Youth Development Planning

Plaridel, Bulacan, Philippines
August 2008

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School of Community and Regional Planning
Acknowledgements

We want to thank all of the youth and adults we met throughout the four weeks we worked and lived in Plaridel, Bulacan. Your willingness to meet with us, participate in the workshops and meetings that we planned, and for answering our questions (even if there was no clear answer) is important to acknowledge. This openness practiced by Plarideños allowed us to learn, share and come to understand some of the strengths and challenges of youth development from the perspectives of youth, youth organizations, and the municipality.

We feel it especially important to give a special thank you to Mayor Tessie Vistan, the Sangguniang Bayan Council, the countless municipal staff, Father Dennis and the church staff, and of course our interpreter, Jaime Jose Junior. This project would have been impossible to do without your help.

And lastly to the entire Plarideleño community for opening its heart to North American researchers and for making us feel like family. Thank you for providing us with an amazing home away from home. We learned so much from your spirit to give. Salamat ang Mabuhay!
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<tr>
<td>BCY</td>
<td>Barangay Commission on Youth</td>
</tr>
<tr>
<td>CAO</td>
<td>Community Affairs Office</td>
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<tr>
<td>CRC</td>
<td>Convention on the Rights of the Child</td>
</tr>
<tr>
<td>DILG</td>
<td>Department of Interior and Local Government</td>
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<tr>
<td>DSWD</td>
<td>Department of Social Welfare Development</td>
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<tr>
<td>KB</td>
<td>Kabataang Barangay</td>
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<tr>
<td>KK</td>
<td>Katipunan ng Kabataan</td>
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<tr>
<td>LGC</td>
<td>Local Government Code</td>
</tr>
<tr>
<td>MHO</td>
<td>Municipal Health Office</td>
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<tr>
<td>MSWD</td>
<td>Municipal Social Welfare Department</td>
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<tr>
<td>NGO</td>
<td>Non-Government Organization</td>
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<tr>
<td>NSO</td>
<td>National Statistics Office</td>
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<tr>
<td>NYC</td>
<td>National Youth Commission</td>
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<tr>
<td>PCY</td>
<td>Parish Commission on Youth</td>
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<tr>
<td>PD</td>
<td>Presidential Decree</td>
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<tr>
<td>PYA</td>
<td>Pag-Asa Youth Association</td>
</tr>
<tr>
<td>RA</td>
<td>Republic Act</td>
</tr>
<tr>
<td>SB</td>
<td>Sangguniang Bayan</td>
</tr>
<tr>
<td>SK</td>
<td>Sangguniang Kabataan</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
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About the Authors

Raquel Trinidad and Manjit (Jeet) Chand (as pictured above) are graduate students at the School of Community and Regional Planning at the University of British Columbia.

Manjit (Jeet) Chand moved to Canada, as a child, from a small village in India. She has used her experiences and training to travel, explore and to work with women, children, youth and immigrants and refugees as they look to find their place and voice in the community. Her favourite memories of the Philippines will be the sounds of morning Mass and the hopes and dreams of the Plarideleño youth as they look for a way to make a difference in their community.

Raquel Trinidad is a Los Angeles native from Salvadoran and Mexican heritage. As a youth she found visual art the best form of expression. You would usually find her in the photography darkroom at her high school. She participated in the Community Arts Partnership where she had one of her photographs blown up on bus stops throughout Los Angeles. She always thought she would become an artist “when she grew up.”
Introduction

“No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts itself off from its youth severs its lifeline.”

Kofi Annan, 1998

The involvement of youth in city and regional planning is a way cities around the world acknowledge the role of youth as active participants in the community building process. The research team undertook a four-week research study to identify the key strengths and challenges of youth programming and organizations in Plaridel. The research team aimed to examine how institutional support could be strengthened so that youth development efforts would be enhanced and thrive.

The report is divided into four sections. The first section includes a discussion on youth development. In this section, the definition of youth is described in detail, as well as a look at the demographic developments that make the Philippines unique as compared to other Asian countries. A detailed look into the youth friendly legislation that the Philippines has championed is described and two youth development models are discussed. The second section describes the current situation of Plaridel as our specific area of focus. The third section outlines our key observations and findings. And lastly, the most extensive section is the recommendations section. This section is divided into two parts, the first being a set of recommendations for existing programs and the second part looking specifically at youth development planning in Plaridel. The report ends with a set of concluding thoughts and an extensive list of resources and information in the appendices section.

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1 Speech at World Conference of Ministers Responsible for Youth, Lisbon, Portugal, 1998
Methodology and Limitations

This research was carried out in Plaridel, Bulacan, in the Philippines from July 21 to August 15, 2008 by two masters’ students from the School of Community and Regional Planning at the University of British Columbia. Neither of us had been to the Philippines in the past. The research and this report are part of a course named PLAN 548H Philippine Planning Studio Course.

Our research question is:

How can Plaridel strengthen its institutional support for youth to become productive, global citizens through policies and programs that encourage the full participation of youth in all aspects of community life?

- Investigate the linkages between youth programs and organizations. How to create and enhance the links that already exist?
- How can we encourage the development of youth leadership skills and capacity building?
- What tools can be developed to monitor and evaluate the success of youth development planning and processes?

We conducted key informant interviews with youth and adults from a variety of non-governmental and municipal government departments.

We held informal focus groups with community members.

We held a coordination and training workshop for 50+ youth from six or seven organizations and a coordination meeting with adults from seven municipal departments and two non-governmental organizations (see report in the Appendices).

In addition, we reviewed relevant documents provided by the municipality and organizations AND secondary sources (primarily through the internet). We were provided with the interpreter services of a native Tagalog speaker. Our interpreter was also the President of the municipal and provincial Pag-Asa Youth Association.

Limitations

As with any research, there are constraints that must be acknowledged. Given the complex nature of the topic, the research team was unable, due to time constraints and people power, to interview and/or meet with: working youth; youth that are single parents; youth with special needs; youth living on the street and LGBT (lesbian, gay, bisexual and transgendered) youth.

http://www.scarp.ubc.ca/courses/plan548H_Summer.htm).
The research team did not randomly select the youth we interviewed and found it most strategic to interview youth that were already involved with a youth organization or youth-centered programs. The researchers felt these individuals would most vividly describe their experience in the particular organization/program and could also identify some of the assets and challenges faced by their organization and by the wider youth community in Plaridel.

Moreover, the researchers did not connect with a wide variety of non-governmental organizations. These organizations include: Rotary Club, Lions Club, Boy and Girl Scouts, and other service and independent organizations.

Given all of these constraints, the research team did contact an adequate number of youth from a variety of organizations that were critical in the formulation of this report. The interviews and workshops completed were with the following youth populations:

- Youth involved with youth organizations:
  - Theatre groups (Teatro Sandiwa and Teatro Republika)
  - Institutional youth organizations (i.e. SK, student government)
  - Social service organizations (i.e. PYA, Hakab) and
  - Youth church organization (PCY)

- Youth from the informal settlements.

In addition to the youth we interviewed, we also had the opportunity to meet with individuals working in a wide variety of municipal offices and departments. The researchers balanced the first-hand experience of the youth that we interviewed with the reports, documentation and interviews from key municipal staff and program managers.

For the purposes of this report, youth were defined from 15-24. Even though there is no consistent definition for this population, we felt that this age range would most adequately represent this population for this report. Additionally, we will be using the term “young people” and “youth” interchangeably throughout the report.

Lastly, the inability of the research team to speak Tagalog must also be considered. Though the research team had the assistance of an interpreter, the ability to easily communicate and interview was a challenge and limitation. English-speaking youth are over-represented in the research sample.

Despite all the limitations of this research, the research team is confident that the recommendations set forth in this report partially answer the research question and are realistic for Plaridel. We hope that the municipality and other organizations will implement the recommendations so that the youth of Plaridel can more fully participate in all aspects of community life.
Why youth development?

“The youth is the hope of our future.” (Jose Rizal)

The involvement of young people in city and regional planning is one way for municipal governments around the world to acknowledge the role of youth as active participants in the development of their communities (and countries). The President of the Philippines explains the importance of involving youth in her country:

“It is the youth of today who will inherit this country from us, and no matter how hard we work to bring about peace and development today, everything will go to naught if a significant portion of the youth are unable to productively participate in peace and development.” (President Gloria Macapagal-Arroyo)

Although the definition of youth may vary between individuals and governmental bodies, there is no denying that the Philippines has one of the youngest populations in this part of the world. More importantly, this population trend will continue for several more decades. The government has committed, through various legislative frameworks, to involving youth with the understanding that involving this sector of the community will benefit the country through the development of active citizens. Jose Rizal has always been correct in his assertion that focusing on youth will ensure the future. By developing a comprehensive youth development plan that strengthens the organizations already operating in Plaridel and supporting the development of new projects and initiatives, this municipality can ensure the strength and success of its future.

Definition of Youth

The definition of youth is fluid and arbitrarily defined, both physically and socially. It is generally agreed that youth (-hood) is a transitional phase from childhood to adulthood. However, coming to a generally shared definition of youth is not an easy task. The UN Convention on the Rights of the Child applies to all those under the age of 18. In the Philippines, legally, youth (-hood) is considered to end at 21 years, when a person may choose to marry, enter into business arrangements or purchase land or a home without the consent of parents being required. Different government agencies in the country define youth in various ways dependent upon the services provided. The Department of Health uses the age range 10 – 24 years. The National Youth Commission extends the age range to 15 – 30 years as mandated by the Republic Act 8044 in 1995. Other government agencies, such as the Department of Interior and Local Government, the Department of Department of Social Welfare and Development, Department of Labor and Employment and the Department of Social Welfare and Development, Department of Labor and Employment and the Department

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of Technical Education and Skills Development Authority use the age range of 15 – 24 years.\(^4\)

For the purposes of this report, we have chosen to define youth as those aged 15-24 years as a means of including the widest range of young people without moving towards the inclusion of those (25 – 30 years) who have already moved into the ‘adult’ realm through university graduation, employment, marriage and having children. Additionally, we will use the terms *youth* and *young people* interchangeably throughout the report.

**Demographic Development**

The Philippines is one of the most youthful populations in Asia. The country has 31.4 percent of the population between the ages of 20-39 years and an overwhelming 47.7 per cent aged less than 20 years.\(^5\) The Philippines is facing a decade or more where the relative size of the youth population (15 – 24 years), in relation to the total population, will be the largest it has ever been. This is a result of many factors. One of these factors is a slower decrease in fertility rates as compared to other east Asian countries, namely Thailand, Vietnam, over the past fifty years.

According to the 2000 Census, 19.4% of Bulaqueños are youth (Table 1). This means a very young population under the age of 24 needed to be included in the community planning and civic life process.

<table>
<thead>
<tr>
<th>Region</th>
<th>Total Population</th>
<th>Youth Population</th>
<th>Percentage of Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philippines</td>
<td>76,504,077</td>
<td>15,086,701</td>
<td>19.72</td>
</tr>
<tr>
<td>Region III - Central Luzon</td>
<td>8,030,945</td>
<td>1,577,590</td>
<td>19.64</td>
</tr>
<tr>
<td>Bulacan</td>
<td>2,234,088</td>
<td>434,380</td>
<td>19.44</td>
</tr>
</tbody>
</table>

Table 1\(^6\)

There is a high number of out-of-school youth in the Region. According to the National Statistics Office, 2002 Annual Poverty Indicators Survey, the Central Luzon region had 15.5% of its total youth population recorded as out-of-school\(^7\). These are youth who are an incredible asset in their community. They are actively looking to continue their education, are working, and/or have the time to dedicate to organizing and participating with youth.

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\(^5\) Ibid, 102.


\(^7\) Philippines National Statistics Office, 2000 Census of Population and Housing.
organizations in their communities. Unfortunately, too often, out-of-school youth are described as lazy, unintelligent, unmotivated – deficient in some way.

The majority of the out-of-school youth we interviewed did not have any these problems or deficits. They shared a problem that many out-of-school youth experience in the Philippines – poverty. They did not have the money or resources required to continue their education. One out-of-school young person we interviewed had secured a space at the university, had received a scholarship for tuition but did not attend university because the money for daily transport was not available.

In the Philippines, the absolute number of young people aged 12 – 24 (and their ratio to the total population) will peak between 2010 and 2030 and decrease thereafter. This demographic reality has many impacts including - how will a developing country provide health and education services to this age group? And more importantly, how will it manage the expectations of this age cohort and provide employment opportunities for them? Supporting youth development within and by the municipal government is one way to ensure that young people feel supported and recognized as citizens in the communities where they spend the first and second decades of their lives.

Youth-Friendly Legislative Framework

The Philippines has a long history of legislatively recognizing the value and role of children and youth to the nation. In the legislation, children and youth are perceived, alternately, as requiring the protection of the state and family and also as being capable of participating in the development and building of the nation. In this paper we will review the legislation over the past forty years. Forty years of legislation that has been supportive of the role of children and youth in community and nation allows us to assert that there are few adults, including those in positions of power in the Philippines, who have not developed their careers during (and benefited from) the tenure of said legislation. This shared understanding and experience will assist any municipality to develop and implement youth development plans based upon existing legislation.

The 1973 Constitution of the Republic of the Philippines states in Article II (Section 5): “The State recognizes the vital role of the youth in nation-building and shall promote their physical, intellectual and social well-being.” In 1974 President Ferdinand Marcos passed The Child and Youth Welfare Code (Presidential Decree No. 603). It defines the rights of children, the responsibilities of parents and the role of other institutions in promoting the welfare of children. Again, there is the recognition of the role/function of children: “The Child is one of the most important assets of the nation.” And in Article 4 (6) [youth] “Participate in civic affairs and in the promotion of the general welfare, always bearing in

8 Lam, 2006.
mind that it is the youth who will eventually be called upon to discharge the responsibility of leadership in shaping the nation’s future.”

The same decree created a Council for the Welfare of Children and Youth under the Office of the President. Despite the many political changes over the decades, it continues to serve as the policy formulation and coordinating institution for all children’s concerns.

In 1975 with Presidential Decree No. 684 President Ferdinand Marcos created the Kabataang Barangay (Village Youth). It was an ambitious plan to elect youth aged 15 -18 years as Kabataang Barangay in over 42,000 barangays all over the country. The youth elected would have a role in community development and governance and opportunities to express their views. In 1977, the age of eligibility was changed to 15 -21 years. Although the Kabataang Barangay (KB) was eliminated in 1991, the involvement of young people at all levels of government was maintained.

