IV.   SUGGESTED TOOL TO EVALUATE GOVERNANCE

A.   Sample Questionnaires

GOVERNANCE OF ECONOMIC AFFAIRS

Date Accomplished: _____

1. Please indicate the following information about yourself and all those who helped fill up this questionnaire.

Name	Agency/Organization	Position/Title

2. What societal affair are you evaluating?

❑   Economic affair

❑   Political affair

❑   Socio-cultural affair

3. What do you think are the major goals that society desires to achieve with respect to this affair? Please enumerate the top five. Identify the indicators that can be used to measure the status of achievement of these goals.

Goals		Results Indicators
	1	
	2	
	3	
	4	
	5	

4. How much have we accomplished in terms of the results indicators you listed in number 3.? Please use a scale of 1 to 5 (1 being the lowest),

	Results Indicators	Accomplishment Rate (Please encircle your answer)
1		1 2 3 4 5

2		1	2	3	4	5
3		1	2	3	4	5
4		1	2	3	4	5
5		1	2	3	4	5

5. To your knowledge, what are the important rules that govern the relationship between the worker and the business owners?
   a. What behavior on the part of the worker is disallowed under these rules?
   b. What sanction in imposed in cases of violation?
   c. How effective do you think is the rule in discouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Disallowed behavior	Sanction Imposed	Effectiveness of Rules				
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

   d. What behavior on the part of the business owner is disallowed under these rules?
   e. What sanction in imposed in cases of violation?
   f. How effective do you think is the rule in discouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Disallowed behavior	Sanction Imposed	Effectiveness of Rules				
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

6. To your knowledge, what are the important rules that govern the relationship between land (and natural resources) and industry?
   g. What behavior on the part of industry is disallowed under these rules?
   h. What sanction in imposed in cases of violation?
   i. How effective do you think is the rule in discouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Disallowed behavior	Sanction Imposed	Effectiveness of Rules				
		-2	-1	0	1	2
		-2	-1	0	1	2

		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

7. To your knowledge, what are the important incentives that direct the relationship between the worker and the business owners?
   a. What behavior on the part of the worker is being encouraged under these incentives?
   b. What incentive is given for good behavior?
   c. How effective do you think is the incentive in encouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Behavior being encouraged	Incentive Given	Effectiveness of Incentives				
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

   d. What behavior on the part of the business owner is being encouraged under these incentives?
   e. What incentive is given for good behavior?
   f. How effective do you think is the incentive in encouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Behavior being encouraged	Incentive Given	Effectiveness of Incentives				
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

8. To your knowledge, what are the important incentives that direct the relationship between land (and natural resources) and industry?
   g. What behavior on the part of industry is being encouraged under these incentives?
   h. What incentive is given for good behavior?
   i. How effective do you think is the incentive in encouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Behavior being encouraged	Incentive Given	Effectiveness of Incentives				
		-2	-1	0	1	2
		-2	-1	0	1	2

		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

9. How were you involved in the formation of these rules?

    a. No involvement,
    b. Joined public hearings on the matter (How many times did you attend? _____)
    c. Joined rallies on the matter (How many times did you attend? _____)
    d. Submitted position papers or written opinions on the matter
    e. Other types of involvement, please specify

    _____

10. Please rate the rules and the processes involved in the formation of these rules, in the following terms. Use a scale of 1 to 5, 1 being the lowest.

Parameter	Rate				
Clarity of rules	1	2	3	4	5
Participatory processes	1	2	3	4	5
Inclusion of the marginalized sector	1	2	3	4	5
Wide dissemination of rules	1	2	3	4	5

11. How are you involved in the implementation of these rules?

    a. No involvement,
    b. Alerted authorities about violators
    c. Personally apprehended violators
    d. Other types of involvement, please specify

    _____

12. Please rate the implementation of the rules, in the following terms. Use a scale of 1 to 5, 1 being the lowest.

Parameter	Rate				
Transparency	1	2	3	4	5
Accountability	1	2	3	4	5
Fair implementation of the rules	1	2	3	4	5
Wide coverage of implementation	1	2	3	4	5

13. How were you involved in the formation of these incentives?

    a. No involvement,

b. Joined public hearings on the matter (How many times did you attend? _____)
c. Joined rallies on the matter (How many times did you attend? _____)
d. Submitted position papers or written opinions on the matter
e. Other types of involvement, please specify

_____

14. How are you involved in the implementation of these incentives?

a. No involvement,
b. Informed authorities about or nominated possible "awardees"
c. Contributed money for the award
d. Other types of involvement, please specify

_____

15. Please rate the incentives and the processes involved in the formation of these incentives, in the following terms. Use a scale of 1 to 5, 1 being the lowest.

