
BACK TO BASICS

The Revitalized
ISKOLAR-BOS
Trainer's Manual

Series of 2011

Integrated Sangguniang Kabataan Organizational Leadership and Reorientation
Basic Orientation Seminar

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*from the Office of the President of the Philippines – National Youth Commission,
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Back to Basics

THE REVITALIZED ISKOLAR-BOS *Trainer's Manual*

**Integrated Sangguniang Kabataan
Organizational Leadership
and Reorientation – Basic Orientation Seminar**

Printed and Distributed in the Philippines
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THE TECHNICAL WORKING GROUP

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REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF THE INTERIOR AND LOCAL GOVERNMENT
Francisco Gold Condominium II
EDSA Cor. Mapagmahal St., Diliman
Quezon City



Message

I would like to commend all the officers and members of the Sangguniang Kabataan National Federation (SKNF) for crafting the Revitalized ISKOLAR BOS training manual, which aims to equip young leaders with appropriate skills and knowledge in the performance of their duties.

As representatives of the youth, you can do so much in pushing for policies and initiating programs that will contribute to the social, political, economic, cultural, intellectual, and physical well-being of your members.

Through the help of this manual, we will be able to empower youth leaders who shall actively participate in local governance and bring genuine transformation in the country.

Thus, we encourage the end-users to utilize this tool in the best possible way so that you will be able to bring our country into greater heights of progress and stability.

More Power and Mabuhay!

JESSE M. ROBREDO
Secretary



Republic of the Philippines
DEPARTMENT OF THE INTERIOR
AND LOCAL GOVERNMENT
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Republic of the Philippines
Office of the Sangguniang Kabataan National Federation

Message

It is now more than two decades when the Sangguniang Kabataan was baptized and introduced in the political arena of our country, and today, we have to ask this question: is it a bane or boon?

With this New ISKOLAR-BOS MODULE, a Trainer's Manual, prepared jointly by the brilliant minds of the NYC, DILG and the PPSK, the SK officials shall be properly guided in the effective and responsive performance of their respective functions as we foresee the transformation of the SKCs into major player in "Matuwid na Daan" slogan of our President and slogan of the people who advocates for a change. The PPSK with a force comprising 42,008 more or less organizational networks all throughout the entire archipelago is prepared for the challenge.

It is our hope that this Manual will enlighten and empower our SK Federation and SK officials in their role as the New SK Generation (with 5 "R"s): responsible, reliable, responsive and ready for reforms.

Mabuhay ang Pambansang Pederasyon ng mga Sangguniang Kabataan, Mabuhay ang Bagong Reporma ng Sangguniang Kabataan at Mabuhay ang Matuwid na Daan.




LOUISE GABRIEL Q. DEL ROSARIO
President, SKNF
Ex-Officio Commissioner, NYC



Office of the President of the Philippines
National Youth Commission
Malacañang, Manila

Message



Mabuhay ang Sangguniang Kabataan!

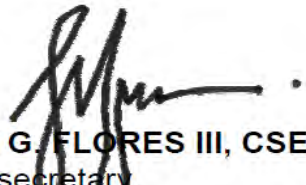
The new battlecry of the Sangguniang Kabataan (SK) is “Level Up!” Such clarion call to improve performance and create impact to the community stems from the institution’s thrust of reforming itself and to serve as a genuine platform for youth leadership and good governance. The revamped and improved ISKOLAR-BOS provides the venue through which basic knowledge about the SK’s functions and responsibilities, fundamental leadership skills, and new mindsets can be acquired and learned.

I am excited because this new module is both interactive and responsive. Interactive in the sense that the sessions herein entail greater participation from the trainees, matching their zeal, energy, and dynamism. Responsive because the program was improved to address the deficiencies and challenges that has continued to confront the SK as an institution.

We extend our sincerest gratitude and congratulations to the joint team from the SK, National Youth Commission (NYC) and the Department of Interior and Local Government (DILG) who collaborated to produce this updated version of the ISKOLAR-BOS. The team is relying on the facilitators and trainers on the ground to execute the training with utmost passion and enthusiasm befitting the new framework upon which this new program is anchored.

The NYC, as the voice and advocate of the youth, continues to fulfill its mandate of providing for the training needs of the SK. As such, this initial step in running the ISKOLAR-BOS is but a start of the many engagements and partnerships we hope to build with this present crop of young leaders. The SKs are assured of our continued support.

Mabuhay ang Kabataang Pilipino!


LEON G. FLORES III, CSEE
Undersecretary
Chairman and Chief Executive Officer





REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF THE INTERIOR AND LOCAL GOVERNMENT
Francisco Gold Condominium II
EDSA Cor. Mapagmahal St., Diliman
Quezon City



Message

The Sangguniang Kabataan (SK) is a challenge to Filipino youth to step up and grasp the opportunity to lead and to be heard. But to us adults, it is an even bigger challenge of molding the youth for the future, with social responsibility and civic duty and to guide and to listen. Indeed, these young people are the next generation of the nation's leaders, and we as adults, have the responsibility to ensure that they are equipped with the knowledge, skills and attitude to perform their roles.



We, the mentors or role models, must, without reservation, fully accept and translate into practical and doable actions our collective responsibilities of developing the well-being of our youth for the desirable vision that we would want to happen. We cannot afford to compromise the future and be blamed for any major blunder that presently, we are in control of. It is in this context that we must continue to educate and capacitate our youth, to create an environment for positive youth engagement and empowerment, and to help shape the youth who will be the leader of tomorrow.

The future of good governance rests on the shoulders of the youth. It is imperative that young people themselves actively take part in their own development and that of their communities. The Sangguniang Kabataan is a venue for young people to reach out and engage their fellow youth in effecting positive change in society.

This ISKOLAR-BOS Training Manual is a good reference for the Sangguniang Kabataan in the performance of their roles and functions towards good governance for national development.

We thank the National Youth Commission (NYC) and the Sangguniang Kabataan National Federation (SKNF) for involving the National Barangay Operations Office (NBOO) and the Local Government Academy (LGA) of our Department in the revision of the ISKOLAR Training Manual which will serve as Guide for the Sangguniang Kabataan.


VIRGILIO A. CASTRO, CESO V
Director, National Barangay Operations Office





Foreword

The development of the Revitalized ISKOLAR-BOS training module took place during a very interesting time. It was when the calls for the abolition of the Sangguniang Kabataan reached a crescendo with a number of bills pending in Congress. I represented the National Youth Commission in the first hearing of the House Committee on Local Government on what were collectively called as “SK Bills.” During the hearing, the abolitionists were one in saying that the SK has ceased to be relevant and that it has become a cesspool of traditional politics and corruption. A resource person from a reputable league of LGU officials asserted that the budget of the SK could be better spent by other agencies. But equally loud were the calls to reform the institution as articulated by the pro-reform members of Congress.