This focus on children and youth continued and 1977 – 1986 was declared as the Decade of the Filipino Child-- with a focus on nutrition and child health-- by President Marcos. The year 1985 was declared the United Nations International Year of Youth. That year, President Ferdinand Marcos instituted Presidential Decree No. 2003 – Filipino Children and Youth Participation in the National-Building Law of 1985 (hereafter referred to as PD 2003).

PD 2003 allowed for December 7 –11 of every year to be called “National Youth Participation in National-building.” This week would be marked by the election of a youth mayor or governor (at municipal and provincial levels). As a part of this initiative, local officials at the city, municipal and provincial levels launched projects to maximize the participation of youth in governmental affairs; and saw the creation of a youth Batasang Pambansa (National Legislature) to consider recommendations for legislation and/or executive policy or programs. In addition, during this time of year, child and youth-serving organizations (at all levels) were expected to elect or appoint a youth president or chairman for their board of directors. This youth would sit as a regular member with the right to vote and participate in decision-making.

In 1987, the Philippines passed a new Constitution and Section 13 of the Constitution states:

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11 Philippine Laws, Statutes And Codes: Republic Act No. 6809, (1998), Retrieved September 15, 2008, from Chan Robles Virtual Law Library Website: http://www.chanrobles.com/republicactno6809.htm. I need the right one, but this is the sample

“The State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs.”\textsuperscript{13}

The massive and ongoing devolution of powers from the national and provincial governments to municipality and city governments led to the creation of the Local Government Code of 1991. One of the initiatives under this code was that the Kabataang Barangay (village youth) was eliminated and replaced with the Sangguniang Kabataan (SK).\textsuperscript{14}

Like the Kabataang Barangay, the SK’s aim is to serve as a training ground for youth leaders to get involved on a governmental level to serve the needs and concerns of their peers and to address these concerns by carrying out community development activities. In all seventy-seven provinces and all their respective barangays youth are elected to form the Sangguniang Kabataan.

Each barangay SK chairman serves as an ex-officio member of their Barangay Council and is represented on the municipal SK federation. The president of the municipal or city SK federation is an automatic member of the city or municipal council.

The municipal SK presidents form the Provincial SK and the chairs of the provincial SKs form the National Federation. The National Federation serves to ensure the representation and participation of all the young people operating at the provincial and/or municipal levels.

Originally youth aged 15-21 years could be elected and participate fully in the SK. But the Philippine Congress changed the age limit to 17 years of age instead of the previous age of 21 (RA 9164, 2002). Currently, there is legislation before Congress calling for the abolition of the Sangguniang Kabataan (the SK is discussed in more detail in later sections).

The “Youth in Nation-Building Act” was enacted in 1995 and aimed to revitalize the commitment of the Philippine government to young people.\textsuperscript{15} It re-defined young people to be those between the ages of fifteen and thirty years. RA 8044 also established the National Youth Commission (NYC), under the Office of the President, as the sole policymaking and coordinating body of all youth programmes and projects of the government. The President of Sangguniang Kabataan National Federation is an ex-officio commissioner of the NYC.


Section 2 of the Republic Act 8044 enshrines four principles for youth development in the Philippines:

- “Promotion and protection of the physical, moral, spiritual, intellectual and social well-being of youth to the end that youth realize their potential for improving the quality of life;

- Inculcation in youth of patriotism, nationalism and other basic desirable values to infuse in them faith in the Creator, belief in the sanctity of life and dignity of the human person, conviction for the strength and unity of the family and adherence to truth and justice;

- Encouragement of youth involvement in character-building and development activities for civic efficiency, stewardship of natural resources, agricultural and industrial productivity, and an understanding of world economic commitments on tariffs and trade and participation in structures for policy-making and programme implementation to reduce the incidence of poverty and accelerate socioeconomic development; and

- Mobilization of youth’s abilities, talents and skills and redirecting their creativity, inventive genius and wellspring of enthusiasm and hope for the freedom of our people from fear, hunger and injustice.”

Youth participation is also a right enshrined in the UN Convention on the Rights of the Child (CRC). This international legislation is mentioned here because the Philippines signed and ratified the CRC in 1990. The CRC “has given new emphasis to the roles of the children’s voices in shaping their living environments.”

Article 12.1 of the Convention provides the foundation for advocating increased children’s participation in decision making:

“Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.”

“The conceptualization of children as citizens with rights to participate in decisions affecting their lives could become fundamental to how local authorities deal with children in their work.”

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18 UN Convention on Rights of the Child.
19 Ibid:
It is clear that the legislative policy framework of the Philippines is very youth-friendly. Over the decades, many implementation mechanisms have been put in place to realize the promise of the policies. Municipalities can choose to build their youth development plans referencing the national legislation - specifically, the principles for youth development outlined in RA 8044. Additionally, the national legislation and the demographic statistics also provide local and provincial governments, as well as civil society a strong platform from which to advocate for appropriate staff and budgetary allocations for the implementation of youth development plans.
Youth Development Models

Youth development “aims to create environments in which youth can strengthen their confidence and competencies to meet their needs, prepare for adulthood, and live productive lives…Youth development assumes that young people are positive resources with potential for productivity and a responsibility to serve the community.”

Although the author of the quote states that youth development assumes that young people are positive resources, this is not always the case. There are communities where youth development initiatives flourish but they are not based on the same assumption. Instead, the youth development initiatives and programs are built on the premise that young people are a deficit (to the community) or incapable – needing to be controlled, fixed through services or made more ‘able’ through training or school. For example, in these communities, there might be programs for young people who have been in trouble with the law. There might be curfews for young people, to keep them safe in their homes. There might be employment training or scholarships to help young people start a business or continue with schooling. All of the programs serve a need and indeed, the youth population (and the broader community) would be negatively impacted if these programs disappeared. However, what each of these programs has in common is that they are created or developed from the adult community’s perspective of what is important for young people. Young people do not help design the program for youth in trouble with the law or help to evaluate its effectiveness. Young people are not consulted as to whether a curfew is necessary or if other measures might be more appropriate. Young people are not surveyed to create priorities for employment programs or requested to help evaluate the effectiveness of the training provided. Youth participation is missing in this youth development model.

A community where young people are considered as “positive resources with potential” may regularly choose to involve youth in the development, implementation and evaluation of their services and programs FOR youth. They may even choose to meaningfully involve youth in community initiatives for the benefit of the whole community. In these communities, youth are considered as capable and as competent citizens predisposed to be engaged in their community.

“Adults tend to see young people through the lens of their own interests and concerns. It is too often taken as natural that youth should be invisible and subordinate to adults. The challenge is to understand the unique experiences and address the needs our young people face as a group and as individuals. To be successful, efforts to address the rights and needs of youth should actively involve young people in creating and implementing policies and programs.”

The key to youth development is the concept of participation. Youth participation is a right enshrined in the Convention of the Rights of the Child. In Article 12 it commits signatory countries (the Philippines is one) to respect children’s (and young people’s) “right to be

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20 Checkoway, 1998, pg 772
21 Sppr 02 report.
listened to and to be taken seriously.” This Article, in particular, challenges states to see young people as citizens with a capacity to contribute rather than viewing them as waiting to be transformed into mature, capable adults.

Youth participation is not fixed, but dynamic and always changing. In this way, the techniques utilized to enable participation must be varied and react to the increasing capacity and maturity of the individual youth or youth group. One size does not fit all!

As a way of explaining the concept of youth participation with the richness of its complexities, the research team chooses to review two models - Roger Hart’s Ladder of Participation model and Phil Treseder’s Circles model to illustrate the concept.

**Roger Hart’s Ladder of Young People’s Participation**

Roger Hart’s model named the “Ladder of Young People’s Participation” 22 is a visual way (Figure 1) to explain the different levels of participation opportunities provided to youth by individual projects, by organizations and by society.

![Roger Hart’s Ladder of Young People's Participation](image)

- Rung 8: Young people & adults share decision-making
- Rung 7: Young people lead & initiate action
- Rung 6: Adult-initiated, shared decisions with young people
- Rung 5: Young people consulted and informed
- Rung 4: Young people assigned and informed
- Rung 3: Young people tokenized*
- Rung 2: Young people are decoration*
- Rung 1: Young people are manipulated*

Note: Hart explains that the last three rungs are non-participation

**Figure 1**

Hart uses the words “manipulated”, “decoration” and “tokenized” in his explanations of the bottom three levels of his ladder to describe ways in which young people participate in

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22 Hart, R., (1992), Children's Participation from Tokenism to Citizenship, London: UNICEF.
events or in organizations but are not engaged – although they are present, they are not using their skills, their knowledge and experience. Youth in these three lower steps are often disenfranchised and are not able to express their own opinions or decisions.

The fourth step on the ladder is described as “young people assigned and informed.” In this step, youth are given the roles and positions they will play in a project without allowing them to choose what they would like to do. This level is a step up from non-participation, but still youth are not able to be proactive with their roles.

In the fifth step, “young people consulted and informed” speaks to how youth are actually asked for their input and opinions AND taken seriously, but are still involved in a project or process designed and run by adults.

Step six, “adult-initiated, shared decisions with young people” describes a process in which adults assume nothing and listen to youth, and the decisions are made collaboratively.

Step seven, “young people lead and initiate action” is the first time that youth are able to take control and are empowered to create programming and make decisions for themselves. This step is placed second on the ladder because occasionally young people do not trust adults enough to seek their input. The reason it is the second from the top rung is to acknowledge that some young people may be choosing to not involve adults due to fear or feeling intimidated by them.

The last step is “young people and adults share decision-making” and are equals in the project planning process. This is the highest level of engagement in this model.

Roger Hart’s model is used to understand and develop youth participation all over the world. The model can be criticized for how its form and stated categories imply values underlying different kinds of youth participation. For example, it is implied that each level of participation allows a youth or an organization to move on to the next one – that somehow the skills or experiences gained at each level will allow one to move to the next rung.\footnote{Reddy and Ratner, 2002.} In addition, the categories used on the ladder imply that it is more valuable for young people to do things by themselves, rather than in partnership with adults (step seven).

The model can be criticized for implying that there is only one right way to structure youth participation – “young people and adults share decision-making”, step eight, is the top of the ladder. Its position in the hierarchy invites everyone to move towards that as a goal. It doesn’t provide for the possibility that there may be more than one effective way in which to engage young people.

**Phil Treseder’s Circles of Participation**

Phil Treseder’s Circles of Participation model (Figure 2) attempts to address some of the criticisms of Hart’s Ladder model. As an alternative to the ladder, Treseder uses five circles...
clustered around a circle labeled “Degrees of Participation.” The five degrees of participation are:

- Child-initiated, shared decisions with adults
- Child initiated and directed
- Adult-initiated, shared decisions with children
- Children assigned but informed
- Children consulted and informed

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Figure 2  Treseder’s Circles of Participation\(^\text{24}\)

The structure of the model and the explanation of the degrees of participation invite us to see the five degrees of participation as different but equal forms of good practice. Organizations or municipalities should choose the best circle (degree of participation) for the planning process, program development, event planning or other situation they are engaged in.

No matter which circle is chosen, the youth involved are informed. You will notice that the three lowest rungs of Hart’s model are not included even though the model is based on his categories. Treseder did not believe that anyone can meaningfully participate if they are not informed about why they are participating, what has happened before, what will happen next and how will their contribution be used.

Both models can provide guidance as the municipality moves forward with its youth development planning. For example, Hart’s categories could be used to evaluate the level of participation for each of the youth initiatives and projects in Plaridel. Of course, it is not necessary that each project be operating at steps 6, 7 or 8 in order to be inclusive and participatory. But if most of the projects are assessed as engaging youth at steps 1, 2 or 3, the scope of the change required will be demonstrated. Treseder’s Circles could be utilized during the planning phase of projects, when there is time to consider the degree of participation to be offered to the young people. In time, as Plaridel implements the recommendations in this report and discovers new directions to strengthen its youth development plans, it may become possible to regularly ask the community youth to advise as to what degree of participation is most appropriate for given situations.

It is widely acknowledged that youth participation in policy formation and program implementation can improve outcomes of such interventions. Programs tend to have better outcomes when they involve the ideas and opinions of stakeholders and potential participants. Youth who actively and constructively participate in development processes will have a positive impact on the children and youth around them. Individually, this involvement, also builds confidence, self-esteem and skills.

**Barriers to Participation**

The 2004 National Youth Assessment\(^{25}\) found the following factors to be hindering youth participation in the Philippines:

- Insufficient funds or budgets for youth activities;
- Not a priority or no interest from the young people;
- Young people’s involvement in vices and drugs;
- Lack of motivation and interest on the part of young people;
- Uncooperative parents; and
- Lack of information about program options for young people.

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\(^{25}\) National Youth Commission.
It will be important to consider barriers to participation when planning youth development processes. The Participation Checklist and the Accessibility Checklist (See Appendices) are tools for assessing your meetings and planning processes.

**Youth Participation**

Books have been written about ‘best’ practices in youth development or youth participation. Some of these resources are listed in the Resources section, others are being provided on a CD. These represent only a small percentage of what resources are available to interested parties and through networking (Study Tours in Plaridel, Youth Services Coordination Meetings and others) it will be possible to learn of other papers, tools, books, and manuals.

Some good practices are mentioned below:

- Objectives and expected outcomes of the participatory process must be made clear at the beginning in order for the young people to have realistic expectations for their involvement.

- Targeting is essential for any participatory process. Youth are organized in many different ways and outreach to the widest number and types of groups will allow you to reach the largest number of youth.
  - Along with this, it will be important to specifically make efforts to include youth that are often under-represented in public processes – young women, youth with disabilities, rural youth, indigenous or immigrant youth, poor/migrant youth, working youth, and youth from religious minorities.

- For true meaningful participation, adults and youth must share control over decision-making processes from the preparation stage to the evaluation stage.

- Youth will need capability building in order to fully participate, especially in ongoing and complex processes. By using a youth-friendly approach, youth will build their confidence and competence.
  - Adults need training and support to understand how to effectively support youth participation.

- Full participation must include ongoing monitoring and evaluation processes. Young people must be involved in this – especially regarding outcomes that directly affect them.
Current Situation

Plaridel, Bulacan is a mid-sized town in the Central Luzon region of the Philippines. It is one of 24 municipalities in Bulacan and is situated on the outskirts of the rapidly expanding urban centre of Manila and borders on Manila Bay.