Parameter	Rate				
Clarity of incentives	1	2	3	4	5
Participatory processes	1	2	3	4	5
Inclusion of the marginalized sector	1	2	3	4	5
Wide dissemination of incentives	1	2	3	4	5

16. Please rate the implementation of the incentives, in the following terms. Use a scale of 1 to 5, 1 being the lowest.

Parameter	Rate				
Transparency	1	2	3	4	5
Accountability	1	2	3	4	5
Fair implementation of the incentives	1	2	3	4	5
Wide coverage of implementation	1	2	3	4	5

17. Are you aware of the protocol to follow when you want the rules and incentives modified and/or totally removed?

❑ Yes

❑ No

18. To your knowledge, who are involved in this "change process".

      a. Government, specify agency and unit

| |
| |
| |
| |
| |

      b. Civil Society Organizations, specify organization

| |
| |
| |
| |
| |

      c. Business and other groups, specify groups

| |
| |
| |
| |
| |

19. In your opinion, which of the rules and incentives you stated above needs to be modified and/or totally removed? Why do you say that it needs to be modified and/or totally removed?

Rule or Incentive that needs to be modified and/or removed	Explanation

GOVERNANCE OF POLITICAL AFFAIRS

Date Accomplished: _____

1. Please indicate the following information about yourself and all those who helped fill up this questionnaire.

Name	Agency/Organization	Position/Title

2. What societal affair are you evaluating?

❑ Economic affair

❑ Political affair

❑ Socio-cultural affair

3. What do you think are the major goals that society desires to achieve with respect to this affair? Please enumerate the top five. Identify the indicators that can be used to measure the status of achievement of these goals.

Goals		Results Indicators
	1	
	2	
	3	
	4	
	5	

4. How much have we accomplished in terms of the results indicators you listed in number 3.? Please use a scale of 1 to 5 (1 being the lowest),

	Results Indicators	Accomplishment Rate (Please encircle your answer)
1		1 2 3 4 5
2		1 2 3 4 5
3		1 2 3 4 5
4		1 2 3 4 5

| 5 | | 1 2 3 4 5 |

5. To your knowledge, what are the important rules that govern the relationship between the ruler and the ruled?
   j. What behavior on the part of the ruler is disallowed under these rules?
   k. What sanction in imposed in cases of violation?
   l. How effective do you think is the rule in discouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Disallowed behavior	Sanction Imposed	Effectiveness of Rules				
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

   m. What behavior on the part of the ruled is disallowed under these rules?
   n. What sanction in imposed in cases of violation?
   o. How effective do you think is the rule in discouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Disallowed behavior	Sanction Imposed	Effectiveness of Rules				
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

6. To your knowledge, what are the important incentives that direct the relationship between the ruler and the ruled?
   j. What behavior on the part of the ruler is being encouraged under these incentives?
   k. What incentive is given for good behavior?
   l. How effective do you think is the incentive in encouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Behavior being encouraged	Incentive Given	Effectiveness of Incentives				
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

		-2	-1	0	1	2
		-2	-1	0	1	2

    m. What behavior on the part of the ruled is being encouraged under these incentives?

    n. What incentive is given for good behavior?

    o. How effective do you think is the incentive in encouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Behavior being encouraged	Incentive Given	Effectiveness of Incentives				
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

7. How were you involved in the formation of these rules?

    a. No involvement,

    b. Joined public hearings on the matter (How many times did you attend? _____)

    c. Joined rallies on the matter (How many times did you attend? _____)

    d. Submitted position papers or written opinions on the matter

    e. Other types of involvement, please specify

        _____

8. Please rate the rules and the processes involved in the formation of these rules, in the following terms. Use a scale of 1 to 5, 1 being the lowest.

