personnel.

Objectives of the Program:

To introduce and institutionalize the concept of "fee for service," thereby strengthening community based participation for self-reliance in the delivery of basic health care by assuming part of the cost of service; to provide additional source of funding for medicines, supplies and other services through the "Categorization of Patient's Capacity to Pay Scheme" wherein the stakeholders are empowered to contribute whatever they can give to help the hospital render quality hospital service such as payment in kind, rendering services, and donating blood; to establish Hemodialysis Center, CT Scan and state of the art laboratory equipments through Joint Venture agreement with private business investors; to establish Integrated Hospital Operations Management Information System (HOMIS) thru linked computerization covering the cost resource areas of the hospital like the ICU, Pharmacy, Out Patient Department, Billing, Cashier, Accounting, hospital wards, thereby providing management with on line financial reports.

Strategies to Meet Program's Objectives:

Increase the Philhealth Insurance coverage of the poor families in the province and nearby provinces; massive information drive through broadcast, print media and meetings/conferences with LGU's; more augmentation funds from the province, municipalities and barangays to support the Philhealth Insurance Program for the poor; continue networking with NGO's for their continued subsidy to help targeted poor families in their areas; continue inviting local private medical practitioners to utilize the hospital facilities for their patients; institute "payment in kind" concept to cover hospital bills for indigent patients.

Innovative Features of the Program:

The private and public mix type of income generation was endorsed by the Governor and promulgated through SP Resolution No. 105-2002. This concept of cost recovery and revenue enhancement program provides a payment scheme based on the patient's capacity to pay as determined by the hospital's Medical Social Service. The amount to be paid by the patient is determined by the classification/category from class A pay patient to class D charity patient. The services for indigent patients are given for free and valued as quantified free service. The innovative laboratory machine/equipment "tie-up scheme" with 4 business companies resulted in the acquisition of "state of the art" equipments namely: Company 1 for complete hematology test, Company 2 for tumor, hepatitis and thyroid markers, Company 3 for electrolytes and Company 4 for blood chemistry. Joint Venture agreements between two private business companies led to the establishment of the Hemodialysis Treatment Center with 4 units of dialysis machines and CT Scan diagnostic unit.

The establishment of the Out Patient multi-specialty clinics like gastroenterology, EENT, ophthalmology, urology, orthopedics, physiotherapy, neuro-surgery, pediatrics medicine, obstetrics/gynecology, general surgery, cancer, diabetes as well as wellness clinics for immunization of children.

Sample Answer No. 3:

This sample answer discusses the problems addressed, the objectives, and the strategies. It further elaborates the strategies used.

The municipality is known as the "Rice Granary" of the province with a total of 3,358 hectares of irrigated rice fields tilled by the farmers who constituted the 70% of the municipality's workforce. Majority of its population depend on rice farming.

Realizing that there could never be a genuine development in the municipality if the economic condition of the local farmers is not improved, the current administration conducted a series of consultative meetings with the farmers in the municipality in the year 2001. The following needs and pressing problems were identified:

1. Low household income, caused by high production cost;
2. Prevalence of pest and diseases;
3. Poor soil productivity;
4. Unstable market price of farm products;
5. Absence or lack of alternative source of income; and
6. Inadequate post harvest facilities.

To seriously address the above problems with the end-in-view of liberating the poor farmers from the bondage of poverty, the program was given birth and launched sometime on September, 2002, after a participative conceptualization and planning by the Local Chief Executive, the Executive Agenda Team, various farmers organizations (FOs), and civil society organizations (CSOs). The program became one of the Five Flagship Programs of the current administration.

The program's main goal is to improve the economic condition and the quality of life of the marginalized farmers. Consistent with this goal, the following objectives are set:

1. To increase the household net income of the farmers;
2. To establish a sustainable agricultural approach in rice production;
3. To establish a healthy farm environment.

To attain these objectives, the following strategies were designed and implemented:

1. Organic method of rice production (ZERO chemical farming);
2. Diversification of farm products;
3. Provision of alternative source of income;
4. Development of farmer-based research for information and technology-transfer;
5. Broader and favorable marketing linkages.