The 2007 census informs that there are 99,817 people in 22,413 households living in Plaridel. Plaridel is made up of 19 barangays (villages) – Agnaya, Bagong Silang, Banga 1st, Banga 2nd, Bintog, Bulihan, Culianin, Dampol, Lagundi, Lalangan, Lumang Bayan, Parulan, Poblacion, Rueda, San Jose, Sipat, Sta. Ines, Sto. Nino and Tabang and the total land area of the municipality is 4,250 ha.

Plaridel does not have a youth development plan but youth are recognized as a priority by the municipality and are part of the Mayor’s Six Point Agenda (Good Governance; Effective and Efficient Delivery of Basic Services; Social Welfare and Development; Livelihood; Relevant Infrastructures and Peace and Order).

A formal working definition of youth was not found within the municipality but based on criteria within programs and services being offered, youth are considered to be between 15 – 24 years, to be unmarried and without children. The municipality also classifies youth into the following four sub-sectors:

- In-school youth;
- Out-of-school youth;
- Working youth; and
- Youth with special needs.

This classification system presents a few difficulties: the categories segregate youth into categories and the classification system does not address issues of gender or class.

The four sub-sectors divide young people into four mutually exclusive categories. The reality is that youth can belong to more than one category at one time. If programs and projects are developed based on the categories, they will result in some of the youth in Plaridel being excluded. For example, youth may be in-school AND working. Programs or projects that are for in-school youth but do not recognize the impact of some these young people working (in order to support the family, for example) may not support them to complete their education. In addition, the categories do not address gender or class. In-school young women or young women who are working will have different requirements or needs due to their gender. As well, the class of a young person will impact their ability (or confidence) to access programs or projects. Programs and projects will need to be sensitive to gender and class during the development phase. Specific strategies should be in place to ensure that all young people, irrespective of class or gender, will be able to access available youth development initiatives.
In Plaridel, youth development programming and services are provided through a variety of institutions - schools, churches, by non-governmental organizations (NGOs), service clubs and by the municipal government (this list excludes the family as we did not research this institution).

Each elementary and high school in the Philippines is mandated to elect a student government. Students are elected each year and supported, by assigned teachers, to carry out their agenda. Some examples of projects are Bike Club (support to help students to fix bikes) and Solid Waste Segregation (compost and recycling).

The strengths of this school program are many. The student government program is mandated and not discretionary. Students are supported to participate each year, no matter the priorities or resources of the school leadership. Another asset is the large number of students exposed to a model of governance that encourages them to design initiatives that meet their school’s needs. The students we interviewed were very committed and possessed a drive to improve their schools.

The program also has challenges it must address. Students who are elected are not representative of the school population. The need for a student to work after school or students who have more restrictive parents are limited in their participation. In addition, the quality of the student leadership is dependent upon the personality of those elected. It is only the president of the student government who is provided with leadership training and there are no mechanisms for him/her to pass on her skills to the others in the student government. Due to a heavy reliance on the personality of the student leadership, rather than on a comprehensive training and support program, the projects or initiatives the students develop can range from imaginative to a repetition of what the students planned the year before.

In Plaridel, the Roman Catholic Church is central to the community. The church supports youth through a variety of initiatives. There are scholarships provided to young people graduating high school; a vocational school has been developed for those youth interested in Hospitality and Restaurant Management and each of the three parishes support a youth group – the Parish Commission on Youth (PCY), which will be discussed in more detail later in this section.

Having the church as central to the community allow young people to easily become involved in the programming offered. Even the most restrictive parents are amenable to allowing their youth to participate in the PCY. One concern we noted was that the available scholarships are not fully allocated each year. The process through which they are granted relies heavily on already heavily burdened parish priests. Due to other pressures, they are not able to recommend qualified (academically) and deserving (character) youth to receive the financial assistance for their college or university education and this valuable resource is wasted.

The youth development NGO sector in Plaridel is small. It includes Teatro Republika, Pag-Asa Youth Association and the Boy Scouts and Girl Scouts. Teatro Republika is a young locally-based organization created and supported by a young Plarideño. The program
supports young people to participate in theatre as a way to gain specific skills, gain confidence in their abilities and to participate in their community. Pag Asa Youth Association is part of a provincial/national network for out-of-school youth. This organization will be discussed in more detail later in this section. The Boy Scouts and Girl Scouts are supported through the school system and are active in Plaridel and the rest of the country.

The assets of these organizations are their ability to meet specific youth development needs for some of the youth in Plaridel and the vision of the individuals or organizations that support them. These organizations, like most of the youth development initiatives, operate in isolation from each other. It is rare that youth from one organization will participate in another or that the organizations will explicitly choose to coordinate their activities.

The Rotary Club, the Lions Club and the Soroptomists are some of the service clubs active in Plaridel and do support young people through various initiatives. However, this research team did not interview these groups and cannot include accurate information about their projects.

The municipal government supports many youth development initiatives. The municipal departments involved include: Department of Interior and Local Government (DILG); Municipal Social Welfare and Development office (MSWD); Community Affairs Office (CAO) and the Municipal Health Office (MHO).

The Sangguniang Kabataan (SK) is supported by the DILG. This program will be discussed in more detail later in this section. The MSWD office implements a program for youth who have been in difficulty with the law (Hakab). The program provides counselling, support to return to school and to find employment for the youth involved. MSWD also supports a youth group – Teatro Sandiwa and allocates scholarships to students entering college and university. Teatro Sandiwa is a loosely organized group of young people who organize and implement theatre productions for municipal events. The membership of the group is fluid and the youth organize themselves with the support of the social workers and other staff of the MSWD. Scholarships are allocated yearly to high school students to continue their education. Support may be provided for one to three years. The CAO is involved with providing livelihood training for youth. The MHO is actively planning a youth volunteer program to address youth health issues.

The strength of these programs is that they can address the diverse needs of some youth in Plaridel. That they are administered by the municipal government ensures continuity – of finances and staff. The main challenges noticed by the research team are the lack of coordination between programs and a lack of monitoring and evaluation. The lack of coordination is a common issue for all youth development initiatives in Plaridel and will be addressed in our recommendations.
Organizations

The research team focused its work on the municipality and three youth organizations. In addition to municipal projects and initiatives, these three youth organizations provide services and support to young people in Plaridel. The three youth organizations are the:

- Sangguniang Kabataan (SK),
- Pag-Asa Youth Association (PYA), and the
- Parish Commission on Youth (PCY).

Sangguniang Kabataan (SK)

The Sangguniang Kabataan (SK) (Youth Council) was created in 1991 by the RA 7160. The SK is the governing body of every chapter of the Katipunan ng Kabataan (Youth Federation). Each barangay in the Philippines is mandated by law to have its own chapter of the Katipunan ng Kabataan and its members elect their officers called as the Sangguniang Kabataan. Youth ages 15-17 can join the Katipunan ng Kabataan (KK) and vote for members running for various SK positions.

The role of the SK is to serve as the voice of all youth at the local barangay, which includes in-school youth, out-of-school youth, working youth and youth with special needs. This is a challenge for the SK in Plaridel as it has largely become an organization controlled by and working for in-school youth. For example, the creation of the Pag Asa Youth Association has been in reaction to the inability of the SK, nation-wide, to meet the needs of out-of-school youth.

The organization has also become politicized where candidates run on party tickets and receive support from those parties at a barangay level. For example, youth appear to be successfully elected due to family connections within the barangay or the municipality, not due to their ability to represent the youth of the barangay.

The organization is involved with many projects in their barangays, including basketball tournaments, clean and green beautification projects, house number and street painting/marking, and charity initiatives including handing out office supplies to children and youth.

Pag-Asa Youth Association (PYA)

Pag-Asa Youth Association (PYA) is the largest organization that works with out-of-school youth in the municipality of Plaridel and the only organization nationally that specifically engages with this population of youth. Since it was institutionalized in Plaridel in December 2007, the organization has worked hard to recruit and connect with their out-of-school youth peers.
As part of the effort under the national mandate of the Unlad-Kabataan Program, Pag-Asa Youth organization was selected to receive monies as it serves out-of-school youth. Although the Unlad Kabataan Program is a national program, it does mention that the supervisory body of the PYA is the respective Department of Social Welfare Development (DSWD). On the local level, it is the Municipal Social Welfare Department (MSWD) that houses the organization. This leaves us confused as to the status of the organization – is it a non-governmental organization or a governmental organization or a people’s organization?

Pag-Asa Youth organization (PYA) is open to 15-24 year olds who are single and have no children. Members participate on the barangay level on projects addressing needs and activities that are of interest to them.

**Parish Commission on Youth (PCY)**

The organization is believed to have started in 1995 but the exact year and date is unknown to the current members. The researchers could not locate any written documentation, brochure, or flyer that stated any of the organization’s past accomplishments.

There are fifteen youth leadership positions that are a part of this organization with terms of leadership lasting one to two years at the discretion of the Parish Priest. The Parish Priest is the supervisor and program director of the PCY. He has the final word when it comes to the programming for the youth. Currently, as expressed through its membership, the Parish Commission on Youth (PCY) is the municipal level organization for the Catholic Church youth. Recently, the Barangay Commission on Youth (BCY) was created. In terms of structure, the BCY mimics that of the SK, in that five representatives from each BCY join the larger body of the PCY and this is how it is formed.
Observations and Findings

“They [adults] think that because we are young, we don’t deserve full participation at the barangay level.”
Sangguniang Kabataan member, Interview, July 24, 2008, Plaridel, Philippines

General Observations

The research team spent four weeks in Plaridel working to learn about the municipality, about the people and organizations and specifically about youth – how are they regarded, how are they supported to develop into engaged adults, and how do programs and services engage them to participate in a meaningful way. Our purpose was to learn all that we possibly could about what exists in Plaridel, what are the strengths/assets of the people, organization and government and how can youth development planning, in Plaridel, be strengthened to provide institutional support for youth to become productive, global citizens.

General Observations:

- There is no standard definition of the term “youth”
- Youth are perceived as “adults-in-waiting”, not as “developing citizens”
- There is a focus on in-school youth
- Few opportunities for youth to participate meaningfully in community decisions that impact their lives.

The research team’s general observations include:

- There is no standard definition of the term “youth”

There is no agreement among the youth organizations, programs and departments. It can range from 10 years (Department of Health) to 30 years (National Youth Commission). There are also distinctions made between in-school youth, out-of-school youth, working youth and youth with special needs. The distinctions play a major role in how youth is treated in society.

- Youth are perceived as “adults-in-waiting”, not as “developing citizens”

Youth were repeatedly described as not being capable or committed to their communities. In the Philippines, although age marks the transition between ‘belonging to your family’ and ‘emancipation’ (the age of majority is 18), it is actually life transitions – graduation from tertiary education, marriage, parenthood – that define one’s entrance to adulthood. As a
youth, one is regarded as unfinished, incomplete. This characterization denies the strengths, assets, maturity or skills/experience that youth embody.

- **There is a focus on in-school youth**

Although there are programs and organizations that provide support and services to out-of-school youth, working youth and/or youth with special needs, the majority of youth serving organizations and government departments concentrate their efforts on in-school youth.

- **Few opportunities for youth to participate meaningfully in community decisions that impact their lives.**

Plaridel offers its youth many opportunities to participate in their community. However, the level of quality of participation is towards the bottom of Hart’s ladder. Youth are present at events, youth implement projects chosen by adults, and youth are photographed/videoed to illustrate their participation. Each organization struggles with how to provide more meaningful opportunities for youth to participate.

The research team found that opportunities for girls are more limited than for boys. For example, there were more basketball courts as compared to other sports facilities. Basketball in the Philippines is a more gendered sport. Boys play basketball and girls tend to play volleyball. This is a very simple example that illustrates the environment in which young women and girls grow up in.

In other cases, where girls are actively participating in youth organizations or programs, they are often expected to carry out tasks associated with their gender. Some examples of these tasks are: to prepare snacks, take notes, or to clean up after an event. This is not to say that young women were confined to these roles. However, we did find fewer young women in leadership positions and/or having the same degree of self-confidence that their male counterparts enjoyed.26

Additionally, it was clear that class played a role in the lives of the youth we interviewed. Youth from the informal settlements were much shyer and less willing to speak with us. Youth attending university possessed more self-confidence to speak their mind, to share their opinions, even if they had to express themselves in Tagalog.

**Key Findings**

After having interviewed more than thirteen youth organizations and municipal planning departments in charge of youth development the research team found overall themes that indicated significant challenges for youth development efforts in Plaridel. Here is what the research team gathered.

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26 This also varied depending if the youth had been in trouble with the law, came from a poor family, or a single-parent household.
Key findings:

1. There is a top-down approach to youth development;

2. Many youth are excluded and not participating and/or accessing programs and services;

3. There is little systematic information or resource-sharing between departments, organizations, programs and projects or even youth;

4. Resources are defined in a limited manner;

5. Capability building focuses on those in leadership and not on strengthening the membership; and

6. There is a need for youth services and overall youth development efforts to be coordinated.

Finding 1: Top-down approach to youth development

The research team acknowledges the tremendous effort and desire of adults to help the youth in the Plaridel community; however, the projects and programs are mostly coming from the adults and not necessarily from the youth. In terms of thinking of the future of youth programming and youth development efforts, it would be critical for the youth to be integrally involved in the planning and development stages of any program planning. This will ensure that there is adequate buy-in from the youth. In this way, the youth will feel a sense of ownership of the particular program and work to maintain it. This is not to say that the projects being put forth by adults in the community are not well liked by the youth. The point the research team finds important is ensure that youth are seen as assets in the community and as such, are involved in the project planning process for programs that are of interest to them. This is especially important because currently, adults are the ones suggesting programs and projects and the youth are now depending on this to happen every time. But when the youth feel involved in the planning process, they are able to take the lead and not have to rely on adults so much. In this way, youth learn invaluable leadership skills, are able to participate more fully in the Plaridel community, and can be the future leaders of tomorrow.
**Finding 2:** Many youth excluded and not participating and/or accessing programs and services

“Yes, we welcome everyone to our organization.” This is a statement that the research team heard from a wide variety of youth programs and organizations. However, there is a limited understanding of:

- What is the population of youth being reached (age, gender, socio-economic level, where they live, etc.
- How are they participating?
- Why they participate in the organization/program

No basic demographic information is being collected to facilitate this understanding. This is of special concern especially when, for example, youth from the informal settlements are not participating or young women do not feel comfortable participating. Knowing that there are certain populations of youth that could be participating could best inform the future recruitment efforts of organizations and programs.