Parameter	Rate				
Clarity of rules	1	2	3	4	5
Participatory processes	1	2	3	4	5
Inclusion of the marginalized sector	1	2	3	4	5
Wide dissemination of rules	1	2	3	4	5

9. How are you involved in the implementation of these rules?

    f. No involvement,

    g. Alerted authorities about violators

    h. Personally apprehended violators

    i. Other types of involvement, please specify

        _____

10. Please rate the implementation of the rules, in the following terms. Use a scale of 1 to 5, 1 being the lowest.

Parameter	Rate				
Transparency	1	2	3	4	5
Accountability	1	2	3	4	5
Fair implementation of the rules	1	2	3	4	5
Wide coverage of implementation	1	2	3	4	5

11. How were you involved in the formation of these incentives?

- j. No involvement,
- k. Joined public hearings on the matter (How many times did you attend? _____)
- l. Joined rallies on the matter (How many times did you attend? _____)
- m. Submitted position papers or written opinions on the matter
- n. Other types of involvement, please specify
  _____

12. How are you involved in the implementation of these incentives?

- o. No involvement,
- p. Informed authorities about or nominated possible "awardees"
- q. Contributed money for the award
- r. Other types of involvement, please specify
  _____

13. Please rate the incentives and the processes involved in the formation of these incentives, in the following terms. Use a scale of 1 to 5, 1 being the lowest.

Parameter	Rate				
Clarity of incentives	1	2	3	4	5
Participatory processes	1	2	3	4	5
Inclusion of the marginalized sector	1	2	3	4	5
Wide dissemination of incentives	1	2	3	4	5

14. Please rate the implementation of the incentives, in the following terms. Use a scale of 1 to 5, 1 being the lowest.

Parameter	Rate				
Transparency	1	2	3	4	5
Accountability	1	2	3	4	5

Fair implementation of the incentives	1	2	3	4	5
Wide coverage of implementation	1	2	3	4	5

15. Are you aware of the protocol to follow when you want the rules and incentives modified and/or totally removed?

❑ Yes

❑ No

16. To your knowledge, who are involved in this "change process".

    a. Government, specify agency and unit

    b. Civil Society Organizations, specify organization

    c. Business and other groups, specify groups

17. In your opinion, which of the rules and incentives you stated above needs to be modified and/or totally removed? Why do you say that it needs to be modified and/or totally removed?

Rule or Incentive that needs to be modified and/or removed	Explanation

GOVERNANCE OF SOCIO-CULTURAL AFFAIRS

Date Accomplished: _____

1. Please indicate the following information about yourself and all those who helped fill up this questionnaire.

Name	Agency/Organization	Position/Title

2. What societal affair are you evaluating?

❑ Economic affair

❑ Political affair

❑ Socio-cultural affair

3. What do you think are the major goals that society desires to achieve with respect to this affair? Please enumerate the top five. Identify the indicators that can be used to measure the status of achievement of these goals.

Goals		Results Indicators
	1	
	2	
	3	
	4	
	5	

4. How much have we accomplished in terms of the results indicators you listed in number 3.? Please use a scale of 1 to 5 (1 being the lowest),

	Results Indicators	Accomplishment Rate (Please encircle your answer)				
1		1	2	3	4	5
2		1	2	3	4	5
3		1	2	3	4	5
4		1	2	3	4	5

5		1 2 3 4 5

5. To your knowledge, what people groups qualify as "majority", "minority" and "marginal"? You may want to subdivide this further into ethnolinguistic grouping, gender, age group, religious group, etc.

Group	Majority	Minority	Marginal
Ethnolinguistic group			
Gender			
Age group			
Religious group			
Others, specify			
Others, specify			
Others, specify			

6. To your knowledge, what are the important rules that govern the relationship between and among the different ethnolinguistic groups?
   a. What behavior on the part of the majority ethnolinguistic group is disallowed under these rules?
   b. What sanction in imposed in cases of violation?
   c. How effective do you think is the rule in discouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Disallowed behavior	Sanction Imposed	Effectiveness of Rules				
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

d. What behavior on the part of the minority ethnolinguistic group is disallowed under these rules?
e. What sanction in imposed in cases of violation?
f. How effective do you think is the rule in discouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Disallowed behavior	Sanction Imposed	Effectiveness of Rules				
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

g. What behavior on the part of the marginal ethnolinguistic group is disallowed under these rules?
h. What sanction in imposed in cases of violation?
i. How effective do you think is the rule in discouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Disallowed behavior	Sanction Imposed	Effectiveness of Rules				
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