To implement the organic method of rice production, the program adopts the following farming technologies: IPM (Integrated Pests Management), LEISA (Low External Inputs System of Agriculture), SRI (System of Rice Intensification), and BIO-DYNAMIC farming system.

The Diversification of farm products and the Provision of Alternative Source of Income are being implemented through the establishment of MODEL FARMS in strategic areas of the municipality; the provision of "package support services" during the initial stage of program implementation consisting of organic fertilizers, farm tools (weeder), livestock, poultry, vegetable seeds, fish fingerlings, and high-valued crop seedlings but under a cost-sharing scheme (with farmers counterpart); and the FAITH backyard gardening.

The development of farmer-based research was pursued through field trials, farm-to-farm visits, on-field technical assistance, on-site farm planning, trainings and farm experience documentation, external field exposures, and technology-transfer. These activities are necessary to counter the negative culture of the farmers to "wait and see" and to gradually change the perennial mentality of resorting to "instant" farm approaches which usually lead them to synthetic fertilizers and petro-chemicals.

To create broader and favorable marketing linkages, the LGU, during the initial stage of program implementation, has established partnership with a farmers' cooperative in the packaging, promotion and marketing of the program's products. Later on, some private rice traders adopted and participated in the promotion and marketing of the program's products. The organic rice produced by the program is now labeled and promoted and is widely distributed within and outside the municipality. Outside marketing outlets or linkages to neighboring towns and cities have been gradually established by the LGU and partner organizations as the production of the program's products increases. At present, the increase in demand for organic rice has encouraged more farmers to adopt the program and more adopters are increasing/expanding their production areas to meet the demands.

Page 3: Positive Results

Sample Answer No. 1:

This sample answer shows quantifiable results in tabular form for easy comparison aside from presenting the qualitative results in the narrative.

1. SOCIO-CULTURAL. In its entirety, the program has notably changed the ideals of targeted beneficiaries as evidenced in their shift from being anti-government to pro-government citizens. Specifically, their change in values are demonstrated in their active involvement of bayanihan to every center construction and in the spontaneous individual replication of updated technologies introduced.

2. SOCIO-ECONOMIC. The program has significantly contributed in augmenting the total production of basic commodities in the rural areas as follows:

Commodity	Ave. Annual Production Before the Program (7 sites)	Ave. Annual Production After the Program (74 sites)
Rice	900 MT	6,647.7 MT
Corn	1,900 MT	11,311.2 MT
Vegetables	1,800 MT	802.8 MT
Rootcrops	600 MT	807.7 MT
Legumes	300 MT	389.6 MT
Fish	0.0 MT	93.4 MT

Added to this, the promotion in rural economic status is substantiated with the active participation of many stakeholders to auction markets regularly held in rural and urban areas and the distinct improvement in the standard of living of many hinterland residents.

3. ENVIRONMENTAL. Through the program's serious advocacy for the restoration of environment-friendly farming techniques, soil and water conservation measures and the employment of biological control methods are visible in program sites where said interventions are applicable.

4. POLITICAL. The favorable responses of targeted communities to the program ushered the evolution of the counter-parting scheme among Barangays, LGUs, Congressional Initiated Allocation (CIA) and the province that sustained and permitted the replication of the program to various parts of the province.

5. GENDER EQUITY. With the employment of the Farm Family Approach as an integral component in the program's social preparation activities, the gender norm is mainstreamed in all approaches since both sexes are provided with parallel benefits and opportunities for involvement in the planning, decision-making and implementation processes.

Sample Answer No. 2:

This sample answer describes the impact of the program in quantified terms in narrative form.

In 2001 or before the Program was started, a total of 1,456 hectares were devoted to vegetable production in the province. Of this, 54% was planted to leafy vegetables. Over-all production during the period was recorded at 7,102 metric tons. However, in 2003, the production area was decreased due to the conversion of some farm lots by owners into residential areas.

The entry of the Program in 2002 helped increase the production area with the utilization of some 139.31 hectares of idle school lots into vegetable gardens. This has contributed 9.7 percent of the province's total vegetable area and about 8.4 percent or 668 metric tons in production.