**Finding 3:** Little systematic information or resource-sharing between departments, organizations, programs, and projects

Currently, organizations and programs are working individually. This means that each organization/program invests lots of resources and time when they could be pooling their resources with other departments or organizations to share the load of work. This would benefit the organizations and departments by allowing them to learn and advance in their own individual priorities more effectively. There is a motto that is used in North America, which goes, “Work smarter and not harder.” In other words, it may take longer in the beginning to set up these new channels of communication, but in the long run, the benefits will be greater than in working alone. Having an open channel of communication could help programs and organizations learn from each other and address some of the key challenges or successes they are experiencing.

**Finding 4:** Resources defined in a limited manner

Resources can be defined in many different ways and the research team heard time and again that having money or not having it prevented many organizations to not get projects done. But money alone should not be the reason that great ideas do not get off the ground. Relationships are assets that can be considered resources. For example, one of the members of an organization has an aunt that bakes pan de sal. For one of the upcoming meetings, this member could ask that their aunt bake pan de sal that they could bring to the meeting and advertise their aunt’s bread. This is one way that the organization can get food for one of their meetings, and also hopefully increase the client base of the aunt’s business. In this way,

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27 There are programs and organizations that specifically target certain populations of youth, such as out-of-school or youth that have had trouble with the law, but overall youth programming is open to all youth.
the relationship of this one member is a resource that could help an organization or program in the present and in the future.

Finding 5: Capability building focuses on those in leadership and not on strengthening the membership

Top leadership positions in organizations, municipal departments and projects are the ones bestowed the right to trainings. It is left up to this individual to share their knowledge with the rest of their members and colleagues. This is a limited way to invest in the future of an organization or municipal department. The reason is that once the person leaves the organization or their job, the information is lost. It is best if other members of an organization get a chance to participate in these trainings and there are responsible for making a presentation to the organization or program. This also gives the opportunity for other members to learn new skills and invests more equally among staff and members. Additionally, the members and staff that are given the opportunity to attend these trainings are then given the chance to develop their leadership skills and grow.

Finding 6: A need for youth services and overall youth development efforts to be coordinated

Youth organizations, municipal departments, all youth development efforts are not communicating with each other. This is also made more difficult since there is no one place where youth affairs are housed in the municipality or a place where youth can get information on youth programming. It would be essential to the future growth and development of Plaridel, for it to include a central place to get this type of information.
Recommendations

“What we need is hard work, dedication, and inspiration to become a responsible person for society.”

Pag-Asa Youth Association Member, Interview, July 27, 2008, Poblacion

The purpose of the research conducted in Plaridel in August 2008 was to learn some of the answers to the question: “How can Plaridel strengthen its institutional support for youth to become productive, global citizens through policies and programs that encourage the full participation of youth in all aspects of community life?” The recommendations that follow are intended to begin answering this question.

We have divided our recommendations into two sections: Recommendations for Existing Programs and Recommendations for Youth Development Planning in Plaridel. We have chosen this framework to acknowledge the strengths of this vibrant community.

Recommendations for Existing Programs

Plaridel is not a blank slate – there is a real commitment to the young people in the community and there are youth development programs and initiatives being implemented. By offering recommendations for programs that are in existence we hope to strengthen their ability to reach out to all young people and to develop strategies to diversify the level of participation opportunities they offer.

Plaridel has several key governmental and non-governmental organizations that provide programming and support to young people. The research team has chosen to offer recommendations to four organizations in this report:

1. Municipality

   Recommendation 1: Create Youth Information Board
   Recommendation 2: Conduct Asset Mapping Exercise
   Recommendation 3: Support to the Sangguniang Kabataan (SK)
   Recommendation 4: Provide Training Opportunities for the SK
   Recommendation 5: Organize and Support Youth Services Coordination Meetings

2. Sangguniang Kabataan (SK)

   Recommendation 1: Develop Mentorship program for incoming SK officials
   Recommendation 2: Create Youth Information Board
   Recommendation 3: Develop a Reporting Structure and Process for the SK
   Recommendation 4: Planning to be Effective and Responsive
   Recommendation 5: Planning for all Youth
   Recommendation 6: Planning for Coordination and Collaboration
Recommendation 7: Budget Autonomy from the General Barangay Fund

3. Pag-Asa Youth Association (PYA)

Recommendation 1: Extending the Terms of Office to Four Years  
Recommendation 2: Creation of the Board of Advisors  
Recommendation 3: Develop Job Descriptions for Barangay-Level Officers  
Recommendation 4: Utilize Barangay and Municipal Information Boards  
Recommendation 5: Increase Efforts to Engage and Reach Out-of-School Youth  
Recommendation 6: Planning for Coordination and Collaboration  
Recommendation 7: Use Provincial Youth Survey for Planning  
Recommendation 8: Develop a Reporting Structure and Process for the PYA

4. Parish Commission on Youth Program (PCY)

Recommendation 1: Solidify Terms of the Parish Commission on Youth (PCY)  
Recommendation 2: A New Model for the Election of Officers  
Recommendation 3: Provide Leadership Training for New Members and Officers  
Recommendation 4: Retention of Members  
Recommendation 5: Youth Information Boards at each Church

It is our hope that the recommendations in this section are clearly explained and can be realistically implemented with the help of the municipality, the church, the schools and the non-governmental organizations. The research team believes that all of the outlined recommendations can be implemented in the immediate to short term - from now until the end of 2009.

Recommendations for Youth Development in Plaridel

The six Recommendations for Youth Development in Plaridel are divided into short (0 – 1.5 years) and medium (1.5 – 4.5 years) term for purposes of implementation. The recommendations are also provided in table form in the Appendices. The tables are incomplete by design – the municipality and any future youth services coordinating body can complete and add to them as they address the recommendations for youth development planning in Plaridel.

The recommendations, once implemented, are meant to strengthen the ability of Plaridel, through its various governmental and non-governmental structures, to meet the future needs of the youth in the community.

The recommendations explained in the next section are:

- Implement an Information Sharing System  
- Inventory of Resources
• Capability Building to Focus on Strengthening the Foundation (members/officers) of the Organization/Department
• Monitoring and Evaluation Systems
• Integrate Youth Development Coordination into the Municipal Structure
• Transition from a Model of Low Level Youth Participation to Full and Meaningful Youth Participation.
Recommendations for Existing Programs

Municipality

Plaridel has many institutional supports including:

- Mayor and SB Council (and various municipal committees)
- Municipal offices (MSWD, DILG, CAO)
- Church
- Schools
- Youth, parents and other (youth-friendly) adults

The top two of these supports form the body we refer to as ‘the municipality’. The municipality is the leading ‘social service provision organization’ in Plaridel. Through its various departments it provides financial and staff support and programming to provide assistance and support to youth. The recommendations that follow are meant to strengthen its ability to reach out to all young people and to develop strategies to diversify the level of participation opportunities offered.

To implement these recommendations, the municipality can use the rest of the supports (assets) listed above to find the strength and support needed to enhance and strengthen the youth organizations and programming in Plaridel.

Recommendation 1: Create Youth Information Board

To provide a large, quality corkboard that is protected with glass (preferable) or plastic. The board would serve to display information for youth aged 15 – 24 years. The information MUST be for youth – it should not turn into an information board for municipal information.

The board would highlight:

- Upcoming meetings from various youth organizations and programs (SK, PYA, PCY, etc.)
- Upcoming events for youth (SK, PYA, PCY, etc.)
- The leadership of the SK which serve as the voice for all youth in Plaridel
- Upcoming workshops and trainings for youth
- Information from other youth-serving organizations
- Important success stories from the SK and other youth organizations and programs (successful events, awards won, scholarships, etc.)
- Planning and/or municipal government-led processes that invite youth to participate

The implementation of this recommendation would ensure that youth can receive information in a centralized place without having to visit different departments or agencies. The purpose of this information board is to offer young people information about services, programs, trainings and ways to participate in their community (and their government).
It would be important to guard against this becoming an employment opportunities board or a board that has information only for youth who are in-school. Information may have to be actively sought out by municipal staff (and others) to ensure that out-of-school youth, working youth or youth with special needs (or their parents) are receiving relevant information.

In terms of accessing the board, placing it downstairs in the municipal hall may be the best option. It is important that the board be in a public place where all youth can access it. It cannot be housed inside any office, as its purpose to reach a majority of the youth will not be actualized.

As this is a municipal initiative, a department would need to be responsible for the information board – receiving and updating information at regular intervals (at least monthly). The research team recommends that the municipal DILG office take the lead on this recommendation.

**Recommendation 2: Conduct Asset Mapping Process**

A lack of information and data is one challenge we heard again and again during our first week in Plaridel. Departments and individuals stated that they did not know if they were reaching everyone in need with their programs and services and had no way to measure if their programs and services were effective because there was no systematic data collection.

For the municipality to measure its effectiveness in increasing youth participation and development, it will need to collect information about the present situation. Asset mapping is a method that allows an individual or institution to review and discover the strengths (or assets) that exist and only need to be nurtured. This inventory of assets allows for planning to be conducted based upon the strengths of the municipality, instead of focusing on the needs or deficits. Asset mapping will allow the municipality to identify the different kinds of relationships and resources that are available to be used in the future. More information about asset mapping is available through the documents listed in the Resources section.

Youth development is a responsibility for all municipal departments and committees. The depth of their involvement in this sector will vary but their responsibility to consider youth (and others) as they develop their services and/or programs is a necessity. This also applies to other sectors of the community (children, seniors, the disabled, women, etc.).

Departments and committees will be asked to submit a report outlining how they:

- Involve and provide programming for youth aged 15 – 24 years and
- How they plan to work with youth and youth-serving organizations in the future.

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28 It is important for the municipality to keep in mind the various roles youth may play within any given department. For example: youth could participate in the planning process, implementation, evaluation, or simply as a recipient of services.
Asset mapping would also allow each department (and committee) to list what they have to offer youth or youth-serving organizations (without disrupting or impeding their ability to conduct their work). Examples include:

- Staff with specific skills
- Internship/volunteer/job opportunities
- Use of office equipment
- Opportunities to participate in planning, implementation processes, training, information, etc.
- Information about other departments, committees or outside organizations that can offer support

This exercise will provide some baseline data about youth involvement in the municipality and the myriad of ways that youth can participate. Each department would be asked to appoint a contact person who would be responsible for liaising with youth and/or youth-serving organizations.

The gathered reports would be provided to departments (and committees) within the municipality and youth-serving agencies. A report would be created to illustrate some of the key findings of this exercise and be available for the public to review (or be published as a story in the local newspaper).

Departments would report yearly on how they have invited and supported youth to participate in their department, the progress they have made to increase youth participation and how they have shared their ‘assets’ with youth or youth-serving agencies (through collaboration, joint projects, or volunteer work).

The research team advises that this mapping exercise be completed on a yearly basis (and be expanded to include youth-serving organizations and barangay-level organizations and committees).

**Recommendation 3: Staff Support to the Sangguniang Kabataan (SK)**

The research team recorded a great deal of criticism of the Sangguniang Kabataan and its officials. It and they are perceived by many as too young, ineffective, corrupt and not representing the diverse sectors of youth in Plaridel. The president of the Plaridel SK is a member of the municipal council and thereby can ensure that youth are considered during all discussions about development and new initiatives. The municipality can ensure his success in his role by providing support to him and the leadership of the barangay SKs by selecting two councilors to support and mentor the SK leadership towards greater effectiveness.

These councilors would be available to mentor all the respective SK leadership on the municipal level. The adult councilors would serve to assist the SK to develop relationships with other youth-serving organizations and committees, to outreach to the diverse youth in their communities and to identify opportunities and areas of interest that the SK could
realistically propose to the Mayor and Council. Their support and mentoring would assist the SK:

- To be more effective;
- By providing the SK leadership with role models and
- By offering information about the functioning of municipal government (and other institutions) and how the SK could utilize various assets to further the goals of the youth of Plaridel.

The adult councilors would also assist the SK chairperson when s/he makes report to Council through coaching and active support during the presentation. These SK mentor councilors’ role would also include serving as an advocate to educate their peers and Plarideleños about the SK and its activities.

Once the councilors feel more familiar with the youth and their plans, they could eventually arrange to take turns attending SK meetings and functions.

It is essential that the councilors see their role as supportive and not directive. They may require training in how to best mentor young people to develop their skills and confidence. If the councilors limit their role to providing information, asking questions (to help the youth explore a problem or idea more deeply or to clarify understanding) and supporting the decisions they make (even if they disagree with them), they will be very successful in developing the leadership abilities of these youth.

**Recommendation 4: Provide Training Opportunities for the SK**

The SK has been criticized for being adult-run (programs are designed by adults and implemented by youth) as well as corrupt and inefficient. Although the chairpeople receive training, all of the SK officials require additional training to make the most of their roles on the council.

During the first one year of the new SK term, the DILG office would arrange monthly four-hour training workshops for new SK chairs and officials on various topics covered in the training provided to them at the beginning of their term (ISKOLAR – BOS). These workshops would allow the youth to review their learning and ask questions based on their experiences in their new leadership roles.

As part of the trainings that are provided for the SK, it is highly recommended that a coordination training session be included. This session would involve all of the youth-serving organizations operating in Plaridel. They would be given the opportunity to introduce their programs and have discussions with the SK for mutual projects and events.

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29 [Edna A. Co].
30 Integrated Sangguniang Kabataan Organization Leadership and Re-Orientation Program – Basic Orientation Seminar, December 2007
These workshops would be most effective if they were held at the barangay hall (or at a school) and were organized so that a meal would be provided. This series of workshops would allow new SK officers and chairs to become more informed, confident and competent.

**Recommendation 5: Organize and Support Youth Services Coordination Meetings**

A lack of coordination between youth and youth-serving organizations and programs was one of the key findings of our research. This lack of coordination results in inefficiencies and the youth of Plaridel lose opportunities for service or to meaningfully participate in their community.

It is recommended that the Municipality take the lead role to organize and coordinate a quarterly Youth Services Coordination Meeting for all youth and youth serving organizations and municipal departments. The purpose of the meetings will be share information, develop joint projects, and network. Minutes of the meetings will be shared widely and posted publicly.
**Sangguniang Kabataan (SK)**

The SK has tremendous history and support at the national, provincial, municipal, and barangay levels. Some of the key strengths of the SK are:

- the institutional power of national legislation to support its role and work;
- representation on council at the barangay and municipal level;
- a guaranteed annual budget (10% of the local barangay budget);
- a group of committed and energetic youth who want to excel within their roles;
- opportunities for SK youth to attain leadership skills and training; and
- a mandated responsibility to become involved in their community and address the concerns of the youth of their barangay or municipality.