The debate has been reduced to two essential points—to abolish or to reform.

The NYC is committed to advocate for reforming the SK to fully realize its potential as a unique feature of our democracy for youth participation. Recognizing the gaps and flaws in the current system, the Commission has put forth measures to ensure fiscal independence, proper accountability and broader participation among others as encapsulated in the SK Reform Bills. But, as we all know, the legislative process takes time. While waiting for the legislative output, elements of our reform initiatives have been incorporated in this new module.

The SK now has to contend with the stark reality of low participation among young people. In the National Youth Assessment Study of 2010, the self-rated participation of the 15-17 age group in the SK elections is a meager 35.2%. This is way below the participation rate of other age groups. Also, the SK is facing the challenge of not so favorable perception as far as its public image is concerned. This is coupled with the limited powers of the SK over their resources because of the lack of fiscal independence.

Given these concerns, the main motivation of the NYC for this project, the revitalized module, is to provide the necessary tools to make the current batch of SK the best argument against abolition. With this, the Commission aims to raise the level of awareness and effectiveness of SK officials as community leaders responsive to the needs, issues and concerns of their constituencies.

This Revitalized ISKOLAR-BOS is an important investment in fortifying the Sangguniang Kabataan as a potent institution of governance and as an articulation of the aspirations of the nation for its young citizens.


PERCIVAL V. CENDANA
Commissioner-at-Large
National Youth Commission

Acknowledgement


The long-wait is over. We will now be able to use the Revitalized ISKOLAR-BOS module towards young leaders' empowerment. This will not be possible without the efforts of the following people who shared their knowledge and expertise and made time to make this module.



Let me thank the Commission-en-banc headed by our Chairman, Leon G. Flores III and the rest of the Commission: Percival V. Cendaña, Steve Laurence M. Arquiza, Gregorio Ramon A. Tingson, Commissioners-at-Large; Georgina P. Nava, Commissioner representing Luzon; Erwin C. Andaya, Commissioner representing Visayas; Earl P. Saavedra, Commissioner representing Mindanao; Louise Gabriel Q. Del Rosario, Ex-Officio Commissioner; and Apolonio B. Maleniza II, Executive Director and COO, for being the Board of Advisers in the conduct of the writing process; to our dear consultant, Paz Resurreccion M. Alip from the Development Academy of the Philippines for her unwavering support towards the module processes; to Aaron A. Tolentino for taking time to consolidate, lay-out, and edit the entire Manual; and to Jose A. Cielos for his brilliance in creating the power point slides.

Also, allow me to acknowledge the writers of this module, namely: Aaron A. Tolentino (*Framework, Introduction, Preliminaries, and Synthesis*); Baby Bernadette M. Fernando, Katherine A. Purugganan, and Richard D. Ravanera (*Module 1 – Session 1*); Jose A. Cielos (*Module 2 – Session 3*); Karl Abalos (*Module 3 – Session 1 and 2*); Ernest Z. Lucas (*Module 4 – Session 1, 2, and 3*); Mignonette D. Reposar (*Module 5 – Session 1*); and Cynthia A. Enriquez (*Module 5 – Session 2*).

And finally, to our hardworking staff and dedicated partners that paved the way for the creation of this module: Rhowena D. Chu, Raymond Tinao, Honeyrose Mercado, Zenaida R. Alejandro, and Ronjayfer B. Rivera (SKNF); Myrna V. Santos and Lynn Agustin (DILG-NBOO); Fernando C. Quiazon, Baibonn D. Sangid, Elsa L. Magdaleno, Marla Micaela Clemente, and Romero E. Quiambao (NYC-RYDD).



MELANIO R. SANTELLA, JR.
Division Chief
Regional Youth Development Division
National Youth Commission

What is ISKOLAR-BOS?

The Revitalized Integrated Sangguniang Kabataan Organizational, Leadership, and Re-orientation Program – Basic Orientation Seminar (ISKOLAR-BOS) is an initiative to improve and innovate the manner by which the SKs where trained. It includes necessary knowledge, skills, and values they need for the conduct of their roles and functions.

The Enhanced ISKOLAR-BOS training module aims to equip SK leaders with fundamental knowledge, values, and skills needed for them to effectively achieve the goals of their organization.

Specifically, at the end of the 3-day training, the participants will be able to:

1. Explain the importance of a positive-self concept as an SK leader;
2. Discuss leadership concepts and perspectives;
3. Describe SK as an organization and state their roles and functions as SK leader;
4. Identify and enumerate the principles of good governance;
5. Develop beginning skills in resource management and advocacy;
6. Formulate Local Youth Agenda for their barangay; and
7. Prepare and commit to a personal and professional development plan as SK leader.

These objectives are in cognizance with the general concepts that an SK leader must realize. These are presented through the CORE messages patterned after the ISKOLAR:

It starts with me. I believe in me.

Serving means being responsible, and incorruptible.

Knowing and understanding my organization and my roles keep me on the right track.

One for all and all for one is my battle cry as a team-oriented SK Leader.

Leadership with ethics is what I aspire to be.