7. To your knowledge, what are the important incentives that direct the relationship between and among the different ethnolinguistic groups?
   a. What behavior on the part of the majority people group is being encouraged under these incentives?
   b. What incentive is given for good behavior?
   c. How effective do you think is the incentive in encouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Behavior being encouraged	Incentive Given	Effectiveness of Incentives				
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

d. What behavior on the part of the minority people group is being encouraged under these incentives?
e. What incentive is given for good behavior?
f. How effective do you think is the incentive in encouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Behavior being encouraged	Incentive Given	Effectiveness of Incentives				
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

g. What behavior on the part of the marginal people group is being encouraged under these incentives?
h. What incentive is given for good behavior?
i. How effective do you think is the incentive in encouraging this behavior? Please use a scale of -2, -1, 0, 1, 2, where -1 is very ineffective.

Behavior being encouraged	Incentive Given	Effectiveness of Incentives				
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2
		-2	-1	0	1	2

8. How were you involved in the formation of these rules?

    s. No involvement,
    t. Joined public hearings on the matter (How many times did you attend? _____)
    u. Joined rallies on the matter (How many times did you attend? _____)
    v. Submitted position papers or written opinions on the matter
    w. Other types of involvement, please specify
    _____

9. Please rate the rules and the processes involved in the formation of these rules, in the following terms. Use a scale of 1 to 5, 1 being the lowest.

Parameter	Rate				
Clarity of rules	1	2	3	4	5
Participatory processes	1	2	3	4	5

Inclusion of the marginalized sector	1 2 3 4 5
Wide dissemination of rules	1 2 3 4 5

10. How are you involved in the implementation of these rules?

       x. No involvement,
       y. Alerted authorities about violators
       z. Personally apprehended violators
       aa. Other types of involvement, please specify
       _____

11. Please rate the implementation of the rules, in the following terms. Use a scale of 1 to 5, 1 being the lowest.

Parameter	Rate
Transparency	1 2 3 4 5
Accountability	1 2 3 4 5
Fair implementation of the rules	1 2 3 4 5
Wide coverage of implementation	1 2 3 4 5

12. How were you involved in the formation of these incentives?

       bb. No involvement,
       cc. Joined public hearings on the matter (How many times did you attend? _____)
       dd. Joined rallies on the matter (How many times did you attend? _____)
       ee. Submitted position papers or written opinions on the matter
       ff. Other types of involvement, please specify
       _____

13. How are you involved in the implementation of these incentives?

       gg. No involvement,
       hh. Informed authorities about or nominated possible "awardees"
       ii. Contributed money for the award
       jj. Other types of involvement, please specify
       _____

14. Please rate the incentives and the processes involved in the formation of these incentives, in the following terms. Use a scale of 1 to 5, 1 being the lowest.

Parameter	Rate
Clarity of incentives	1 2 3 4 5
Participatory processes	1 2 3 4 5

| Inclusion of the marginalized sector | 1 | 2 | 3 | 4 | 5 |
| Wide dissemination of incentives | 1 | 2 | 3 | 4 | 5 |

15. Please rate the implementation of the incentives, in the following terms. Use a scale of 1 to 5, 1 being the lowest.

Parameter	Rate				
Transparency	1	2	3	4	5
Accountability	1	2	3	4	5
Fair implementation of the incentives	1	2	3	4	5
Wide coverage of implementation	1	2	3	4	5

16. Are you aware of the protocol to follow when you want the rules and incentives modified and/or totally removed?

❑   Yes

❑   No

17. To your knowledge, who are involved in this "change process".

     d. Government, specify agency and unit

     e. Civil Society Organizations, specify organization

f. Business and other groups, specify groups

18. In your opinion, which of the rules and incentives you stated above needs to be modified and/or totally removed? Why do you say that it needs to be modified and/or totally removed?

Rule or Incentive that needs to be modified and/or removed	Explanation

PROFILE OF CIVIL SOCIETY ORGANIZATIONS

1. General Identification

Name of CSO	
Office Address	
Registered since (year)	

2. What sector or people group does the CSO represent?

Sector	
People group	
Location	

3. Organization

3.1 Board of Directors/Trustees

1.
2.
3.
4.
5.
6.
7.

3.2 Executive Officers

Name	Position
1.	
2.	
3.	
4.	
5.	
6.	

7.	