All of these are assets that the SK could use to build its future success. Through our interviews and review of secondary documents, the researchers learned that the lack of skills and experience of SK officials was a major concern. The following recommendations address this concern while building on the assets of the SK and the youth involved. Given that this SK is new (less than one year); the implementation of these recommendations will provide clear positive outcomes.

**Recommendation 1: Develop Mentorship program for incoming SK officials**

The appointment of municipal councilors to support and mentor the SK leadership is one step towards providing these young people with guidance, support and advocates.³¹

It is recommended that each time a new SK is elected, the ‘retiring’ SK members commit to supporting and mentoring their replacement for a period of six months (on a voluntary basis). The mentoring would happen via text and phone contact as well as monthly meetings. In addition, the ‘retiring’ SK officers would participate in the planning and implementation of the SK orientation program³² and barangay SK planning process (for the first year).

The purpose of this mentorship program is to implement a process that will allow knowledge and experiences from the previous set of officers to be transferred to the new SK officers.

**Recommendation 2: Create Youth Information Board**

In each barangay, to provide a large, quality, corkboard that is protected with glass (preferred) or plastic. The board would serve to display information for youth aged 15 – 24 years. The information MUST be for youth – it is not an information board for all barangay or municipal information. The board would highlight:

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³¹ Previously discussed on page __.
³² All new SK officers are required to participate in a type of orientation session.
- Upcoming meetings from various youth organizations and programs (SK, PYA, PCY, etc.)
- Upcoming events for youth (SK, PYA, PCY, etc.)
- List the leadership of the barangay SK
- Upcoming workshops and trainings that are provided for youth
- Information from other youth-serving organizations
- Important success stories from the SK and other youth organizations and programs (successful events, awards won, scholarships, etc.)

The implementation of this recommendation would ensure that youth could receive information about youth services and opportunities for participation without having to locate any official or staff member.

The Information Board should be accessible to all youth. Placing it on the first floor of the barangay hall and placing it outside or in an inner area as long as that area is accessible to the youth in the barangay (not in an office).

The local SK will need to appoint one of the officers to coordinate the collection of information and to update the information every two weeks.

**Recommendation 3: Develop a Reporting Structure and Process for the SK**

The constitution of the SK stipulates that they must submit an annual progress report and an end-of-term report. Currently, few to no reports of this nature are actually submitted to the DILG office for review. Part of the problem is that the legislation does not provide for any adverse consequences when reports are not submitted. The result is that the SK are not regularly reviewing their progress and planning for future and current programming and activities and their membership and the public are unable to hold them accountable. The absence of end-of-term reports results in there being no documentation available for incoming SK officers to review. This leaves them with little to no information upon which to base their decisions and plans.

**A) Development of Monthly Progress Reports**

Recommendation that each barangay SK prepare and provide a one-page progress report to the SK president. A copy of this report would be provided to the barangay captain and to the DILG office. It would also be posted on the barangay Information Board.

The date of submission can be set in consultation with the president. It needs to provide enough time for him to compile and submit a monthly progress report to Mayor and Council.

The SK president will compile all of the one-page progress reports from the different barangays and submit this as monthly progress report for the Mayor and SB Council. This report will also be provided to all the barangay-based SKs, to the Committee for
the Protection of Children and Youth and to DILG. It does not need to be posted on the municipal Information Board.

**B) Annual reports**

Recommendation that the SK President prepare and submit an annual report (based on the monthly progress reports) to the Mayor and SB council, the barangay captains and SKs, and to DILG.

These annual reports would eventually provide all of the information required for barangay SKs and the municipal SK to prepare and submit an end of term report. Create a sample reporting form (one page for barangay SK) and one for municipal SK president.

**Recommendation 4: Planning to be Effective and Responsive**

SK documents obtained from DILG indicate that barangay SK councils allocate their resources and plan their events, activities and projects for all three years of their term at one time. This model is very efficient. However, it does not allow the SKs to respond to emerging concerns in their barangays.

The documents we reviewed illustrated a concern – each barangay had almost identical plans. Each barangay is different due to the population, its level of prosperity and its development. For each SK to be submitting (almost) identical plans seems to indicate that more could be done by the SK to identify the needs of the youth in their barangay so that their plans can more effectively respond to them.

It is recommended for the barangay SKs to plan one year at one time, instead of three years at once. They could formulate their first plan in the first few months of their term and then schedule their next planning process for one year later. During the time in-between, they could ensure they consult with the youth in their barangay about their needs and priorities.

To support these planning efforts, it is recommended that SK officials to receive training about planning and/or evaluation of events/projects at least once per year of their term.

**Recommendation 5: Planning for all Youth**

There is a perception in the eyes of Plarideleños and other Filipinos that the SK only organizes sports events and beauty pageants.

Given that its role is to support and develop the ‘physical, moral, spiritual, intellectual and social well-being of youth’ (RA 8044), it is recommended that the SK regularly review and

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33 Copies of this monthly report would be available to the general public and to interested committees and departments by request to DILG directly.
analyze their plans (activities and events) to ensure they are meeting this objective and that their events and activities are welcoming, available, accessible and of interest to ALL the sectors of youth in their communities – including the poor, the out-of-school, working youth, youth with special needs and boys AND girls.

For example, each year a high percentage of the budget is allocated for sports activities but all of those interviewed admitted that it is mostly boys who participate in these events (primarily basketballs tournaments). Girls do attend but it is clear that is a very low level of participation (on Hart’s Ladder). To make sports events available for both boys and girls would require SK officials to consult with the young women in their communities to learn about what sports activities interest them.

To support these efforts at meeting the needs of their community, it is recommended that SK officials be provided with training about how to organize and implement consultation or planning meetings to uncover the priorities, concerns and needs of Plaridel youth.

The SK is involved in many more activities and yet their communities do not have this information.

**Recommendation 6: Planning for Coordination and Collaboration**

The need for coordination and collaboration between youth serving organizations was one of the key finding of our research in Plaridel. From the municipal level to the community organizations, very few youth or youth-serving organizations were aware of what others were offering or planning and were certainly not planning or working together. This is also true of the SK officials we met and interviewed even though their constitution and by-laws require them to coordinate with other organizations. The most serious result of this lack of
coordination is that young people do not benefit from the services and opportunities for participation that exist in the community. This recommendation has two components:

A) Compile a Youth-Serving Programs/Organizations Inventory

It is recommended that the municipal SK gather and compile information about the youth-serving organizations and departments in Plaridel. The information gathering process must be systematic (so that it can be repeated at regular intervals). A sample form for this activity is included in the Appendices (page __). Information collected could include name of organization, level of organization (barangay, municipal, provincial, etc.), focus of organization, coordination with others and contact information.

Once the information is compiled, it will be shared with the barangay SKs, youth-serving organizations, Mayor and the SB Council, municipal committees and the DILG. This inventory will be the responsibility of the municipal SK and will need to be updated yearly.

B) Develop a Coordination and Collaboration Plan

While the information gathering is occurring, each barangay SK will develop a plan of how to coordinate and collaborate with known youth-serving organizations in the barangay. The plans may include inviting other organizations to meetings and events, regular sharing of information and/or joint-planning of events or projects. These plans will be submitted to the municipal SK and the DILG and will need to be reviewed and updated every six months to ensure that all projects, programs and organizations are included. Coordination and collaboration initiatives will be reported in the monthly progress and annual reports prepared by each barangay SK.

Recommendation 7: Budget Autonomy from the General Barangay Fund

It was generally acknowledged that the SK’s legislated right to receive and utilize 10% of the barangay’s budget as an incredible asset. However, in our research, we found many challenges in the implementation of this right.

It is recommended that the barangay SKs receive ongoing training (once every quarter in their first year and then annually) regarding budgets and how to manage them.

In addition, the DILG office can serve to ensure that the SK is given access to its budget by scheduling regular monthly or quarterly meetings with the SK chairs. Whether the budget is released project-by-project or quarter-by-quarter will be up to the discretion of the DILG and the barangay council; however, the SK needs to be given access to their funds to allow them to plan and implement more effectively and efficiently. If necessary, the barangay may want to withhold up to 25% of the project or quarter’s allocation until a report (including receipts and a reconciled budget) is provided by the SK and accepted (as complete).
Pag-Asa Youth Association (PYA)

The role of the Pag-Asa Youth Association (PYA) to engage with youth that are out-of-school make it a vital resource to the Plaridel community. The organization offers a chance for youth that are not currently in school to learn leadership skills and to get involved directly in their communities at the barangay level.

The organization, even in its fledgling state, offers tremendous assets to the Plaridel youth community including:

- Active membership;
- Youth that have energy and time to dedicate to project planning and activities and
- Being the only organization that focuses on out-of-school youth.

The research team acknowledges that the recommendations made in this report for the PYA may not be fully implemented due to the need for the local and/or provincial government to be involved. Considering that the PYA is very young in Plaridel, the research team hopes that the local government could explore local ordinances and other measures to collaboratively implement some of these recommendations.

Recommendation 1: Extending the Term of Office to Four Years

The research team observed that there was discussion within PYA to extend the current terms of two years to six years. Even though this type of decision would have to happen on the national level, it is our recommendation that a four-year term would offer the best outcomes.

Currently, the two year term is too short to make any significant change. We learned from youth in leadership positions that two years only provides adequate time to become confident and knowledgeable. However, we believe that six years is long. The youth involved in PYA are aspiring to attend university and/or vocational school or to find work. When they are successful, they will have new priorities and their commitment to the organization may suffer. In addition, six year terms of office may result in the PYA becoming stagnant and unresponsive as the priorities of out-of-school shift and change but the leadership does not.

Recommendation 2: Creation of the Board of Advisors

Similar to the SK, there are no mechanisms for outgoing PYA officers to provide support and information to new PYA officers. In addition, youth involved in PYA are aspiring to attend university and/or vocational school or to find meaningful work. When they are successful, they may drift away from the organization, taking their knowledge and experience with them.

We recommend the creation of a Board of Advisors. This advisory body would consist of no more than eight advisors that would serve for 3-4 year terms. The purpose for this board would be to support for the PYA officials and their efforts in Plaridel. These advisors would, it is hoped, consist of alumni of PYA and/or youth and adults that could serve as assets to the organization. In this way, youth who leave PYA due to changes in life circumstances could
remain involved as ‘Advisors’. This body will also allow the PYA to seek individuals with specific skills that can assist them in the implementation of their projects.

Elections for the board would occur during the same time as the election of officer positions. Those interested in participating in the organization in this capacity would have to show what they have to offer to PYA.

**Recommendation 3: Develop Job Descriptions for Barangay-Level Officers**

The Constitution and By-Laws of the PYA include job descriptions for the officers at a municipal level. However, there are no job descriptions for barangay-level officials. Youth who are officers at the barangay level have no clearly defined responsibilities and this leads to varied levels of participation and commitment.

It is recommended that the PYA in Plaridel, in collaboration with its membership, develop job descriptions for all barangay-level officers. At the next provincial meeting, the president of the PYA in Bulacan could bring forward a motion to have the development of job descriptions for barangay-level officials be voted upon.

Having job descriptions for all the positions on the barangay-level would serve to increase accountability in the organization. Considering that the PYA is less than a year old in Plaridel, setting up this type of structure would help the organization strengthen itself quickly. The job descriptions would also help youth that are considering running for a position as they would have more of an idea of what their role in the organization might be.

**Recommendation 4: Utilize Barangay and Municipal Information Boards**

The PYA should utilize the Information Boards in each barangay and at Municipal Hall to publicize itself and planned activities and events.

Following the implementation of the Information Boards, the PYA would be responsible to submit information to the barangay SK or to DILG to be placed onto the board. The information board would serve to announce the key events happening in the barangay for youth and how they can get involved. The information board would serve to:

- highlight newly elected PYA officers;
- invite youth to participate in upcoming events and activities;
- solicit assistance for upcoming events; and
- inform the community about PYA achievements.

**Recommendation 5: Increase Efforts to Engage and Reach Out-of-School Youth**

Currently, the PYA conducts house visits to meet and introduce new youth residents to the Pag-Asa Youth Association. We applaud the efforts made by the organization to outreach and connect with youth in this fashion.
However, after the initial visit, no follow up is done. If the youth joins PYA or participates in activities or if s/he does not, the data is not collected. A follow up visit could help bridge this gap in knowledge and may provide that extra support or encouragement the youth needs to get involved in the community.

We recommend that PYA institute a process that ensures that all youth receive a follow-up visit three (to four) months after the initial visit. One of the questions asks about the reasons for joining or not joining PYA. This would help the PYA in assessing its effectiveness as an organization and also inform its outreach and organizing efforts in the future.

**Recommendation 6: Planning for Coordination and Collaboration**

At this time, the PYA is not working collaboratively with other youth organizations and they could greatly benefit from this type of coordination.

It is recommended that the PYA, at a barangay or municipal level, develop a plan for how they will coordinate their efforts and ideas about how PYA can collaborate with youth-serving organizations in Plaridel. The plans may include inviting other organizations to meetings and events, regular sharing of information and/or joint-planning of events or projects.

These coordination and collaboration plans could be posted on the Information Boards or distributed amongst the membership of the PYA. These plans will need to be updated every six months to ensure the inclusion of all projects, programs, organizations and departments.

**Recommendation 7: Use Provincial Youth Survey for Planning**

Recently (< 4 months), a provincial survey focusing on out-of-school youth was completed. The survey could provide information to assist PYA in the planning and implementation of its activities.

It is recommended that the PYA municipal leadership request the report from the Province. It would prove beneficial if this document could be reviewed by the PYA membership to decide how the information in the survey may increase their membership base and reinvigorate their current membership base.

In the spirit of information-sharing and coordination, the PYA leadership should provide the report to other youth-serving organizations and departments.

**Recommendation 8: Develop a Reporting Structure and Process for the PYA**

A lack of information sharing is evident within all of the organizations and departments we interviewed. The PYA, as a young organization, can institute a reporting structure and process that will allow barangay-level PYA to provide progress reports to the municipal-level PYA and this in turn can be provided provincially or nationally.
It is recommended that the PYA institute a simple reporting form that can easily be completed by the officers from the respective barangays. These monthly progress reports would help the President of the Municipal PYA level compile the information for the province or region. The barangay progress reports could be posted on the Information Board at the barangay hall.