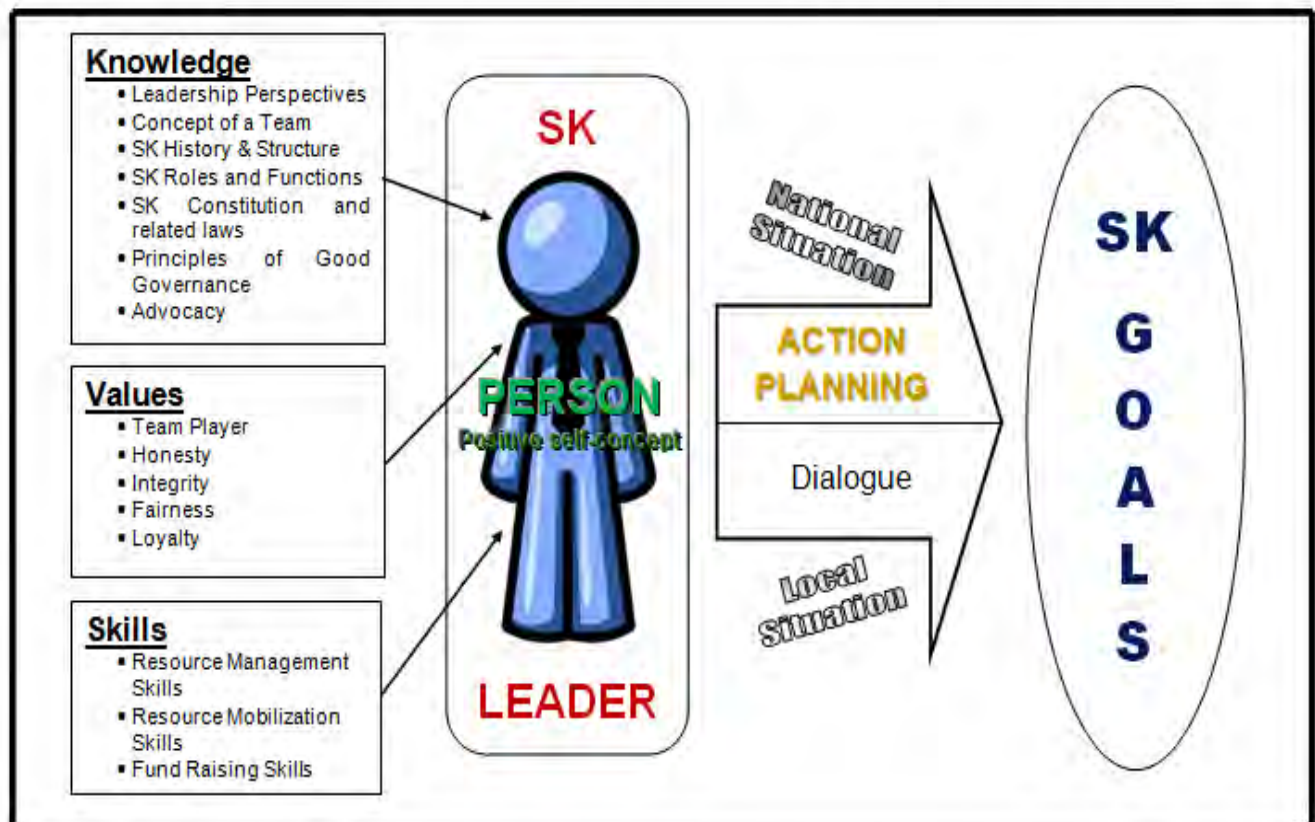
Actions guided by well-thought out and communicated plans help ensure our success.

Resolute am I in my commitment to improve myself to become the best SK leader to serve my community and country.

This training is anchored to the assumption that the SK Leader develops his / her positive self-concept first through equipping them with appropriate knowledge, skills, and values needed for them to be able to formulate action plans in the context of the national and local situations.

These plans must be presented to their local officials to gain support for the attainment of their organization goals. This concept may be visualized through the training framework below:

ISKOLAR-BOS TRAINING FRAMEWORK



On the conduct of this training, the schedule below will help us in the walk-through of the entire three-day training. These involves training themes include personhood, leadership perspectives, concept of a team, the Sangguniang Kabataan backgrounds, Principles of good governance, ethical leadership and accountability, communication, advocacy and action planning.

ISKOLAR-BOS MODULE SCHEDULE

DAY 1

TIME	ACTIVITY
8:00 am – 9:00 am	Arrival and Registration
9:00 am – 10:00 am	Opening Program <ul style="list-style-type: none"> • Prayer • Philippine National Anthem • Messages • National Situation Presentation
10:00 am – 10:15 am	Snacks
10:15 am – 12:00 nn	Training Preliminaries <ul style="list-style-type: none"> • Getting to Know You • Levelling of Expectation • Presentation of Training Objectives • House Rules • Program Overview / Schedule
12:00 pm – 1:00 pm	Lunch
1:00 pm – 2:30 pm	MODULE 1: PERSONHOOD Session 1: Knowing thyself
2:30 pm – 3:15 pm	MODULE 2: LEADERSHIP PERSPECTIVES Session 1: Concept of Leadership
3:15 pm – 3:30 pm	Snacks
3:30 pm – 5:00 pm	Session 2: Leadership Styles
5:00 pm – 7:00 pm	Session 3: Leading a Team

DAY 2

6:00 am – 7:00 am	Breakfast
7:00 am – 8:00 am	Registration
8:00 am – 8:30 am	Recap
8:30 am – 10:00 am	MODULE 3: UNDERSTANDING SANGGUNIANG KABATAAN Session 1: SK History and Structure
10:00 am – 10:15 am	Snacks
10:15 am – 12:00 nn	Session 2: SK Roles and Functions
12:00 pm – 1:00 pm	Lunch
1:00 pm – 2:15 pm	MODULE 4: SK PRINCIPLES OF GOOD GOVERNANCE AND ACCOUNTABILITY Session 1: Principles of Good Governance
2:15 pm – 3:30 pm	Session 2: Ethical Leadership
3:30 pm – 3:45 pm	Snacks
3:45 pm – 5:00 pm	Session 3: Resource Management



Day 3

6:00 am – 7:00 am	Breakfast
7:00 am – 8:00 am	Registration
8:00 am – 8:30 am	Recap
8:30 am – 9:30 am	MODULE 5: SK DEVELOPMENT PLANNING Session 1: Communication
9:30 am – 10:15 am	Session 2: Local Situation and Action Planning
10:15 am – 10:30 am	Snacks
10:30 am – 12:00 nn	Continuation of Action Planning
12:00 pm – 1:00 pm	Lunch
1:00 pm – 3:00 pm	Workshop Presentation and Critiquing
3:00 pm – 3:15 pm	Snacks
3:15 pm – 4:15 pm	Dialogue with Local Officials
4:15 pm – 4:30 pm	Synthesis
4:30 pm – 5:00 pm	Closing Program <ul style="list-style-type: none"> • Prayer • Messages • Pledge of Nationalism and Commitment Setting • Distribution of Certificates • Photo Opportunity

MODULE 1*Preliminaries and Personhood*

I. PRELIMINARIES	15
• Opening Program	
• National Situation of the Youth	
• Getting to know you	
• Levelling of Expectations	
• Training Objectives	
• House Rules	
• Schedule Overview	
II. PERSONHOOD	27
Session 1: Pogi Mo, Ganda Ko!	
<i>Discovering my Self-Concept</i>	

DAY: 1

TIME: 9:00 am – 10:00 am / 10:15 am – 12:00 nn

DURATION: 60 minutes / 105 minutes

SESSION TITLE: Wazzup? Wazzup?