One component of the program, the establishment of Tilapia Ponds in schools where there is a continuous supply of water, greatly contributed to the protein requirement of the school children and their family members. To date, the program has established a total of 23 ponds with a total area of 900 square meters and a stocking density of 4,500 fingerlings per year. Per records, these ponds produced a total of 1.8 metric tons of fresh tilapia.

The school feeding program has benefited from this program in terms of availability of fresh vegetables and fish. This has helped minimize school expenses up to 40%. Most importantly, it had reduced malnutrition incidence among school pupils in the province from 39.21% in SY 2002-2003 to 27.03% in SY 2003-2004 and 22.90% in SY 2004-2005. This is attributed to the fresh vegetables incorporated in the regular meals of the students. Moreover, most schools were able to raise income from the program. Sales of the vegetables range from 3,000 pesos to 18,000 pesos per year. One elementary school for instance earned as much as 18,000.00 pesos for its three-month operation of its 4,000 square meter lot and has projected an annual income of 54,000.00 pesos.

Through seminars and workshops conducted by the Office of the Provincial Agriculturist, teachers and other school officials were trained on the proper cultural management of vegetables and tilapia. Some 629 elementary school teachers, 87 high school teachers and 285 agricultural technologists participated in the Vegetable and Inland Fishery Production Technology and Program Orientation and Action Planning conducted simultaneously in 12 venues of the 3 congressional districts of the province. The yearly Retooling Seminar equipped the implementers with technological updates on vegetable gardening and inland fishery production.

Through the Parents Teachers and Community Associations (PTCA) the communities were involved in this program. Through proper information dissemination, motivation and supervision, the parents willingly conduct dagyaw (voluntary work) in the establishment of vegetable gardens and tilapia ponds. They assisted in the land preparation, seedling production, transplanting, construction of trellises, care and maintenance of the plants, and pond construction. As a result, the communities are now more deeply aware of the importance of backyard school gardening and at the same time strengthening the bond between the school and the neighboring communities.

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Sample Answer No. 3:

This sample answer also shows both the quantifiable results and the qualitative results.

Indicators	2002	2003	2004
Number of children (0-17 years) registered at birth	648	839	913
Socio-Cultural:			
Infant mortality rate	2.5	1.34	0.14
Mortality rate	2.2	1.91	0.19
Morbidity rate (per 100,000 population)			
Diarrhea	519	497	200
Bronchitis	181	247	151
Pneumonia	358	408	227
Percentage of barangay with functioning barangay health stations	100	100	100
Percentage of children 3-5 years old in day care centers or other early education	46.59	44.71	34.28
Percentage of children 6-12 years old in elementary school	97.5	77.24	77.65
Percentage of children 13-17 years old in high school	54.15	31.72	40.22
Number of functional day care centers	27	31	33
Number of illiterate parents/caregivers of children attend functional literacy classes	258	194	316
Percentage of households that have access to safe drinking water	86.81	87.5	91.85
Percentage of households that use sanitary toilet	76.13	76.67	82.64
Percentage of households that use iodized salt	100	100	100

Since the inception of the program, various activities were designed to promote and support its implementation such as: Activity 1 every 3rd Sunday of the month where barangays take turns to present their culture, traditions and history through songs and dances. This activity also hones the children's literary, musical and theatrical abilities which will give them a higher level of self-confidence and self-esteem. This program develops the spirit of cooperation, empathy, unity and above all true concern not only among families but the whole community as well. Activity 2 (adopted by 1 barangay and 1 elementary school) encourages savings mobilization and concern for others. Activity 3 mobilizes the community to support talented children to join competitions, provides grade 1 pupils with school supplies, and provides scholarship for poor but deserving children.

Environmental Impact:

To ensure that children have adequate food, healthy and active body and live in a wholesome environment, the Local Government Unit adopted an Integrated Solid Waste Management Program, Coastal Resource Management Program, Upland Development Program and the Forest Land Use Plan. A research and learning center was also tapped to provide seedlings to children and their parents. A Bantay Ilog organization monitors monthly the water quality and

quantity of major rivers in the municipality. Thus, a river in the municipality received a Presidential Award as a runner-up in the inland body of water category of the Gawad Pangulo sa Kapaligiran in 2003. Moreover, a backyard greening program resulted to Community/School Garden and backyard garden that ensure food and income for the community.