These reports would also provide a superficial institutional memory that would survive the departure of PYA officials at all levels.
Parish Commission on Youth (PCY) Program

The role of the Catholic Church in the Philippines is very important and central to many people’s lives. The Parish Commission on Youth (PCY) exists to serve as a social and religious organization for the youth of Plaridel. The importance and significance of this organization is felt throughout the community. The PCY, unlike many others, has made an effort to engage with other youth organizations, which is commendable. The research team encourages the organization to continue this approach and reach out to other youth-serving organizations. Some of the key assets of the PCY are:

- a willingness to fundraise;
- a willingness to explore collaborations with other youth organizations;
- its connection to the Church which may support the participation of youth who may be unable to participate in any other organization; and
- a social and fun way for youth to meet youth.

Given some of the key strengths we have highlighted, the following recommendations are intended to further strengthen and improve the organization.

Recommendation 1: Solidify Terms of the Parish Commission on Youth (PCY)

Currently, the youth involved are undereducated about their roles in the organization and the types of activities that can be initiated as an active member of the organization. This lack of clarity limits the level of participation of the youth. They feel unable to take initiative and tend to wait to be told what to do even though there is incredible energy and commitment to be involved in the community.

It is recommended that the Parish Priest and those that oversee the progress of the PCY are able to fine-tune the mission and values of the organization and create job descriptions for leadership positions so that the organization can be more effective and successful. The clarity will support youth to confidently take on leadership roles knowing their responsibilities.

Recommendation 2: A New Model for the Election of Officers

The need for institutional memory has been stressed throughout the recommendations in this report. The research team observed that the PCY could strongly benefit from any initiative that would enhance its institutional memory.

At election time, any lack in this area is felt most keenly. We recommend that the PCY institute a model for elections that would allow half of the elected officers to be replaced at

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34 During the information-gathering stage of this research, the PCY was involved in a Cake Raffle to help fundraise. Youth in the organization were selling tickets at a minimal cost after they convinced a local bakery to donate several cakes to the PCY. The research team encourages these types of innovative approaches to raising funds and hopes the PCY will continue to be involved in these kinds of efforts.
any one time. The other half of the officers would remain to provide assistance and support to the newly elected officers. In this way, PCY is strengthened because the experienced officers can:

- remember past events and activities that the organization was involved with;
- assist newly elected officers by answering their questions and concerns about the organization and serve as resources because of their familiarity with how the organization functions; and
- smooth out the transition phase while new officers are establishing themselves and others are leaving their leadership positions.

This new model would mean that half of the positions would remain for four-year terms and others would only last for three years. It is recommended that the positions with higher levels of responsibility are the ones that would be retained for longer, but this would be decided upon by the supervising bodies of the PCY.

**Recommendation 3: Provide Leadership Training for New Members and Officers**

We applaud the efforts by the organization to engage in team building exercises for the newly elected officers! However, a need for further leadership training would benefit the organization as well. It is critical that after youth “graduate” out of the PCY that they remain civically engaged citizens in the community. The leadership training would equip youth on a spiritual level as well as on a professional one.

It is recommended that PCY elected officers and a selection of actively involved members be provided leadership training. The training can address the process of planning, how to run effective meetings, how to develop a budget that will be useful and how to monitor and evaluate events and initiatives. It is suggested that the content of the training be developed in consultation with youth that have been involved with PCY as they will have many ideas about what skills are required to be effective. The training should not be a one-time event. It will be more effective if the youth have access to training once or twice a year during their terms of office.

The municipal office of DILG organizes leadership and other training for the SK and could serve as a resource to the Parish priests for organizing leadership training for the PCY youth.

**Recommendation 4: Retention of Members**

Current PCY members expressed that the organization is having difficulties retaining members. It would be beneficial if the organization would make the effort to follow up with those members that have dropped out.

It is recommended that the PCY adopt the outreach model instituted by the Pag-Asa Youth Association. The model involves conducting home visits to follow up with youth that have dropped out of the PCY. Youth could visit (in pairs) the homes of once active members to try and understand the reasons that the youth are no longer interested in the organization. If
appropriate, PCY could support and encourage the youth to return, in whatever role they can. The information gathered could help PCY to assess the level of interest in the programs and activities it plans and if other changes are necessary to remain relevant to the youth community it serves.

**Recommendation 5: Youth Information Boards at each Church**

Like the barangay Information Boards and the municipal Information Board, this board would serve to publicize the key events happening in the parish for youth with a specific focus on the PCY’s efforts. The information board would serve to:

- highlight the newly elected PCY officers;
- invite youth to participate in upcoming events and activities;
- solicit assistance for upcoming events;
- publicize the successes of the PCY – with pictures and testimonials and
- advertise efforts of other youth organization including the SK, Pag-Asa Youth Association, Teatro Sandiwa and Repulika and other youth organizations.

The board would need to be placed so that it is easily accessible and in an area that is highly trafficked by youth to ensure visibility. It is preferable if the Information Board is on the first floor of the Church. The board would be the responsibility of the Parish Priest and the PCY and should be updated regularly in order to remain relevant.
Recommendations for Youth Development Planning

Youth development “aims to create environments in which youth can strengthen their confidence and competencies to meet their needs, prepare for adulthood, and live productive lives…Youth development assumes that young people are positive resources with potential for productivity and a responsibility to serve the community.”  

The aim to create the proper environment and the perspective that youth are resources, competent citizens with a right to participate and a responsibility to be meaningfully engaged with their community are the foundation of the recommendations found in this section.

Recommendations:

- Implement an Information Sharing System
- Inventory of Resources
- Capability Building to Focus on Strengthening the Foundation (members/officers) of the Organization/Department
- Monitoring and Evaluation Systems
- Integrate Youth Development Coordination into the Municipal Structure
- Transition from a Model of Low Level Youth Participation to Full and Meaningful Youth Participation.

The implementation of the recommendations is divided into short-term (0 - 1.5 years) and medium term (1.5 - 4.5 years). Some of the short term implementation has been discussed at length in an earlier section dealing with recommendations for existing organizations.

Recommendation four “Monitoring and Evaluation Systems” is not being addressed in this report. It is a topic area of great importance for the municipality and non-governmental organizations. It is strongly suggested that the various (new) coordination bodies (Youth Services Coordination Meeting, Youth Assembly, Youth Affairs Office, etc.) prioritize this topic area and devote time and resources to developing procedures and systems that will allow all youth programs in Plaridel to be monitored and evaluated.

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[35 Checkoway, 1998, pg 772.]
Recommendations – Short Term (0 – 1.5 years)

These recommendations are meant to strengthen existing institutions and organizations. Once implemented, the recommendations will assist youth and the youth-serving sector to become more informed, resourceful and better able to coordinate their/its efforts.

**Recommendation 1: Inventory of Resources**

This was discussed, as asset mapping, on page 31 in this report.

In addition, it is **recommended** that the municipality develop and provide a workshop about asset mapping and offer it for departments, youth and youth-serving organizations. The workshop would need to be offered several times over the year and in different locations (see Accessibility Checklist, page ___) to ensure that the maximum number of youth and youth serving organizations have had access to it.

By providing the training, the municipality strengthens its ability to collect information for youth (and other community) development planning. Youth and youth-serving organizations benefit by receiving training in a method that will allow them to re-vision their goals and plans. Asset-mapping can have a profound effect on the capacity of an individual or an organization because it uncovers and focuses on the strengths within any system, not the deficits. These assets and strengths can then be utilized to face challenges.

**Recommendation 2: Implement an Information Sharing System**

The Information Boards **recommended** and discussed on pages ____ will provide youth access to up-to-date information about services, programs and organizations. It will also highlight the ways in which youth may become involved in their community.

The monthly and annual progress reports discussed on pages ____ will ensure that the knowledge, experience and understanding of youth and adult leaders is captured and archived to provide information for future leaders. The reports are meant to be displayed on the Information Boards and this will provide youth and adults to become more aware of the variety of youth development initiatives being implemented in their community.

The Youth Services Coordination Meetings discussed on page ____ will provide youth, youth-serving organizations and departments an opportunity to share information, plan joint projects and to network.

**Recommendation 3: Provide Capacity-Building Opportunities for Youth and Organizations**

Training and development activities are more readily available to those in leadership positions. It is **recommended** that leadership training be developed and provided to those NOT in leadership positions – youth who are members of an organization, officers of an organization, youth who have not previously been involved or adult staff who have not
previously benefited from such an activity. This training would be provided twice a year and if necessary, provided in youth-only and adult-only formats.

The leadership training would strengthen the foundation (officers/members) of any organization or department. It may support the emergence or development of new leaders within organizations.

**Recommendation 4: Integrate Youth Development Coordination into the Municipal Structure**

The creation of a Youth Affairs Office was discussed while we were in the Plaridel. These recommendations, like so many of the others, are about developing a Youth Affairs Office that is effective, supported and collaborating with all existing youth serving organizations and departments.

A preliminary discussion revealed that many, due to their frustration with the SK, wished to quickly create the Youth Affairs Office as a parallel organization. We suggest that this would be a mistake.

Instead, we suggest that by implementing many of the recommendations in this report, the municipality will strengthen the capacity of its staff and departments and that of youth serving organizations (including the SK) AND will have developed the vision, mandate and responsibilities of the Youth Affairs Office in collaboration with youth and the larger community.

It is **recommended** that the municipality organize an inter-departmental and community Technical Working Group to investigate models for youth development coordination for Plaridel.

The composition of the working group will need to be discussed. We suggest that ½ of the members be young people from a variety of youth sectors or organizations.

It will be extremely important that this working group be very transparent in its operations and accountable by regularly reporting to all interested parties.

It is **recommended** that the Technical Working Group and the Youth Services Coordination Meeting organize and implement a 2 day Youth Assembly. The purpose of the Youth Assembly would be to involve a large number (and diversity) of youth in discussing and prioritizing the models for youth development coordination for Plaridel. The youth attending the Youth Assembly would be given the opportunity to help develop the mandate and responsibilities of the proposed Youth Affairs Office.
**Recommendation 5: Transition from a Model of Low Level Youth Participation to Full and Meaningful Youth Participation**

This is one of those recommendations that will be listed under each time frame – short, medium and long term. The other recommendations within this time frame will assist this transition to progress. For example, the leadership training will provide skills and confidence to young people so that they can more meaningfully participate.

It is recommended that the group attending the Youth Services Coordination Meetings organize “Study Tours in Plaridel”. One way to improve youth development opportunities and planning is to learn from other provinces and regions. The Philippines has many successful programs that provide young people with skills and the experiences they need to become active citizens. This variation of a study tour would bring the best of the Philippines (or the region) to Plaridel. We suggest this instead of ‘going on a study tour’ because it saves money and time and allows a greater number of Plaridenos to receive the benefit of the guests’ wisdom and experiences.

Once every quarter invite speakers from different Filipino youth organizations to spend the day in Plaridel. The agenda would vary but, for example, they could provide a presentation about their organization and meet with the Mayor and Council, municipal departments and committees. They could provide a 2 - 3 hour workshop (with dinner) for youth from different Plaridel organizations. The objective for each visit would be to learn about successful youth development initiatives and to expand the horizons of what is possible in Plaridel.

The municipality could reimburse ground transport costs and provide meals. If needed, councilors or the Mayor could be asked to provide housing for the guests for one night before they return to their communities.

A Sample Plan for 2009 could look like this:

January – March: Invite PETA (Manila);  
April – June: Invite Baguio Youth Centre (Baguio);  
July – September: Invite the Youth Co-op and others from Malolos;  
October – December: Invite the President of the National Youth Commission.

Ensure that each visitor is widely publicized and ensure that known youth-serving organizations are informed.
Recommendations – Medium Term (1.5 – 4.5 years)

These recommendations, when implemented, will allow Plaridel to move forward with new initiatives and programs from a foundation of strong and effective youth and youth serving organizations and departments.

Recommendation 1: Inventory of Resources

It is recommended that the municipality continue to support departments to conduct asset mapping on an annual basis. Publicly celebrate the successes of departments that have met or exceeded their goals for increased youth participation.

Recommendation 2: Capability Building to Focus on Strengthening the Foundation (members/officers) of the Organization/Department

It is recommended that the Youth Services Coordination group and/or the Youth Affairs Office provide leadership training for youth and youth-serving organizations and departments in a Train the Trainers format (on a yearly basis).

The Train the Trainers format can increase the capacity of a group or community to meet its own needs over a longer period of time (than if you followed a more traditional format). In this format, it is important to select individuals (for training) who have demonstrated that they are leaders AND who are able to commit to ongoing engagement with the community.

If possible, train two youth per barangay (one girl and one boy) with the understanding that they must organize and implement two leadership trainings (for youth) in the first six months and two more trainings in the next six months (four trainings in a one year period). In the following year, the trainers commit to hold one training per six month period. If there is time, train two adult advocates (adults who support the strengths of youth) per barangay. They would be responsible for providing leadership skills training for the adults within youth—serving organizations.

It will be important to have a follow up training for the trainers (and adult advocates) in the first six months. In this way, it is possible to debrief any difficult situations and to plan the future trainings. Then meet every year for training and follow-up.

Recommendation 3: Transition from a Model of Low Level Youth Participation to Full and Meaningful Youth Participation

The ‘Train the Trainers’ format for providing leadership training is another method for increasing the level of youth participation.

If the recommendations have been implemented, the Youth Affairs Office (or some version of it) is operating in Plaridel.
Since it is possible to provide advice in advance of the implementation of the Youth Affairs Office, it is **recommended** that the hiring committee consider hiring two staff – one adult (under 40) and one youth (under 24) – into term positions (3 – 4 years maximum). They would work together. The adult person would mentor the youth during their term. The objective is NOT for the youth to take over from the adult but for both of them to learn from each other and to develop skills that will allow them to be successful anywhere and in any situation.

Term positions provide an assurance that the Office will remain dynamic and responsive to community needs. Two terms would be possible but a competitive process should be followed each time (if the person wants a second term, they must have performed during their first term). The Youth Affairs Office should not be seen or treated as a permanent civil service position.

It will be important to utilize youth serving staff and youth in the hiring process – they are best placed to know if they can work with the person hired. Invite them to help with interviews and to be part of the decision-making process.
Conclusion

Plaridel is a municipality that enjoys many strengths. It recognizes and is positioned to leverage the benefits of being situated so close to Manila. At the same time, Plaridel realizes it must act to ensure that these benefits and growth are available to all residents equally. Plaridel’s invitation to the University of British Columbia’s School for Community and Regional Planning illustrates the wisdom of its Mayor and Council to utilize all resources available for the benefit of Plarideleños.