SESSION CONTENT: Preliminaries: Opening Program and Training Orientation

OBJECTIVES:

At the end of the session, the participants will be able to:

- describe the present situation (national level) of the youth in the Philippines;
- introduce themselves to their co-participants;
- express their expectations from the training/training team, themselves, and their co-participants;
- explain the objectives, core messages, and framework of the training; and
- identify and agree on norms that they will adhere to throughout the training.

RESOURCES NEEDED:

Supplies and Materials

- White Board
- White Board Marker
- Dance Music
- Manila Papers
- Permanent Markers
- Masking Tapes
- Bond Papers
- Meta-cards
- Pair of Scissors

Training Equipment

- Laptop
- LCD
- Wide Screen
- Wireless Microphone
- Sound System

SET UP: Big space conducive for participants to move freely.

OTHERS:

- One (1) facilitator per group of 25 or four (4) facilitators for 100 participants



PROCEDURE:

OPENING PROGRAM (60 Minutes)

1. Conduct the Opening Program (i.e. Opening Prayer, Singing of the National Anthem, Messages and Welcome Remarks). The final item in the Opening should be the showing of the AVP on the National Situation of the Youth. The entire opening program should not last more than an hour.
2. After the Opening Program, challenge the participants to become a part of the solution to the overwhelming challenges of the youth at present.

Note: *Welcome Remarks must be delivered by the SK Provincial Federation President, preferably, of their area. The Secretariat must inform the Welcome Remarks Speaker in advance that he/she will introduce the AVP on the National Situation of the Youth at the end of his/her talk.*

THE NATIONAL CONTEXT AND THE SITUATION OF THE YOUTH

Objectives:

- Provide an outline of the major issues and concerns confronting the youth;
- Illustrate the connection between national issues and the issues of the youth sector; and
- Underline the importance of the intervention of SK in addressing specific aspects of the issues and concerns at the level of their communities.



Core Messages:

- As leaders, SK officials should have a clear understanding of the issues and concerns of the youth;
- Youth issues and concerns have concrete manifestations in the community and impact on the lives of young people; and
- The SK should find ways on how to respond to these issues given the mandate and capacity of the institution.

The Republic Act 8044, otherwise known as “The Youth in Nation Building Act of 1995”, defines youth as those who belong to 15 to 30 years old. Those who belong to 15-17 years old are called “Youth Child,” while those 18-24 years old are called “Core Youth” and those 25-30 years old are called “Young Adult.”

ISKOLAR BOS

Sino ang Kabataan Pilipino?

Base sa R.A. 8044...

15-17 years old	Youth Child
18-24 years old	Core Youth
25-30 years old	Young Adult



The youth is not an isolated sector. The issues affecting the general population also impact on the youth. “The problems of grown-ups are your problems too.” A quick look at national concerns will reveal that they are shared by the youth.

ISKOLAR BOS

Ang mga isyu ng bansa
ay **isyu ng mga kabataan.**

Ang suliranin
ng mga nakatatanda
ay **suliranin din
ng mga kabataan.**



26.5% of the population lives below the poverty line (2009 Philippine Poverty Statistics, National Statistics Coordination Board). It means that 26.5% of the youth are also poor. “If this is the case, there are around 26.5% of your constituency or 26.5% of the youth in your community who do not enjoy the comforts of life like most of you do.” Their basic needs are not met on a daily basis.

ISKOLAR BOS

26.5% ng mga Filipino
ay mahirap.

Ibig sabihin din nito
na **26.5% ng mga kabataan
ay mahirap.**



In a recent SWS survey, 15.1% of the families said that they have experienced hunger—meaning they were forced to skip meals because they cannot afford to buy food (2nd Quarter 2011 Social Weather Report, June 3-6 2011 National Survey). “It is not only the grown-ups who suffered hunger but young people too.”

ISKOLAR BOS

15.1% ang nakaranas
magutom dahil walang
pambili ng pagkain.

**15.1% ng mga kabataan
ang nakaranas magutom.**



The impact of environmental degradation and climate change is a key national concern. It is in many ways affecting the lives of both the young and the old. "When it floods, young people are not spared." The youth should be very concerned with the destruction of the environment because their generation will inherit its impact.

But the youth have also issues and concerns specific to their generation. "As young people, you have problems of your own." The UN World Program of Action for the Youth 2000 categorizes youth concerns into education, employment, health, family income, leisure and participation.

In education, 26% of the 15-17 years bracket up to 48% (25-30 years old) and 39-48% of age groups 18-24 and 25-30 had to drop out of school due to financial hardships. While, 7-8% of all ages dropped out of school after becoming drug dependent

ISKOLAR BOS

Ang pagkasira ng kalikasan ay malaking suliranin ng bansa.

Ngunit mas malaking suliranin ito ng mga kabataan, dahil kayo ang magmamana ng kapaligiran.



ISKOLAR BOS

Ngunit may mga tiyak na isyu at suliranin rin ang sektor ng kabataan.



ISKOLAR BOS

Youth Issues and Concerns



ISKOLAR BOS

Education

- 26% of the 15-17 years bracket up to 48% (25-30 years old) and 39-48% of age groups 18-24 and 25-30 had to drop out of school due to financial hardships.
- 7-8% of all ages dropped out of school after becoming drug dependent.



76% of OSY would like to go to school if given the chance. 58% were interested in undergoing skills training.

ISKOLAR BOS

Education

- 76% of OSY would like to go to school if given the chance.
- 58% were interested in undergoing skills training.



On the issue of employment, 46% of age 25-30 think their work is NOT relevant to their education and training. Majority of the youth (57%) desire to work abroad because of higher pay. And this preference is felt in both urban (57.8%) and rural (56.0%) areas.

ISKOLAR BOS

Employment

- 46% of age 25-30 think their work is NOT relevant to their education and training.
- Majority of the youth (57%) desire to work abroad because of higher pay. urban (57.8%) and rural (56.0%) areas.



84.2% of the youth respondents agreed that migration of youth workers takes place within and outside the country because of limited opportunities to earn a living. 73.9% of the youth feel that on the whole OFW phenomenon is not healthy for family stability despite its economic advantage.

ISKOLAR BOS

Employment

- 84.2% agreed that youth labor migration takes place within and outside the country because of limited opportunities.
- 73.9% of the youth feel that on the whole OFW phenomenon is not healthy for family stability despite its economic advantage.



95% of the youth who are employed are in contractual jobs. 27% work underpaid. 86% are working in jobs not related to their education.