Gender Equity Impact:

The Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) are mainstreamed. Facilities (toilet) in public places—schools, gym, etc. are genderized. Men and women work together with children and youth to create awareness on adult duties and responsibilities. There are GAD male advocates organized in the municipality. Women's groups were trained to make them economically productive. Sex-disaggregated data/information are available that serve as a basis for policy making and planning and mainstreaming gender and equity.

Page 4: Promotion of People's Participation and Empowerment

These sample answers discuss and explain how the respective programs promote people's participation and empowerment.

Sample Answer No. 1:

The program employs a multi-sectoral participatory process that involves different stakeholders in the planning and implementation of the program. The process involves the participation of the LGU, the private sector, NGOs, the National Government, Foreign Funding Institutions, and the beneficiaries themselves. Sectoral consultations and coordination were conducted involving these stakeholders.

The program is purely participatory in nature and has promoted a high degree of people empowerment considering that stakeholders have given their equity in the implementation of the program.

In the economic aspect of the program, the administration has gained funding from two foreign funding programs. Qualified People's Organizations (POs) involving families in the community are provided with a livelihood capital to venture in economic activities on either tilapia, seaweeds, banana and cassava production. Materials for seaweeds and tilapia are provided by the provincial aquamarine park while cassava and banana are provided by the provincial enterprise development and research center.

In this scheme, a reciprocal relationship is being observed: while the program provides the livelihood capital to qualified POs, family beneficiaries are required to put up its corresponding equity in the form of land, labor and time. Furthermore, beneficiaries are required to give back to the program a small percentage from their profit as a sort of levy from the income of their investment. The levy that the beneficiaries have to extend will be used to fund the program's main objectives of providing protection and development to the province's coastal resource that the beneficiaries themselves take part.

Moreover, this scheme provides a paradigm shift from the dole-out mentality to a more participatory development process and further develops a high sense of ownership of the program by everyone who is involved.

Sample Answer No. 2:

The push for education reform was anchored on greater community engagement and carried by the Board to the grassroots level.

As early as 2001, the City Mayor shared with his constituents the real picture of education in the city and the Philippines. Shuttling from school to school, he and his school Board staff presented a situationer on the public school system and what the Board is doing about it, and asked them what more can be done. In a recent strategic planning session attended by a DepEd Undersecretary, the local PTA president stressed the role of parents, not only as solution for financial problems of schools but as empowered partners in the learning process.

Side by side, sectoral consultations yielded very interesting insights that helped redefine the Board's directions. One is the overwhelming preference for "soft" infra—textbooks and other instructional materials, desks—over school buildings. Another is the need for teacher training, performance-based incentives, and intervention to unburden lesson planning.

Concerning the latter, the Board supported the preparation of ready-made lesson plans and workbooks by teachers and supervisory staff of the Division of City Schools in the summer of 2003. The lesson plans cover all learning areas in the new Basic Education Curriculum from Grades I to VI while the workbooks focus on the tool subjects of English, Science and Math. These printed lesson plans unburdened the teachers with the task of writing daily lessons, enabling them to focus on how to teach more effectively in the classroom. The workbooks provide parents with a tool to bond with their children and participate more actively in the learning process of their children. Results of the initial localized post-test showed that for the last school year, the City Division registered an increase of 16 percentage points, from an average of 35% in July 2002 to 51% in March 2003.

To encourage more community participation, the Board launched a program which institutionalizes DepEd's Brigada Eskwela and "Adopt-a-School" programs. Partnership and participation by local education stakeholders, including various socio-civic organizations in the city, have made the DepEd programs a year-round undertaking.

Premium is given to a participatory process of needs assessment, project identification, implementation, monitoring, and evaluation at the school level.