3.3 Membership

General membership (number)	

3.4 Staffing Pattern

	Technical Staff	Administrative Staff
Total		
Age group • Less than 20 • 21 – 30 • 31 – 40 • 41 – 50 • 51 – 64 • 65 and over		
Gender • Male • Female		
Highest grade completed • Less than HS • HS graduate • College undergraduate • College graduate • With MA/MS units or Diploma degree • With MA/MS degree • With PhD units • With PhD degree		

4. Financial Capacity (income for the last 3 years)

Year	Income (based on Financial Statement)
2006	
2005	
2004	

5. Describe the goods and services extended by the CSO to the sector/people group that it represents.

1.
2.
3.

4.
5.

6. Is the CSO a member of a bigger coalition of CSOs? Specify which coalition.

1.
2.
3.

7. Is the CSO a member of any development or advisory council of government, say NAPC, RDC, RKCG, PDC, LDC, etc. Please specify how many times during the past 3 years that the CSO attend the meetings?

Membership in Government Advisory Council	Number of times CSO attended meeting during the past 3 years
1.	
2.	
3.	
4.	
5.	

8. During the past 3 years, how many times did the CSO

	Number of times CSO undertook activity during the past 3 years
Held board meetings	
Held general membership meetings	
Conducted surveys among its members, specify purpose of surveys	
Conducted surveys among the sector/people group that it represents, specify purpose of surveys	
Provided advice to government, specify agency/official and type of advice	
Organized rallies	

9. What other activities did you undertake during the past 3 years that you think influence our state of societal affairs and/or quality of governance?

1.
2.
3.
4.
5.

10. Sources of Data/Information

1.
2.
3.
4.
5.

B. Instructions for Implementing the Governance M&E Tool

1. **Selecting the Data Collection Methodology**

One of the most crucial aspects of conducting evaluation is data collection. Our findings and conclusions can only be as accurate as the data on which it is based. Therefore, the data collection method must conform to the following standards:

- Usefulness, relevance and credibility
- Feasibility and cost-effectiveness
- Social justice and ethics
- Technical validity

The method chosen must be credible so that the findings would also be credible. For example, limiting the evaluation of a nationwide project to only a case study would raise doubts as to the intentions of the study and therefore would render any data collected, let alone the findings, to be dubious.

The method chosen should also be useful and relevant. This criteria, of course, assumes that an objective for the RME has been set. If the idea is to learn from the good and bad experiences of successful and failure project sites, respectively, then the advisable method is to do a two-phased data collection strategy. The first should be nationwide in scope where the objective is to identify the success and failure sites; while the second should entail be an in-depth study of only the identified sites.

The method chosen must be do-able within budget and time constraints. There must be consideration for both the financial, technical and physical capabilities of the institution. For instance, it may cost-effective to first inquire from research institutions, government agencies, data collection outfits about existing studies and secondary data that may already be used as basis for the RME.

There must be consideration for culture in the selection of the data collection method. For instance, it may not be advisable to include only the housewives as respondents when conducting a survey in Muslim areas. Some respondents

may not openly talk about certain delicate issues to strangers, e.g., hygiene and sanitation, sex habits, etc.

The method must be technically valid. In evaluating whether or not an education project has significantly reduced the distance traveled by students in going to and from school, it would not be advisable to ask Grade I pupils about the distance of their houses to their school. In urban areas, it may even be more valid to inquire about how much time is spent traveling to and from school rather than inquiring about distance. Of course, there should also be consideration for the age/ability of respondents to give accurate answers. In conducting a survey of expenditures, using 'past week' as reference period, inquiries must first be made to determine if the 'past week' was a special occasion in the survey area.

1.1 Classification of Methods by Degree of Directness

Methods can either be direct or indirect. Some direct methods use questionnaires or interview schedules where queries are asked directly to identified respondents. Ethnographic methods are classified as indirect methods. Respondents are not pre-identified; questions are not pre-determined rather, they may just flow directly from previous answers.

1.2 Data Collection Strategies

Conducting Interviews

Data may be collected by conducting interviews. An interview is a face-to-face interpersonal role situation in which the interviewer asks the respondent questions designed to obtain answers pertinent to the research problem.

The definition above emphasizes the key players, instruments and strategies involved in conducting the interview. The key players are the interviewer and respondent. Interviewers should be trained properly and respondents have to pass some well-defined inclusion criteria. The instruments are the questions designed to generate the relevant answers. The strategy involves a face-to-face interpersonal role situation.   Respondents cannot conduct the interview by themselves.