ISKOLAR BOS

Employment

- 95% ang nasa *contractual jobs* at 27% ang *underpaid*.
- 86% ang nasa hanap-buhay na walang kinalaman sa kanilang kursong natapos.



On health and wellness, health information campaigns and user-friendly health services and facilities for adolescents and youth should be available to reduce risky behavior among young people (82%).

ISKOLAR BOS

Health and Wellness

- Health information campaigns and user-friendly health services and facilities for adolescents and youth should be available to reduce risky behavior among young people (82%).



45-49% of all ages think that the substance of the reproductive health bill should be taught in elementary school while 74-79% think that it should be taught in high school.

ISKOLAR BOS

Health and Wellness

- 45-49% of all ages think that the substance of the reproductive health bill should be taught in elementary school while 74-79% think that it should be taught in high school.



High incidence of early sexual encounter involving younger age groups (15-17). In terms of youth sector, the in-school youth (49.8%) exhibited the highest percentage of agreement. Second are the youth with special needs (45.7%) followed by working youth (43.4%) and lastly the out-of-school youth (41.8%).

ISKOLAR BOS

Health and Wellness

- High incidence of early sexual encounter involving younger age groups (15-17). In-school Youth (49.8%), Youth with Special Needs (45.7%), Working Youth (43.4%) and Out-of-School Youth (41.8%).



51.4 % of the survey respondents agree and 30.2% strongly agree that health services should be made available to the youth to protect them from acquiring HIV and STIs. 73% believe that the youth resort to substance abuse to escape from their desperate situation.

ISKOLAR BOS

Health and Wellness

- 51.4 % of the survey respondents agree and 30.2% strongly agree that health services should be made available to the youth to protect them from acquiring HIV and STIs.
- 73% believe that the youth resort to substance abuse to escape from their desperate situation.



One of the key health issues among the youth is reproductive health. There is a high incidence of early sexual intercourse among the 15-17 age groups. Without proper intervention, this may result in the teen-pregnancy and/or sexually-transmitted infections.

ISKOLAR BOS

Health and Wellness

- Tumataas ang insidente ng maagang pagbubuntis (*teen pregnancy*) at Sexually Transmitted Diseases (STD) sa mga kabataan.



On leisure, 64.6% of the respondents across age brackets are in social networking in whatever form. Internet is attractive to the youth for computer gaming (48.7%). Playing computer games and on-line gaming is usually done by the young youth aged 15-17 years old (51.8%) followed by 18-24 years old (49.8%).

ISKOLAR BOS

Leisure

- 64.6% of the respondents across age bracket are in social networking.
- Internet is also attractive to the youth for computer gaming (48.7%). Playing computer games and on-line gaming is usually done by the young youth aged 15-17 years old (51.8%) followed by 18-24 years old (49.8%).



52% of 15-17 year-olds and 50% of 18-25 years old, dropping to 37% of 25-30 years old play computer games. 77.9% are in agreement that the internet is hazardous to health and addictive.

ISKOLAR BOS

Leisure

- 52% of 15-17 year-olds and 50% of 18-25 years old, dropping to 37% of 25-30 years old play computer games.
- 77.9% are in agreement that the internet could be hazardous to health and addictive.



On cross-cutting findings, the young people believe that corruption is the major cause of poverty in the Philippines (90%) for issues on politics. On the concerns of Specific Youth Groups, 12-15% of all ages claim to have experienced being abused or exploited. While on relationships, 49-55% of all ages think that divorce should be made legal.

ISKOLAR BOS

Cross-cutting Issues

- Young people believe that corruption is the major cause of poverty in the Philippines (90%).
- 12-15% of all ages claim to have experienced being abused or exploited.
- 49-55% of all ages think that divorce should be made legal.



On youth participation, during elections, 52.3% of the youth always vote during elections and 11.4% very often vote. There is a decline in youth participation. In the SK elections for example, the self-rated participation rate is around 35%. This means that more than half of the youth did not participate in the SK elections (National Youth Assessment Study 2010).

ISKOLAR BOS

Youth Participation

- During elections, 52.3% of the youth always vote and 11.4% very often vote.
- Bumaba ang partisipasyon ng mga kabataan dahil 35% lang ang bumoto sa nakaraang halalan sa SK.



More than two-thirds of the youth has not been member of any youth organization. Only about one-third of the youth would volunteer in community service in times of emergency.

ISKOLAR BOS

Youth Participation

- More than two-thirds has not been a member of any youth organization.
- About one-third would volunteer in community service in times of emergency.



That there are more rural youth (35.2%) than urban youth (33.1%) who join projects for clean and safe environment but there are more urban youth (37.2%) than rural youth (33.5%) who support advocacies for environment protection.

ISKOLAR BOS

Youth Participation

- More rural youth (35.2%) than urban youth (33.1%) join projects for clean and safe environment but there are more urban youth (37.2%) than rural youth (33.5%) who support advocacies for environment protection.



86% of the youth feel they have the right and responsibility to know about the available programs, services, and mandate of agencies, GOs, NGOs, church-based organizations, and other institutions that could help improve their conditions.

ISKOLAR BOS

Youth Participation

- 86% of the youth feel they have the right and responsibility to know about the available programs, services, and mandate of agencies, GOs, NGOs, church-based organizations, and other institutions that could help improve their conditions



There is a crisis of apathy among young people. The youth are pre-occupied with other things and they tend to neglect their role in their communities.

The challenge to SK is motivate and encourage the youth to participate in community efforts. The youth must be involved in finding solutions to the issues and concerns of their sector and the community.

Conclusion: *A good leader is someone who sees the big picture, understands the problems and sees these as challenges. "As SK officials, your understanding of the issues and concerns of the youth is crucial in finding creative and effective solutions."*

GETTING TO KNOW YOU (30 Minutes)

3. Divide the participants into four (4) groups of 25 (twenty-five) participants each, assuming there are 100 participants. Assign a facilitator to each group.
4. Instruct the participants in each group to form a big circle.
5. Tell them that they will be playing the game "The Boat is Sinking," wherein they will form smaller groups according to the descriptions that you will call out.
6. Start off by asking them to dance around the floor area (not in a circular formation) while the music is playing. Tell them to smile at as many co-participants as they can while they do this.

ISKOLAR BOS

May **krisis** ng kawalang-pakialam nang mga kabataan.

Napababayaan ang responsibilidad sa pamayanan.