Five parties are involved in the agreement covering an "adopt-a-school" arrangement: 1) the city government, 2) the Division of City Schools, 3) the public school administration, 4) the school PTA, and 5) the private sector. Initially, five (5) of the more depressed elementary schools in the city were "adopted" by four business, professional and private associations for the "adopt-a-school" concept for these schools.

The Board is eyeing expansion of coverage to the 25 other public elementary and high schools in the city, tapping the individual members of the 30-strong Bankers Association in the province as private sector partners. One university in the city, moreover, signed an agreement for the

free maintenance of 210 computers purchased by the school board, deploying its engineering students and faculty to handle the task.

Sample Answer No. 3:

The program, being largely community-based, involves the members of the host communities in the planning, implementation and evaluation of the program. People's Organizations such as PO 1, PO 2, PO 3, PO 4 and PO 5, take active roles in the management of the environment, operating tours and their support services become de rigueur. And because they have to learn proper business management, profit-making became integral to the project.

One of the first Executive Orders that the Provincial Governor carried out when he stepped into office was to form and strengthen the Municipal Tourism Councils. The LGUs are encouraged to spur tourism development in their areas instead of waiting for the National Government or the Provincial Government to tap their ecotourism potentials. Using the barangay-purok mechanism, the LGUs have reached the communities to share the responsibility and authority in managing their resources.

Different stakeholders participate in the program. Partnerships were also established either due to limited finances or to consolidate resources. Costs shouldered by different agencies involved in the program became manageable. Recognizing the importance of multi-sectoral participation in all aspects of development, national government agencies, non-governmental organizations, provincial government, MLGUs, BLGUs, people's organizations and the private sector were brought together to play vital roles in ecotourism development. Although the packaging of the Marine Life Tour was financially supported by the National Ecotourism Project Office (NEPO) under the auspices of a foreign funding institution, the product is sold through a local tour operator and communities have learned to link with the travel trade sector to help them market and sell their tour products.

Because the program utilizes the host community's indigenous talent and skills, in most cases, local guides sometimes use stories handed down from their ancestors in their environmental interpretation. The women also actively participate in most community-based tours as they run the catering services and handle guests of the tour even at times organizing themselves for some cultural presentations.

Aware that ecotourism is a relatively new concept to the local communities, several special courses such as on Environmental Protection and Strategic Planning for the areas covered in this showcase were conducted by CRMP. Members of a people's organization involved in the Marine Life Tour were trained in several courses related to ecotourism. For a new ecotourism product, a people's organization received trainings on community food catering and service, tour guiding, first-aid training, mangrove interpretation and basic bookkeeping with the assistance of three non-government organizations.

These capability-building activities empower the people. Training them to handle all aspects of the tour enables them to be self-governing, equipping them to do the decision-making processes. It is expected that they will take accountability of their own resources afterward.

Page 5: Transferability and Sustainability

Sample Answer No. 1:

This sample answer responds to the question directly to the point.

The program will continue even beyond the present administration because of the following:

- 1) The program is anchored on community participation creating a sense of ownership among the stakeholders.
- 2) Protective measures and programs have been institutionalized.
- 3) Projects funded by a foreign government are being managed and implemented by a Special Projects Unit under the City Planning and Development Office funded by the foreign government and the City until year 2005. Trained personnel under the Special Projects Unit will be absorbed by the city after the termination of the contract in 2005 ensuring sustainability of the sectoral projects under the City Master Plan.
- 4) Conservation of Heritage transcends political boundaries.
- 5) The City's inscription in the UNESCO World Heritage List is tantamount to an international treaty where all member nations are obliged to protect the heritage site.
- 6) The rich potential for revenue generation from tourism is in itself an assurance that the project will be sustained well into the future.

Sample Answer No. 2:

This sample answer shows the elements of the program which would make it sustainable, and at the same time discusses proofs that it is also transferable.