The interview schedule (IS) can either be structured or unstructured. A structured IS is one the interviewer is allowed very little liberty in asking and sequencing questions. Rather, the questions are written the way they should be asked and in the dialect understood by respondents. Unstructured interviews, in contrast, are more flexible and open. Although the research objectives govern the questions asked, their sequence and wordings are entirely in the hands of the interviewer. Unstructured interview is the more advisable form of conducting interviews about sensitive issues or among sensitive respondents.

Using Questionnaires

Admittedly, conducting interviews is more costly and time-consuming. An alternative is to simply request respondents to answer the questions by themselves. This method has the following advantages:

- It is economical since the method requires fewer personnel.
- It can cover more respondents. Cost savings from reduction in personnel may be utilized for the production of more questionnaires.
- Respondents remain anonymous, thus, they may be more open with their responses.

The method, however, suffers from the following setbacks:

- They usually result in a low percentage of returns. Most respondents can not be expected to accomplish the questionnaires and send them back on their own volition.
- Some questions may not be easily understood so that respondents may interpret a single item differently. The term "government" is a common word which is subject to different interpretations. To some people, government involves only the executive branch at the national level. To others, it involves only the local officials. To some, it includes only the congressmen.
- If only closed items are used, then the questionnaire becomes rigid. Most respondents limit their respondents to the alternatives specified.
- If open items are used, respondents may object to writing.

Other Methods

Collecting data from individuals may also be done using phone interviews. This method, however, may not be applicable in the rural areas when phone coverage is not extensive. Another technique is to send the questionnaires by mail together with a self-addressed return envelope. Still another technique is to ask respondents to maintain diaries or fill out activity logs. This is more common in studies that determine the 'typical' diet , or expenditure pattern, of a respondent household.

1.3 Collecting Data from Groups

In some cases, it is more cost-effective to gather groups of individuals and conduct panel interviews. Again, the techniques may vary. They may be conducted as focus group discussions, nominal group technique, or based on submissions from community groups or community consultations.

Tips on Group Discussions

- Identify "key informants" representing main groups involved in or affected by the project. That is, identify the stakeholders. They may or may not know about the project objectives and strategies, but they should be among the target beneficiaries, or project implementors, managers, etc. who can be expected to be vocal about their feelings, opinions, etc. These may include the barangay captain, religious leaders, NGO workers, PMOs, etc.
- Note the position of the informant and try to estimate how this position may bias the information.
- Randomly select people who are not key informants. These would include the ordinary people or people who do not hold positions of influence.
- Analyze the characteristics of key informants to determine which groups are not represented. Try classifying them according to age, sex, religious and political affiliation, place of residence, income class, etc.

1.4 Using Secondary Data

The methods previously discussed are also referred to as primary data collection methods. They require substantial financial and technical capabilities both for design, administration, processing and analysis. Using secondary data eliminates the first two stages and therefore affords more savings in both time

and money. Moreover, it is unobtrusive since data has been collected before, and for a purpose not specific to the conduct of RME for the project.

There are, however, problems attendant to using secondary data.

- The quality and reliability of the data collection might not be known or be suspect. In which case, we can not be certain about the credibility of the data.

- The data may suffer from inconsistent or changing definitions over time across sites. The Philippine employment data is a classic example.

- Existing data will often tend to relate more to inputs, outputs and sometimes outcomes. There is a dearth of data that pertain to processes and levels of satisfaction.

- There may be ethical objections to using data collected in confidence for a purpose other than the evaluation.

- Data may not be in the form required for the evaluation. It will not be correct to infer municipal level indicators from data which is valid only up to a provincial level of disaggregation.

1.5 Using Multimethod Approaches

Using various independent methods in measuring indicators provide consistency checks on the data and improves the reliability of findings. At the same time, the appropriateness of different data collection techniques are evaluated.

2. **Use of Sampling Techniques**

Sampling is probably the most commonly applied statistical technique although most people do not know about it. When asked about an individual or institution, we usually base our opinions on a sample of encounters. When buying foods, we usually decide after we have tasted a small bite. Even scientists base their conclusions on a number of experiments or on a limited series of observations.

2.1 Advantages of the Sampling Method

The alternative to sampling is the census or what is called a complete enumeration. Obviously, sampling is more affordable and requires less time.

Since it is more affordable, sampling can done on a much wider scope. And even if the scope is much wider, since the number of observation units is limited, it would require only limited manpower. Consequently, they can be properly trained and given ample supervision, thus leading to greater accuracy of data collected.