ISKOLAR BOS

Ang hamon sa SK ay hikayatin ang mga kapwa kabataan na **makilahok at maging bahagi ng SOLUSYON.**



Preliminaries

Integrated Sangguniang Kabataan Organizational Leadership and Reorientation
Basic Orientation Seminar

ISKOLAR BOS

ISKOLAR BOS



'THE BOAT IS SINKING'



Note: *Make sure that the participants are confined to the area assigned to their group.*

7. At various points during the dance, stop the music, call out a grouping, and tell them to discuss a topic. The groupings and topics are as follows:

- First grouping: by eight ... Introduce yourself; share your name and how it was chosen.
- Second grouping: by twelve ... Introduce yourself; three things you like about yourself.
- Third grouping: by ten ... Introduce yourself: what you look forward to in the training.

Note: *Assigned facilitator should make sure that the group is carrying out the activities as instructed.*

LEVELING OF EXPECTATIONS

8. Still in each group of 25 people, divide participants into five groups of five (5) members each. Ask each sub-group to discuss the following questions among themselves, and to choose their top three (3) answers to each one:

- a. What do you expect from this training?
- b. What do you expect from the training team?

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1st TASK:

Introduce yourself; share your name and how it was chosen.



ISKOLAR BOS

2nd TASK:

Introduce self; say three (3) things you like about yourself.



ISKOLAR BOS

3rd TASK:

Introduce self; Answer this: what are you looking forward to in this training?



ISKOLAR BOS

Expectation Setting:

- YELLOW:** What do you expect from this training?
- GREEN:** What do you expect from the training team?
- BLUE:** What do you expect from your co-participants?
- ORANGE:** What are you willing to do to make this training successful?



- c. What do you expect from your co-participants?
- d. What are you willing to do to make this training successful?

Tell them to write down their top answers on meta cards and using marker pens (permanent markers). Flash the color-coding of the meta cards.

- Yellow – question a
- Green – question b
- Light Blue – question c
- Light Orange – question d

Note: *Facilitators must remind the group that they are to choose only the top three (3) answers of their group. They may use either English or Filipino in writing their responses (or in the case of outside Metro Manila, the vernacular language that is common to the participants)*

Give the participants 10 (ten) minutes to accomplish the task. Then, let them post their cards on the appropriately-labeled manila paper. You should get a maximum of fifteen (15) cards/responses per question, per group of 25 participants.

- 9. Assigned facilitators per group (of 25) should then go through the responses and identify common trends. Assigned facilitators should also summarize the responses to b, c, and d, and post these in one common sheet of manila paper for presentation in plenary.

PRESENTATION OF TRAINING OBJECTIVES

- 10. Assemble all the four (4) groups in plenary.
- 11. Present the training objectives, core messages, framework and schedule of the training.

ISKOLAR BOS

General Objective:

To equip the SK leaders with fundamental knowledge, values, and skills needed for them to effectively achieve the goals of their organization.



ISKOLAR BOS

Specific Objectives:

At the end of the 3-day ISKOLAR-BOS training, the participants will be able to:

1. Explain the importance of a positive-self concept as an SK leader;
2. Discuss leadership concepts and perspectives;
3. Describe SK as an organization and state their roles and functions as SK leader;



ISKOLAR BOS

Specific Objectives:

4. Identify and enumerate the principles of good governance;
5. Develop beginning skills in resource management and advocacy;
6. Formulate Local Youth Agenda for their barangay; and
7. Prepare and commit to a personal and professional development plan as SK leader.



Core Messages

It starts with me. I believe in me.

Serving means being responsible, and incorruptible.

Knowing and understanding my organization and my roles keep me on the right track.

One for all and all for one is my battlecry as a team-oriented SK Leader.

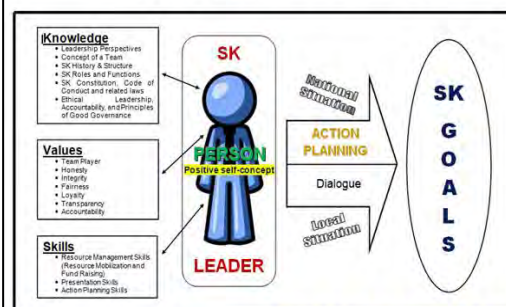
Leadership with ethics is what I aspire to be.

Actions guided by well-thought out and communicated plans help ensure our success.

Resolute am I in my commitment to improve myself to become the best SK leader to serve my community and country.

ISKOLAR BOS

ISKOLAR-BOS TRAINING FRAMEWORK



ISKOLAR BOS

Training Schedule – Day 1

8:00 am – 9:00 am	Arrival and Registration	12:00 pm – 1:00 pm	Lunch
9:00 am – 10:00 am	Opening Program • Prayer • Philippine National Anthem • Messages • Presentations • National Situation	1:00 pm – 2:30 pm	MODULE 1: PERSONHOOD Session 1: Personhood
		2:30 pm – 2:45 pm	Snacks
10:00 am – 10:15 am	Snacks	2:45 pm – 3:30 pm	MODULE 2: LEADERSHIP Session 1: Definition of Leadership
10:15 am – 12:00 pm	Training Preliminaries • Getting to Know You • Levelling of Expectation • House Rules • Program Overview	3:30 pm – 5:00 pm	Session 2: Leadership Styles
		5:00 pm – 7:00 pm	Session 3: Leading a Team

ISKOLAR BOS

Training Schedule – Day 2

6:00 am – 7:00 am	Breakfast	12:00 pm – 1:00 pm	Lunch
7:00 am – 8:00 am	Registration	1:00 pm – 3:30 pm	MODULE 4: SK PRINCIPLES OF GOOD GOVERNANCE AND ACCOUNTABILITY Session 1: Good Governance
8:00 am – 8:30 am	Recap		Session 2: Ethical Leadership
8:30 am – 10:00 am	MODULE 3: UNDERSTANDING SANGGUNIANG KABATAAN Session 1: SK History and Structure	3:30 pm – 3:45 pm	Snacks
10:00 am – 10:15 am	Snacks	3:45 pm – 5:00 pm	Session 2: Managing Resources
10:15 am – 12:00 pm	Session 2: SK Roles and Functions		

ISKOLAR BOS

Training Schedule – Day 3

6:00 am – 7:00 am	Breakfast	1:00 pm – 3:00 pm	Workshop Presentation and Critiquing
7:00 am – 8:00 am	Registration	3:00 pm – 3:15 pm	Snacks
8:00 am – 9:00 am	MODULE 5: SK DEVELOPMENT PLANNING Session 1: Communication	3:15 pm – 4:15 pm	Dialogue with Local Officials
9:00 am – 10:00 am	Session 2: Local Situation and Action Planning	4:15 pm – 4:30 pm	Synthesis
10:00 am – 10:15 am	Snacks	4:30 pm – 5:00 pm	Closing Program • Prayer • Messages • Pledge of Nationalism and Commitment Setting • Distribution of Certificates • Photo Opportunity
10:15 am – 12:00 pm	Workshop on Action Planning		
12:00 pm – 1:00 pm	Lunch		

ISKOLAR BOS



PRESENTATION OF TRAINING NORMS AND HOUSE RULES

12. Refer them to manila paper containing the consolidated responses to b, c, and d. Explain what you can and cannot provide as a training team.
13. Refer to their answers to c and d. Tell them that what they wrote are the norms that they have set for the training. Make sure general answers are made more specific. While it is important that the facilitator does not dictate the house rules, you may impose rules taking off from those that they wrote. For example, if they said they will cooperate, you can say that one way of cooperating is to put their phone on silent mode so that no one gets distracted. Make sure that every aspect is considered, and collectively agreed on.