Youth development planning is not well developed in Plaridel. However, Plaridel does have many youth development initiatives and organizations and these can form a foundation for future planning. The municipality recognizes the need for a more coordinated approach to supporting and developing this sector and the youth of Plaridel. There are many adults, in the municipality and the greater community who are committed to supporting young people to become productive adults. The youth of Plaridel are interested in and committed to their community. Due to its proximity to Manila, these youth may not choose to move to an urban centre and will make Plaridel their life-long home. Investing in and supporting young people as they become active citizens will have long term benefits for Plaridel and for the country.

Our research purpose was to look at how Plaridel could strengthen its institutional support for youth to become productive, global citizens through polices and programs that encourage the full participation of youth in all aspects of community life. It is our hope that this report will assist the municipality, youth-serving organizations and young people as they look at how to enhance and improve youth development in Plaridel.


**Resources**

**Organizations**

Barkadahang Bulakenyo

Made up of approximately 200 active youth organizations in the province of Bulacan to serve as an active partner of the government ([http://www.bulacan.gov.ph/government/pyseaco.php](http://www.bulacan.gov.ph/government/pyseaco.php))

Plaridel could facilitate the participation of its youth programs (SK, PagAsa, Parish Youth). It could also build upon it to better to inform its own coordination efforts or take its coordination outcomes to the meetings and share the information/ask for assistance.

Joining Outstanding Servants in Enhancing Leadership Skills (JOSIE)


Build upon it. Ask for further training for the SK officials and/or all youth organizations. Organize a train the trainers program to help a group of youth and adults to learn the program and then train it in their communities with the objective of having a certain number of adults and youth trained in Plaridel in one year.

Provincial Youth, Sports, Employment, Arts & Culture Office (PYSEACO)
Malolos, Bulacan
63.44.791.6604

Closer alliances with youth organizations, even if only to be kept informed of what is happening in Plaridel and for Plaridel to ask what is happening in neighbouring municipalities and provincially and to share that information with youth and youth serving organizations.

Philippines Pilot Project for the Development of Out of School Youth (World Bank)
J. Balachander
63.2.637.5855

It may provide a framework for a project that could be provided to out-of-school youth in Plaridel or maybe provincially?

Pahinungod ([www.pahinungod.org](http://www.pahinungod.org))

An extensive volunteer program at the University of the Philippines.
Could be used to get ‘youth leaders’ to support youth in Plaridel or to create a project that would gain volunteers – to organize a yearly regional (several municipalities) or provincial (Bulacan) youth conference in partnership with youth.

National College of Public Administration and Governance, University of the Philippines

Speak with them to create a research agenda. An idea for a first project might be: Youth Participation in Plaridel (What is their motivation for participating? What kinds of programs interest them? What do they perceive as benefits of participation? What hinders their participation? What can be done to support their participation?, etc.).

At a regional (municipalities) or provincial level work to get them to involved to share research skills and to conduct research to strengthen the local government.

Asset Mapping resources:

Canadian Rural Partnership Asset Mapping: A Handbook
http://www.rural.gc.ca/conference/documents/mapping_e.phtml

Youth Community Asset Mapping Initiative Report
http://www.eya.ca/youthmappers/docs/YCAMReport.pdf

Asset Mapping in Three Toronto Neighbourhoods
http://www.urbancentre.utoronto.ca/pdfs/curp/SNTF_Asset-Mapping_RP5.pdf

Mapping the Assets of your Community

PowerPoint Presentation
http://srdc.msstate.edu/publications/227/227_powerpoint_presentation.ppt

Asset Mapping Resources (six page document)
http://www.fallsbrookcentre.ca/community/docs/assetdocs/AssetMappingResearch.pdf
Bibliography

(AASSREC BookYouthinTransition.pdf, Stephanie Fahey and Fay Gale, Editors).


Checkoway, 1998, pg 772.


Co, E. A. “Youth Initiatives in Service of the Nation.” University of the Philippines. pg. 8.


National Youth Commission ?????

NSO, 2000 Census of Population and Housing.


The Filipino Youth Today, Joseph H. Puyat (University of the Philippines Diliman, Quezon City)

Knotty Problem, 119 (for the outside person component), otherwise the game comes from many different places.


(Reddy and Ratner, 2002).

(Sppr 02 report)


Appendices

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Monthly Reporting Form: Youth and Youth Serving Organizations
SAMPLE only

Date ___________________________ Name ________________________________

Position Name __________________ Barangay _____________________________

Events/Meetings completed since last report (Description of event, date, place, number of attendees, other organizations involved, evaluation – successful or ?, lessons learned, etc.)

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Current Projects (What, who is involved, coordination with other organizations?, status of planning, etc.)

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Coordination Efforts (with which organization, what is planned or discussed, etc.)

_____________________________________________________________________

_____________________________________________________________________

Problems, Concerns, Questions

_____________________________________________________________________

_____________________________________________________________________

Budget Update (if applicable)

_____________________________________________________________________

_________________________________________ Signature
Monitoring Form for Exiting Members
Pag-Asa Youth Association (could be used by any youth organization)
SAMPLE only

Date __________________________________________________________

Name __________________________________________________________

Gender            Female            Male            Other

Age ______________

Address ________________________________________________________

Phone number (if applicable) __________________________________________________

Status              Out-of-school        In-school        Working        Looking for employment
                     Special Needs          Married         Parent

Outcome

Reason for leaving PYA ____________________________________________

_________________________________________________________________

Still interested in hearing about PYA events or information?

Yes           No

Other comments/suggestions (use other side if necessary)

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________  _____________________________
Signature (Exiting Member)         Signature (Active Member)
Participation Checklist

The rest of this series of booklets looks at how to put participation into practice successfully, and in a strategic way. The following checklist should help to clarify what real participation is all about.

✓ Is it voluntary?
Real participation is voluntary (or declined), not forced.

✓ Is it accessible?
Too often only urban or better-off adolescents are involved. Too often only the boys get to speak.

✓ Is it respectful?
Real participation takes place in a climate of respect, where no one is laughed at, or otherwise ignored.

✓ What’s the point of it?
Unless all participants have tackled this question, they will see the exercise as confusing or a waste of time.

✓ Who wants it?
Real participation is based around issues that adolescents themselves care about and need to give their attention.

✓ Does it make a difference?
Real participation is where young people contribute and have real influence on the outcomes.

✓ Is the language right?
Real participation requires adolescents to feel competent in the language and vocabulary spoken.

✓ Are participants equally prepared?
Adults have all the information, but the adolescents do not.

✓ Is it genuine?
Real participation allows young people to follow ideas through – it isn’t all decided in advance by the adults.

✓ Is it safe?
Real participation takes every effort so that the participants are not endangered by what they do or say.

✓ What happens afterwards?
Real participation means people are clear about who is responsible for follow-up actions.

Pg 23 Book One, Commonwealth Secretariat
Accessibility Checklist

Scheduling Meetings

The time of day and the day of week that meetings are held will impact the participation of youth. It is important to ask yourself: are the meetings during school hours? During work hours? During church? Too late or too early? Are there any religious observations on that day (Catholic or non-Catholic)? How often do meetings occur?

Meeting Place

The meeting place will impact who attends. Questions to ask yourself: is it easy to get to on public transport? Is it welcoming, especially for newcomers (is it very formal?)? Is the location safe? Is it accessible to someone in a wheelchair or using crutches? Is it always at municipal hall (this is very far for youth in outlying barangays)?

Costs for Youth

A good practice in youth development is that participation should not cost the young person. For many of us, attending a meeting is part of our job. For the young person, attending the meeting may mean additional costs. Questions to consider: Will you reimburse transport costs for youth? Will you be providing food and drink? How much time are you asking the young people to volunteer (remembering that they may have school or work or family responsibilities the following day)? Will you provide honoraria and if yes, under what circumstances?

Culture

The culture of our meetings or workshops may be welcoming for the adults or for those who know each other. What thought have you given to: How will I make the youth participants feel welcome? How will I make newcomers feel welcome? How will concepts be explained – and is there time to explain and for questions? This aspect of accessibility becomes very important when there are only one or two youth representatives in a group of adults. Sensitivity towards providing space for the youth to express their opinions and listening with curiosity, rather than a partisan ear, may assist them to participate in a meaningful way.

Once a meeting is over: Who wasn’t present?

Who attended the meeting? Are young women present? Are they participating? Are indigenous or immigrant youth present? Are the youth present all in-school? Are there working youth present/involved? What about youth from informal settlements? Are all the barangays represented? After meetings/workshops are over, assess it to gain an understanding of who is not participating/attending. For some projects and for on-going programs, it will be necessary to create a plan for how you will outreach to the sectors of the community that are not participating.
Report from August 3 Workshop

Agenda (Actual)

Welcome

Introductions (Buses/Jeepneys)

Agenda, Objectives and Group Norms

Youth Participation

Stretch Break

Consultation Exercise

Lunch!

Lessons from Morning (reports from each topic group)

Level of Participation (sit along a spectrum) and ask one person (or more) at each level to talk about how they placed themselves there.

Teamwork Game (Knots)

Curfew Roleplay (four groups, curfew – for/against, develop positions, try to create coalitions)

Evaluation

Closing

Clean-Up

Objectives

To meet and work with different youth and youth organizations in Plaridel.

To provide information to UBC students AND to plan activities together.

To practice teamwork, leadership, planning and facilitation skills.

Responsibilities

Clean Up After Lunch – Pag-Asa Youth Association/Teatro Republika
Clean Up After Workshop – SK (PYA ended up helping a great deal).

**Group Norms** (developed in each of the four groups)

- Unite
- Be Fair
- Be Respectful
- Don’t pick up the cell phone unless emergency
- Follow the rules

Unite
Be Cooperative
Be Fair
Be Attentive
Participate!

Don’t pick up the cell phone unless emergency
Follow the rules
Be motivated.

One person speaks at a time.

- Participate actively.
- Listen to others.
- Positive attitude.
- Be attentive.
- Be organized.

No cell phones.
Respect one another.
Be open-minded.
Be fair.
Speak up!

Treat people very well & with respect

Be approachable
Participation
Talk to people nicely
Don’t cheat
Be confident
Have fun and enjoy!

Full cooperation
Respectibility/Be Responsible
Don’t be shy
Always do your best
Be a good listener

A good leader is a good follower

Avoid shyness ‘don’t be shy’
Don’t use any electronic devices
Respect each other
Have fun and enjoy!
Aja!!!!!

**Consultation Exercise: Issues/Problems and Ideas/Solutions**

**Transportation and Land Use**

More fun spaces around the crossing.
Agricultural land fields are being converted into industrial sites.
Not enough for different facilities in fun spaces.
They must have more security everywhere.
Pollution.

**Safe Spaces**

Culianin/San Jose/Bintog – more safe
Bulihan – the least safe

Solid Waste Management

Waste management seminars in communities
Get all sectors of society involved.
Allocate funds better.
More garbage bins.
Theatre group can have educational productions.
Youth organizations schedule cleaning drive.
Self-discipline.
Clean and Green Programs
Barangays call clean workshop (Poblacion/Lumang Bayan)
Waste Segregation
Talent context for dancing and singing
Have training for youth to organize events
Plant more trees.
Disciplinary actions lead by LGU
  Monitoring system – for crime

No segregation at home.
Lack of education.
Leaders don’t lead by example.
Apathetic.
No enforcement
No sustainability of programs.
No money!

Lunch – suggested that they network

Flipchart

  Why Network?
  75% of people get a job or scholarship because of the people they know.

  How to network?
  Always introduce yourself, your organization and your hopes/dreams in the conversation.
  Ask questions so you can learn about the other person.
  LISTEN
  Share information.

Lessons from the Morning (reports from each topic group)
Participation – what level of participation is your organization?

Most people put themselves at 4 or 5. Four people put themselves at 7 (highest). Asked each to explain why they had chosen that particular level.

Curfew Roleplay

Four groups:

Youth Council: You are members of the barangay Youth Council. You heard about the proposed changes last week. You know that the barangay council will meet next week to vote on the curfew changes. You have requested time to present a report to the barangay council. Most of the members of your council don’t agree with the changes. You realize that you need to consult the other youth in the community to learn their opinions. You will organize a meeting, in the barangay hall, for the youth in order to hear their views.

Youth Group: You are members of a municipal-wide youth group. You represent the interests of those who are in school full-time. You heard about the proposed changes (to the curfew) by chance/luck. After talking together you decide that you agree with the curfew changes. You will organize a meeting for the youth in order to hear their opinions. You want to give the information you gather to the barangay council.

Youth Sector A: You are the youth population of barangay Ginebra. You were surprised to find out that the barangay council wants to change the curfew to include ALL DAY on Saturday and Sunday and to have it include youth up to age 21. You disagree with these changes and you will seek the support of other youth in the community. You will ask the barangay council to NOT move forward with these changes. You will also plan various courses of action to assert your rights as youth.

Youth Sector B: You are the youth population of Barangay Ginebra. You were surprised to find out that the barangay council wants to change the curfew to include ALL DAY on Saturday and Sunday and to have it include youth up to age 21. But, you agree with this change and you will seek the support of other youth in the community in order to support the barangay council to be strong and move forward with their proposal. You will also plan various courses of action to show the support of the youth for the barangay council.

Report Back:

Youth Council

Reasons (different opinions)

The age of 21 covered by curfew is too high because people under this age already working and sometimes student at this age have a busy schedule that they go home late at night.
Survey: Agree    Disagree

Planning:

- Handouts – leaflets about the meeting.
- Slogan
- Plan structure of the meeting
- What/Who/Where/When
- Conduct a Survey
- Organize the meeting
- Meeting Agenda
- Prepare a report to council

Youth Group

As a municipal-wide youth group, we agree because it is for our own SAFETY. Promotes fear and due discipline to possible criminals/villains. Implemented curfew helps the enforcer/patrol in maintaining peace and security. Curfew promotes necessary guidelines; the whole municipality will be less threatened.

Youth Sector A

Planning/steps to solve the issue:

- Coordinate other youth organization if they are agreeing regarding the implementation of barangay council about curfew.
- Proceed to barangay council and discuss our concern and if the barangay council disagrees to our concern:
  - Petition Letter
  - Signature Campaign

Youth Sector B

- Because for some safety precautions
  - To lessen the cases of crime/incidents.
  - More quality time for the family
  - To lessen the spending of money.
  - To be more focused on their studies.