The program has been designed to be sustainable from the beginning to transcend personalities and project leaders. It is attained under the following conditions:

- 1 The major players and stakeholders jointly possess and mutually share useful knowledge and skills for their worthwhile participation in the project;
- 2 The contribution and ideas of the different stakeholders for project implementation are organized in specific ways. The measures that have been put in place include the following:
 - The model, processes and strategies for program development have been documented. Meetings have agenda and minutes of meetings are kept.
 - Several Manuals have been developed:
 1. Teacher Training in Reading and Mathematics
 2. Evaluation of the Performance of Teachers
 3. Manual for Parents on Supporting the Learning of Children
 4. Teacher's Manual on How to Teach Reading and Mathematics
 5. Manual on the Selection of Outstanding Teachers

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- Instructional materials such as workbooks in Reading and Mathematics have been prepared and are used by grades ones to three students.
- Reform processes have been organized into Executive Orders as well as DepEd's memoranda.
- An Office was organized to be responsible for Educational Testing Services to assess and report to the public the performance of elementary students in specific subjects.
- A Parents' Institute has been established for the conduct of training programs for effective participation of parents as teacher-aides.
- The Provincial Education Council has been created through an Executive Order to rationalize education efforts in the province.

These measures have made the program transferable. As proofs, teacher-leaders from the province conducted the training program for teachers in another province on the teaching of Reading last year. The manuals including the Manual for Parents developed by the province have been served as models for similar projects in many provinces such as Province 1, Province 2, and Province 3. The Project Management Team starting from the Governor serves as resource persons for initiatives of the national and local governments to improve basic education.

Sample Answer No. 3:

This sample answer discusses the elements making the program sustainable, the problems the LGU encountered in program implementation, and some suggestions to prospective LGUs on how to adopt this program in their locality. This also discusses what the LGU has done so far in replicating the program.

The signing of the Memorandum of Agreement by the Local Chief Executives of neighboring municipalities and the City Mayor, witnessed and signed by a representative of the national agency concerned, establishing a fishing highway in the area, ensures the program's continuity even beyond the current administration. The City Fisheries Code reinforced said existing MOA.

The on-going advocacy campaign and capability building training / seminars by three different non-government organizations to fisherfolks and other stakeholders and the barangay initiatives become plus factors to its sustainability.

Problems encountered included: resistance at first of LCEs and complaints of commercial fisherfolks because of their investment; purchase of handheld radios was used as black propaganda for political and personal functions; and the apathetic attitude of marginal fisherfolks due to past experience.

For replication, it is suggested that the proponent LCE will reach out to neighboring municipalities and persuade them by personal visits instead of simply sending letters of invitation. Massive info-dissemination could be aired thru radio and local TV mileages, and the Information Office be mobilized for right info campaign. Social preparation on the part of commercial and marginal fisherfolks thru interviews and consultations also helped.

The City Mayor was adopted by the League of Municipal Mayors of the province for this project and they requested him to assist them on the project and replicate the same in their municipalities. He was then elected as chairperson of a sea council for his initiative in this project. Neighboring municipalities patterned their fishery code and adopted a two-km. periphery area.

For the first time, in the history of the province, parish priests and mayors sat down together in a meeting to discuss environmental concerns and among others, the city mayor was invited to speak about the project and the processes / strategies he used to pursue the project. As an offshoot, the Mayors sought the mayor's technical assistance on the matter to which the latter conceded willingly. He also presented the LGU's initiatives in coming up with its Fishery Code in another forum with similar nature as sponsored by an NGO.

Page 6: Certification

We certify that to the best of our knowledge, all of the information contained in this Application Form and annexes are true and accurate.

Signature of Program Manager
NAME (First Name, M.I., Last Name)
OF PROGRAM MANAGER
Specific Position Title and Designation

Signature of Local Chief Executive
NAME (First Name, M.I., Last Name)
OF LOCAL CHIEF EXECUTIVE
Specific Position Title and Designation

Contact Information:

Program Manager

Address: Please provide the complete office address (including the postal code) of the Program Manager.
E-mail Address: _____
Telephone Numbers: (Area code) and telephone number
Fax Number: (Area code) and telephone number

Local Chief Executive

Address: Please provide the complete office address (including the postal code) of the LCE.
E-mail Address: _____
Telephone Numbers: (Area code) and telephone number
Fax Number: (Area code) and telephone number