ISKOLAR BOS

House RULES:

1. Be punctual.
2. Wear your name tags during session activities.
3. Respect the opinion of others.
4. Actively participate in all session activities.
5. Wear appropriate clothing during session activities.
6. Keep cellular phones on silent mode.
7. Observe Cleanliness.



ISKOLAR BOS

House RULES:

8. Take care of all facilities of the venue.
9. Participants are not allowed to leave the venue premises without proper coordination with the Secretariat.
10. Organizers are not responsible for loss of personal belongings.
11. Wear a smile at all times.
12. Certificate of Appearance will be released after the training. It will be based from the attendance sheet.



DAY: 1

TIME: 1:00 pm – 2:30 pm

DURATION: 90 Minutes

MODULE NO./TITLE: 1/ Discovering My Self-concept

SESSION TITLE: POGI MO GANDA KO!

SESSION CONTENT: Personhood

OBJECTIVES:

At the end of the session, the participants will be able to:

- identify their strengths and weaknesses;
- express self-acceptance; and
- explain the importance of positive self-concept.

RESOURCES NEEDED:

Supplies and Materials

- super hero silhouette



- Color pencils
- Meta cards

Training Equipment

- Microphone
- Audio Player
- Playlist – Hero; You are Beautiful; Fireworks
- Video clip- Self-esteem Quotes

PROCEDURE:

ACTIVITY 1:

Note: Maintain the same groupings (about 25 people per group) formed during the GTKY. Per group, assign a facilitator who will conduct the next set of activities. The next set of instructions is intended for the facilitators assigned to each group. There will be no plenary for this session.

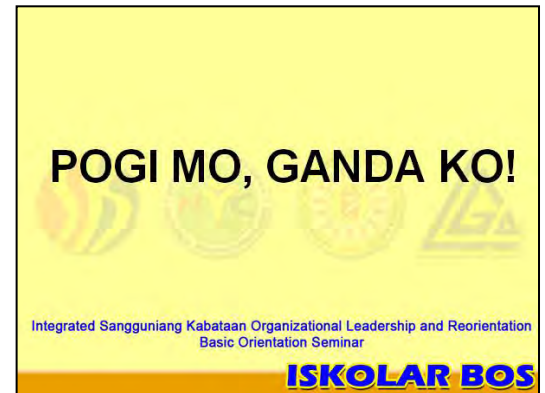
1. Distribute one (1) sheet of super hero paper and colored pencils per participant.
2. Give the following instructions to the group:

Think of a superhero whom you can relate to or associate with the most. This could be your favorite superhero. If you do not have an existing one in mind, you can create your own.

Using the materials provided, draw a picture of the superhero that you've chosen. Fill the page with your drawing. You can draw it any way you want. (Provide an example. Draw a superhero on the board using stick figures. Tell them that they have fifteen (15) minutes to finish the activity).

Note: Play background music: "Hero; "You are Beautiful"; "Fireworks" while the participants are drawing.

On the right side of your drawing, write down your strengths, e.g. things you do well whether as a member of your family, as a student and/or as a member of your community. Strength may also



mean physical strength, or your skills, positive characteristics, or talent...Example: *Magaling sa computer, masunurin sa magulang, cute, etc.*

(Demonstrate this on the board using yourself as an example. Give them five (5) minutes to do this. Be strict with the time.)

On the left side of your drawing, write down your areas for improvement or weaknesses. These may be things that you don't do so well in the same areas mentioned earlier - family, school and /or community. Weakness may mean physical weakness, things that you are not capable of doing, negative attitudes and characteristics. Example: *Malabo mata, impatient, mabagal.* (Demonstrate this on the board using yourself as an example. Give them five minutes to complete this. Be strict with the time.)

ACTIVITY 2

3. Ask the participants to choose a partner to form dyads.

4. Give the following instructions:

Face the person next to you. Assign one of you to be Person A and the other Person B.

Person A, share your drawing and the things you wrote with Person B. Do this in 5 minutes.

Person B, share your drawing and the things you wrote with Person A. Do this in 5 minutes.


ANALYSIS

5. After the sharing (dyads), do the analysis by asking the following questions:
 - How did you find the activity of choosing and drawing a superhero?
 - Who found it easy to choose a superhero? Why did you find it easy?


ISKOLAR BOS

Person A –


5 minutes to share output to Person B



ISKOLAR BOS

Responses: 

Self-knowledge		Self-acceptance	
-	+	-	+



- Who found it difficult? Why did you find it difficult?
- What did you feel as you were writing down your strengths?
- What did you feel as you were writing down your weaknesses?
- Are you happy about how you described yourself? Why or why not?
- Look at the two lists. Which one is longer?
- Based on the two lists, how would you rate how you see yourself? Your self-esteem?

Note: Publish all responses that fall within the labels “Self-knowledge” and “Self-Acceptance,” as shown below:

Table 1: Possible responses

Self-knowledge		Self-acceptance	
-	+	-	+
<ul style="list-style-type: none"> • It was hard to choose a superhero because I had to think about myself first. • Hindi ko maisip ang mga katangian ko. • I would rather people tell me who I am. • I haven't thought about/reflected on myself. 	<ul style="list-style-type: none"> • I know myself. • I am a reflective person. • <i>Kilala ko sarili ko.</i> 	<ul style="list-style-type: none"> • I didn't want to write down my negative traits even if there were many. • It was easy to list my positive traits but not the negative ones. • I could only think of my weaknesses. • Mahirap tanggapin ang mga kahinaan. 	<ul style="list-style-type: none"> • I wrote more strengths because I have a positive outlook in life. • I'm happy with who I am, both strengths and weaknesses.