2.2 Principal Steps

- Define the objectives of the survey.

  The objectives of the survey will direct the rest of the survey planning and operations.

- Identify the population to be sampled.

  We need to identify who the possible respondents are. This also means specifying the inclusion and exclusion criteria.

- Enumerate the data to be collected.

  If necessary, we need to provide an operational definition of critical variables. For instance, the concepts of a household, household head need to be properly defined.

- Determine the degree of precision desired.

  This decision will input into the estimation of the sample size. Just how much error can we tolerate between our sample observation and the true population parameter? You may want to consult a professional statistician to arrive at this decision.

- Agree on the method of measurement.

  Are we going to mail the questionnaires? Will we use trained interviewers? Will the interviews be done over the phone?

- Construct the frame.

  A frame is simply a list of qualified respondents, i.e., all those who meet our inclusion criteria without violating any of our exclusion criteria. In most cases, we will have to rely on existing documentation, perhaps the school attendance records, barangay records, municipal registry, etc.

- Select the sample.

  Guided by the selected sampling methodology and using the frame, the sample will now be drawn. Note that in some cases, a frame may not be needed anymore, as will be discussed later.

- Pretest the questionnaire and field methods on a small scale.

  Even after rigorous office procedures have been utilized in preparing for the survey, e.g., panel discussions, consultations with experts, etc., the questionnaires and the field methods will need to be pretested on a small scale.

- Organize the field work.

  Assemble the field personnel - supervisors, monitors, interviewers, etc. Make sure that they undergo rigorous training on both the questionnaire and the field methods.

- Summarize and analyze the data.

  The data collected will need to be edited and verified. We need to make sure that inconsistent data are verified, nonresponses are dealt with appropriately, penmanship is legible, etc.

2.3 Probability vs. Nonprobability Sampling

Probability Sampling

Probability sampling refers to the technique where the probability of a sample being selected in known.

Consider a population consisting of individuals 1, 2, ..., 6. Suppose that we have been asked to select a sample of size 2. The following strategy is considered a probability sampling method. Note that we did not include all possible samples of size 2; neither did we assign the samples S1, S2, and S2 equal chances of selection. The important thing is that we know what the possible samples are and their probability of being selected.

Nonprobability Sampling

Suppose we modify the previous example to the case where the population consists of 62 million people and we are to draw a sample of size 25,000. Or probably the case where the population size is not even known. Or imagine interviewing shoppers at a mall, where people come and go. Clearly there are cases where adopting a probability sampling technique is very cumbersome, if not impossible.

Nonprobability sampling is the case where the probabilities of inclusion of sampling units are not known. Some common practices are the following:

- sampling is restricted only to the accessible units.
  Perhaps for administrative convenience or even security reasons, possible respondents situated in remote areas may no longer be considered in the sample.

- haphazard selection
  In selecting shoppers in a mall, one may interview the first person who comes along and then the next person who comes after the previous interview has been concluded.

- selecting only the "typical" units
  We may vary the previous practice and define some inclusion criteria. Therefore, the first person satisfying the criteria is interviewed and the next person who comes after the previous interview has been concluded provided the criteria is met.

- sample consists of volunteers
  This is a common practice in the field test of drugs. Since it is unethical (even immoral) to administer untested drugs to a random sample of individuals, we only perform the test on willing (probably risk-neutral/risk-loving) participants.

2.4 The Table of Random Numbers

Tables of random numbers are tables of the digits 0, 1, 2, ..., 9, each digit having an equal chance of selection at any draw. A portion is shown here. Note that the alternative is to use small pieces of paper of equal weight, size, texture, etc., and numbered 1 up to N, where N is the population size and selecting only n of these, where n is the desired sample size. Another alternative, now available to us, is to generate n random numbers using computer softwares.

	00-04	05-09	10-14	15-19	20-24
00	54463	22662	65905	70639	79365
01	15389	85205	18850	39226	42249
02	85941	40756	82414	02015	13858
03	61149	69440	11286	88218	58925
04	052219	81619	10651	67079	92511
05	41417	98326	87719	92294	46614
06	28357	94070	20652	35774	16249
07	17783	00015	10806	83091	91530
08	40950	84820	29881	85966	62800
09	82995	64157	66164	41180	10089

2.5 Common Probability Sampling Techniques

Simple Random Sampling

Simple random sampling (SRS) is a method of selecting a sample of size n out of a population of size N such that each possible sample has an equal chance of selection.