Unsure which group produced this one:

- Sending/giving flyers (drivers, society, employees, workers)
- Posters
- Text Brigade
- Negotiate with other organizations/groups
- Provide some authorized places for the youth during curfew hours
Evaluation (provided participants with post-it notes and pens and asked them to post their comments based upon questions. The comments could be anonymous if they chose)

Location (all comments were on or close to the happy face; each comment was on a separate post-it note)

Blanks (12)
Symbol (difficult to distinguish)
Nice!!! (2)
YEAH MEAN
Well done!
This a perfect place from Royen
Cool & Spacious! Warm enough for everyone. Cheska (paravenico@yahoo.com)
Nice!!! Thank you Everyone!!!
I had fun! Thank u! Salamat po!
You’re so nice. We love you. We miss you. Mwa! Mwa! Mawa! LOVE LOTS! Cristina
I love you so much. I cannot 4get it. I want more… Perfect. God Bless. Shy
The location is nice & well-ventilated. Very good for games & physical activities & I love the food! Rondel
Nice place. HeHeHe!!!
I’m enjoying also here.

Perfect. Amafoura or Ama Foura??

We want MORE

I miss you and I love you all!!! God bless Shy

This is a perfect place for us! James

Thanks 4 the unforgettable xperience RJ (heart)

Good luck. Thanks for the chance and Thanks 4 everything you give lern (lem) to everyone!! “Mhean”29

Nice people, place and memorable experience. T.Y. Mwuh. Godbless. Lhyn (Shyn?)

HeHeHe!!! Perfect place. Airconditioned. Eva.

**How much fun did you have?** (all but one comment were on or near the happy face; the one was near the ‘blank’ face, in the middle of the scale; each comment was on a separate post-it note)

We miss you. Text me: 0906427****

Blank (4)

Thank You Mwua So Much I Love You

God Bless: I Love You For Everything MHWAHS

Mabuhay Kau!

I Have New Friends!!

Papicture naman

We want more…

It was indeed great and fun

Its really fun and I learn a lot. Thanks!!

I just enjoy this workshop. Thanks!
MUAW
We Miss Yah…MWAAHH…

Fun! It was totally fun & inspiring. We get to know each other people’s opinions as well. Cheska.

I’m so very enjoy from Royen

I enjoyed and I have fun. Thank you.

I’m really have fun! Thank you!!!

Salamat!!

Mahal Kita

It’s so very fun. Thank you so much.

Thank u.

Thank You. From Eva

I’m so very enjoying. Thanks!!! Shy

I (heart) you all.

I’m having so much fun! Thank you. James

I’ve enjoyed the activities. Only it was really difficult for me to speak in English. Hahaha… But I love it… Rondel

I’m very happy. From Eva

I love you Friend.

Comments and Questions (each comment was on a separate post-it note

Please do visit us again, RJ (makatangdulaan@yahoo.com or mokatongdulaan@yahoo.com )

The activity was fun-filled and informative. It helped everyone to understand the objectives and aims of the group. Your immersion will benefit a lot of people especially here in Plaridel. I wish you too enjoyed the even. Thank you!!!
Cheska (paravenise@yahoo.com )

Thanks to all (#13)
Just add me to my Friendster (shadow_star12@yahoo.com)

Guys, you’re the best. You facilitated us very well. If you have time please add me up on your Friendster… Rondel (kurapica_766@yahoo.com)

I very enjoy this activity. God bless u. All it’s nice!

Hope all of you will having fun. Thanks!!! Come again in Plaridel!

Nice food. Thank you for this seminar. I wish you stay longer. (pia_caralde@yahoo.com)

Hope you stay here much longer! Ha! Ha! James

Nice food (tzentzen28@yahoo.com)

Pretty Canadian students & translators

I wish that there’s many training workshop that come.

The workshop is fun and Gudluck on your presentation on August 13. Hope that we help you on what we did today.

Gud Luck and God Bless

We’ve LEARNED & we hope that you’ve LEARNED from us too. Thank you.

Jody, Raquel, Jeet, I had fun! Thank you po! & love u all. We miss u! Cristina

Thank you for this seminar. Royen (#4)

Well done workshop!!! God Bless!!

Thank you.

Visit are place again…Ato

Indeed it was a great seminar after all. I would like to thank you for all the things I learned. One thing more, I would like to have your email. Here’s mine: bkbh_08@yahoo.com (or gkbh_08@yahoo.com) and (unreadable).

VERY NICE and Gud luck
Youth Development Coordination Meeting  
Thursday, August 7, 2008  
1:00 pm – 4 pm  
Plaridel Municipal Hall, 2nd Floor

Agenda

Welcome
Introductions
Review of the Agenda and Objectives
Youth Development in Plaridel
Marienda and Networking
Mapping Exercise
Teamwork Game
Illustrations from around the world
Questions and Discussion
Closing

Hosts: Manjit (Jeet) Chand and Raquel Trinidad, Students, University of British Columbia, School of Community and Regional Planning
Report from August 7 Meeting

Agenda (actual)

Welcome
Introductions (BINGO)
Review of Agenda/Objectives
Youth Development in Plaridel
Merienda
Mapping Exercise
Discussion about Links
Closing and Evaluation

Objectives

To enhance the understanding of youth development in Plaridel.
To network and create links between youth programs and organizations.
To imagine new possibilities for youth-centred programming in Plaridel.

Youth Development in Plaridel

Flipcharts

Parish Commission on Youth (PCY)

Free education/livelihood program  Bible Studies
Catechism  Prex (or Pret) (??)
Malapit sa pare  Kur silyo

BTEC (Barangay Training and Employment Coordinator)

Help the unemployed people (all, not just youth)
Livelihood training for all
Employment coordinator
Skills mapping
Implemented in 8 barangays only (supposed to be in all)
With Nutrition scholars and Mother Leaders – participate in registration

Hubog-Alalay Sa Kabataan (Hakab)

Counselling for children in conflict with the law
For delinquent youth
Motivation of the youth (self-development)
Pagalalay sa mga kabataang nahiligaw ng landas
Suggestion: free education/trainings for them
Open (no label)

What about Mother Leaders & Barangay Nutrition Scholars – do they have youth and children oriented programs and projects?

Should have Center for Youth Affairs.

Revive BNS (or BNSU??)

Youth Health Volunteer Corps (reproductive health)

National Manpower Youth Council?

Youth Apprenticeship Program in partnership with private sector.

Do Rotary, Soroptomist, Jaycees, Lions & other socio-civic organizations have youth-oriented projects/programs?

Sangguniang Kabataan (SK)

Aside from basketball and other sports activities, the SK should focus more on solid waste management and livelihood projects esp. for the OSY.

They focus on Sports

Youth concerned with their community/barangay activities, programs, projects.

Politically motivated – parents are the one who are doing their jobs

Some of the SKs have done nothing.

Only the SK chairman is responsible; there are no clear duties and responsibilities for the SK members/officers.

Teatro Sandiwa (TS)

Cultural activities/presentations

Cultural and arts presentation for the youth (in-school and out of school)

Workshops

Develops/improves talent of the youth.
Teatro Republika (TR)

Cultural presentation

Culture and arts

Improves/develops talent of the youth.

Pag-Asa Youth Association (PYA)

Help the out of school youth

Assist the government in any way they can do

I think they are similar w/SK

OSY – for employment/entrepreneurship

Empowering members of the PYA (education, livelihood) would uplift not only the economic but their spiritual and moral aspects of their lives

Mapping Exercise (2 groups, Venn Diagram)

Pictures of actual Venn Diagrams produced showing proposed links between youth programs and organizations.

Exploring Linkages

Creation of Technical Working Group

In charge of data gathering and needs assessment
Look at whether a Youth Affairs office is required in the Municipality.

SK has the legal mandate to call for a general assembly for all youth organizations:

- Can cluster youth groups on topics/themes.
- Quarterly meetings for status of programs; network; fundraising

Example: Anti-Drug Campaign

Involve Hakab, Church, Theatre (they can fundraise)

Policy Making – after the Technical Working Group has established its findings. If they find the need for an ‘umbrella office’ -

- Youth aged 15-30 years
- Youth convention: establish Vision and Mission for the ‘umbrella office’
Evaluation

1. Please rate the activities (1 = disappointing and 5 = very effective) with a circle:

   Introduction Exercise
   ______________________________________________________________
   1  3  5

   Youth Development in Plaridel
   ______________________________________________________________
   1  3  5

   Mapping Exercise
   ______________________________________________________________
   1  3  5

   Teamwork Exercise
   ______________________________________________________________
   1  3  5

   Illustrations from around the world
   ______________________________________________________________
   1  3  5

2. What were you hoping to learn/gain today?

3. What information/ideas presented today was new to you?

4. What one thing can you do in your department or organization to support youth in Plaridel?

5. Other comments and questions:
Evaluation for August 7 Youth Development Coordination Meeting/Workshop

9 Evaluations collected.

1. **Rate the Activities:**

   - Introduction Exercise – 1 rating of ‘3’ and 8 ratings of ‘5’
   - Youth Development in Plaridel – 9 ratings of ‘5’
   - Mapping Exercise – 1 rating of ‘3’ and 8 ratings of ‘5’
   - Teamwork Exercise – 8 ratings of ‘5’
   - Illustrations from around the world – 4 ratings of ‘5’

2. **What were you hoping to learn/gain today?** 8 replies

   “How can we make youth more productive”; “Learn about different organizations in the municipality”; “How to unite the youth groups”; “Ideas about how to organize the youth in Plaridel”; “Importance of youth to the community” “Prioritizing the needs, more improvement of Plaridel”; “Organization linkages”; “Guide in organizing different youth organizations”.

3. **What information/ideas presented today was new to you?** 9 replies

   “Yes”; “Functional Youth Affairs Office”; “Responsibilities of different organizations”; “The possible creation of a Youth Affairs Office”; “None”; “Mapping exercise”; “Some ideas are new, some are not”; “The PCY can be tapped for programs in Hakab”; “None”

4. **What one thing can you do in your department or organization to support youth in Plaridel?** 9 replies

   “Organize Youth health organization”; “I think anything that our department can give to them”; “Develop the personality and talents of the youth”; “Motivate in organizing different youth organizations”; “Lobby for the creation of the above-mentioned office”; “PESO office for employment – we help them find job fitted for them”; “All the support needed for the youth sector”; “Provide technical support”; “Available resources in our office to support them”

5. **Other comments and questions.** 4 comments

   “Lack of funds”; “Very effective workshop! Fun!”; “More time should be allotted to the seminar”; “More power!”
## Recommendations for Youth Development Planning

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Action(s)</th>
<th>Beneficiaries</th>
<th>Time Frame</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendation 1</td>
<td>Implement an information sharing system</td>
<td>Youth organizations and youth-serving departments to create and share “monthly update” reports. Reports to be posted for the public (municipal hall, high schools, barangay halls).</td>
<td>Youth, youth organizations youth-serving organizations, municipal departments and the public</td>
<td>Short-Term</td>
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<td>Municipality, SK and PCY to install Information Boards at the Municipal Hall, each Barangay Hall and each Church</td>
<td>Youth, youth-serving organizations and the general public</td>
<td>Short-Term</td>
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<td>Youth organization and municipal department(s) (in partnership) to organize and coordinate a quarterly Youth Services Coordination Meeting for all youth and youth serving organizations and municipal departments.</td>
<td>Youth, youth organizations youth serving organizations, municipal departments, service organizations, and the public</td>
<td>Short-Term</td>
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<td>Recommendation 2</td>
<td>Action(s)</td>
<td>Beneficiaries</td>
<td>Time Frame</td>
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<td>Inventory of resources (human, social, environmental and financial)</td>
<td>Each youth organization/program and municipal office to conduct asset mapping on a quarterly or bi-yearly basis. The results can be utilized during planning processes and to identify possible partnerships and future donors.</td>
<td>Municipal staff/departments; clients, present and future; NGOs and service organizations and the public</td>
<td>Short-term to Medium-term</td>
<td>Office of the Mayor (in consultation with SB Legislative), Department Heads and HR.</td>
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<td>Municipality develop and provide a workshop about asset mapping</td>
<td>Departments, youth and youth-serving organizations</td>
<td>Short-term</td>
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<td>Recommendation 3</td>
<td>Recommendation</td>
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<td>Capability Building to focus on strengthening the foundation (members/officers) of the Organization/Department.</td>
<td>Offer leadership/skills development training that is available for all organization members (not just the chairpersons/department heads).</td>
<td>Municipal staff, youth, youth-serving organizations</td>
<td>Short-term</td>
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<td>Utilize a model of “Train the Trainers” – provide training with the expectation that trained members will provide training to others in their community.</td>
<td>Youth, youth-serving organizations</td>
<td>Medium-term</td>
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<td>Recommendation 4</td>
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<td>Implement Monitoring and Evaluation Systems for all youth-serving departments and support youth organizations to implement the same</td>
<td>Standardize and require all programs and projects to include monitoring and evaluation systems.</td>
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<td>Medium-term</td>
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<td>Ensure collection of basic socio-economic and demographic information for all programs and projects. Data to be utilized during planning.</td>
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<td>Short-term and Medium-term</td>
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<td><strong>Recommendation 5</strong></td>
<td>Integrate Youth Development Coordination into the Municipal Structure.</td>
<td>Organize an inter-departmental and community Technical Working Group to investigate models for youth development coordination for Plaridel</td>
<td>Municipality, citizens, youth, youth organizations, church, and service organizations.</td>
<td>Short-Term – Medium Term</td>
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<td>Organize a two-day “Youth Assembly” to allow youth to provide guidance to the municipality about which model of youth coordination would be best.</td>
<td>Municipality, youth, youth groups</td>
<td>Short Term</td>
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<td>Organize barangay-level information campaigns and training sessions for youth about active youth participation models. Invite youth to submit ideas for projects that are of benefit to youth AND demonstrate active youth participation.</td>
<td>Municipality, barangay residents, youth, youth organizations</td>
<td>Short Term</td>
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<td>Recommendation 6</td>
<td>Transition from a Model of Low Level Youth Participation to Full and Meaningful Youth Participation</td>
<td>Study Tours in Plaridel – invite leaders and youth from successful youth initiatives to Plaridel.</td>
<td>Municipality, youth, youth-serving organizations</td>
<td>Short-term</td>
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<td>Incorporate the Train-the-Trainers format for most or all initiatives</td>
<td>Medium-term</td>
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<td>Implement recommendations systematically</td>
<td>Short-term to Long Term</td>
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<td>Ensure youth participation in the implementation of the Youth Affairs Office</td>
<td>Medium-term</td>
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