Consider again the previous example. SRS requires that we are able to identify all possible samples of size 2. Having identified these, we then assign each one an equal probability of selection. Note that this is equivalent to the more commonly known procedure where we first select one sample and each unit is given 1/N chance of selection; and having selected the first, we proceed to selecting the second sample, this time each remaining unit is given 1/(N-1) chance of selection.

Stratified Random Sampling

In Stratified Random Sampling (StRS), the population of size N is first stratified into L nonoverlapping strata, each with N_1, N_2, ..., N_L units. For instance, we may want to stratify our samples according to: direct service users, indirect service users, taxpayers, government, CSO, business, etc/ Samples are then independently drawn from each stratum. If n_1 is the number of units taken from stratum 1 with size N_1; n_2 number of units taken from stratum 2 with size N_2, and so on, then it must be that $n_1 + n_2 + n_3 + ... + n_L = n$.

Advantages of StRS

StRS is the preferred sampling technique if we want to gather data with known precision for certain subdivisions of the population. It is also preferred for reasons of administrative convenience, particularly if the stratification variable is an index of location, e.g., urban/rural, region, province, etc.

Another advantage of StRS is that it can deal with the need to apply different sampling approaches to different strata. For instance, in urban areas, the instruction may be to sample every 10th household. However, in rural areas where houses are situated very far in between, such instruction may not be advisable.

If the variable of interest varies according to the stratification variable, then StRS produces a gain in precision over SRS. Suppose the objective is to estimate the mean household income in a province. If we employ SRS, then a sample consisting of urban dwellers is just as likely to be selected as one consisting of rural dwellers. In the first instance, we may arrive at an overestimate while in the latter, we may arrive at an underestimate of the mean household income in the province. On the other hand, if we employ StRS where ample representation of urban and rural dwellers is ensured, we would be able to improve the quality of the estimate.

Systematic Sampling

Systematic Random Sampling (SysRS) is a sampling technique where the initial sample is randomly selected and the rest are systematically sampled according to the sampling interval.

If N is the population size and n is the desired sample size, then the sampling interval, k, is given by the ratio N/n. In SysRS, the first unit is randomly selected from the first k units. Every kth unit thereafter is subsequently included in the sample.

Suppose N=150, n=10, then k = 15. We randomly select a number from 1 to 15, say 3. Therefore, the 3rd unit is included in the sample together with the 18th, 33rd, 48th, etc.

Advantages of SysRS

The obvious advantage of SysRS is that it is easy to implement. We only need to generate one random number, i.e., the random start. In field operations, we need only to give specific instructions on how to order the houses and given the random start, the interviewers themselves can select the sample. It is makes for easy monitoring since even an external monitor can retrace the sequence of interviews.

SysRS also ensures that the sample is evenly distributed across a certain locality. In effect, we are stratifying the population into n "strata" of 15 units each. Consequently, we may realize a gain in precision. Note however that the precision is compromised if the sampling interval closely coincides with some form of social or economic grouping. We can imagine a community where the houses are arranged in blocks, 4 to a block.   Suppose that the location of the houses within the block corrresponds to economic status, such that those in the corner are better-off than the others in the block. If the sampling interval = 4 and the random start=1, then our sample would consist of all households living in corner lots!

Cluster Sampling

Cluster sampling is a technique where the population is first subdivided into nonoverlapping clusters, then a cluster is randomly selected and every unit in the selected cluster is included in the sample.

Note that if the composition of sampling units within a cluster is homogenous while the difference between clusters is significant, then we lose the representativeness of our sample and therefore the precision of our estimate is reduced.

Reasons for Cluster Sampling

Cluster sampling is resorted to if no reliable frame exists and its construction requires substantial cost and time. Furthermore, the procedure implies that field operations would be confined to only one or a few localities. Thus, it is administratively convenient and is less costly.

Multi-Stage Sampling

In most large-scale surveys, sampling is done in several stages. We can cite the sampling technique used by the Integrated Survey of Households (ISH), abstracting from its inclusion/exclusion criteria. The ISH uses stratified random sampling at first stage with province as stratification variable. Barangays in each province are then stratified according to urban and rural location. For each substratum, barangays are randomly selected. Households in each sample barangay are then randomly selected.