ABSTRACTION

6. Introduce the lecturette by saying:

Every superhero has his/her own strengths that is why they can save lives and help people. Some can fly, some have superhuman strength some have x-ray vision, etc.

But superheroes also have weaknesses. For example Superman's weakness is Kryptonite; as



for Batman, he can be killed just like any human without his suit on; Spiderman's weakness is Mary Jane and Aunt May because his enemies get to him through these women etc.

Just like these superheroes, we all have our own strengths and weaknesses and it is important that we are aware of these, use and build on our strengths, and work on our weaknesses. We must also acknowledge that our strengths and weaknesses make us who we are and therefore we must be able to accept ourselves.

What if you had P1 million and didn't know it, how would you be able to use the P1 million? The same is true with our strengths. How can you address your areas for improvement if you do not know what your weaknesses are?

7. Deliver a lecturette focusing on the following key messages:

- The importance of a positive self-concept (*positibong pananaw sa sarili*)
- Part of a positive self-concept is accepting ourselves in our totality.
- We all have strengths and weaknesses.
- We cannot have a positive self-concept if we do not know ourselves.
- We cannot develop our self-concept if do not know ourselves.

- This must be a continuing process.
- We cannot use our strengths if we do not know what these are. We cannot change what we do not know. We cannot be better if we do not know our areas for improvement.

ISKOLAR BOS

- Having a positive self concept (*positibong pananaw sa sarili*) is important.
- Part of a positive self-concept is accepting ourselves in our totality.
- We all have strengths and weaknesses.
- We cannot have a positive self-concept if we do not know ourselves.

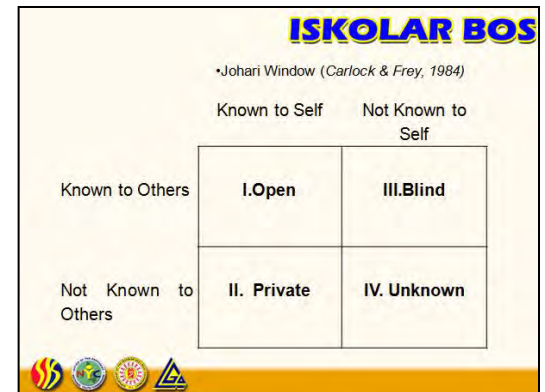


ISKOLAR BOS

- The positive self-concept must be a continuing process.
- We cannot use our strengths if we do not know what these are.
- We cannot change what we do not know.
- We cannot be better if we do not know our areas for improvement.



8. Present the Johari Window as a model that tells us that we can develop our self-concept through feedback and self-disclosure. Refer to the attached reading on the Johari Window.



Johari Window (Carlock & Frey, 1984)

	Known to Self	Not Known to Self
Known to Others	I. Open	III. Blind
Not Known to Others	II. Private	IV. Unknown

To further discuss each area, say the following:

I. Open Area

This represents the part of self that are known to the individual and others. These may include attitudes, behavior, way of life, values, motivation.

II. Private

These are aspects of the individual that are known by him/herself but are hidden from others. The hidden area could include feelings, sensitivities, fears, hidden agendas, manipulative intentions, and secrets – anything that a person knows but does not reveal, for whatever reason.

III. Blind

This part of self is hidden from the individual but is known to others. This blind area may be ignorance about oneself or issues that others are deliberately withholding from a person.



IV. Unknown

This area contains information, feelings, latent abilities, aptitudes, experiences, etc. that are unknown to anyone, even to the individual him/herself. These aspects of oneself could have been repressed to the point that they are forgotten or may be under the surface of oneself and unknown until an event surfaces them.

References:

- *Enhancing Self Esteem (1984), Carlock, Jesse & Frey, Diane*
- *Johari Window (2011) retrieved from <http://www.businessballs.com/johariwindowmodel.htm> on May 3, 2011*

9. After presenting the Johari Window, say:

- How we can improve our self-concept? By opening up ourselves and being opening to feedback from others.
- Why is the self-concept of an SK member important?
- Why did you choose to be a member of SK?
- The assumption is you are here because you love your constituents, because you love your country, because you want to serve the youth, in particular and your country, in general. But how can you do that if you have a problem with your *pagkatao*? If you do not believe in yourself, if you don't understand yourself, and can't deal with yourself?

10. End your input by presenting the "Basic Principles of Human Behavior":

- We cannot understand others if we cannot understand ourselves.
- We cannot deal with others if we cannot deal with ourselves.
- We cannot love others if we do not love ourselves.
- We cannot give what we do not have.

ISKOLAR BOS

- Basic principles of human behaviour:

We cannot understand others if we cannot understand ourselves

We cannot deal with others if we cannot deal with ourselves

We cannot love others if we do not love ourselves

We cannot give what we do not have



Note: *Throughout the abstraction, where possible, use responses of the participants during the lecturette. Also give practical examples from the SK context.*

APPLICATION (Closing Activity)

11. After the abstraction, ask the participants to get their notebooks and answer the following questions:

- After all that we've done in this session, how do you feel about yourself now?
- How does your self-concept or self-esteem affect how you deal with others?
- Name three things that you will do to improve your self-concept.

12. To end the session, tell them to watch the inspirational video clip on loving oneself: *Self-Esteem Quotes and Quotation*

13. After the video clip, ask them to do the following:

Close your eyes again. Hug yourself and repeat after me...

I love myself, I love myself, I am a superhero in my own way. I am an SK superhero with a very special mission for my constituents for my country. In loving myself, I can be the best SK superhero ever.

MODULE 2

Exploring Leadership Perspectives

I. CONCEPT OF LEADERSHIP	36
Session 1: Leader nga ba?	
<i>Defining a Leader</i>	
II. LEADERSHIP STYLES	39
Session 2: Anong Style mo?	
<i>Discovering my Leadership Style</i>	
III. LEADING A TEAM	46
Session 3: Sama-sama together	

DAY: 1

TIME: 2:30 pm – 4:00 pm

DURATION: 90 Minutes

MODULE NO./TITLE: 2/ Exploring Leadership Perspectives

SESSION NO./TITLE: 1/Leader Nga Ba?

SESSION CONTENT: Defining Leadership/Leader

OBJECTIVES:

At the end of the session, the participants will be able to:

- define what is leadership; and
- describe the qualities of a good SK leader.

RESOURCES NEEDED:

Supplies and Materials

- 5 pcs. Manila paper (4" x 4")
- 5 pcs. permanent marker
- Masking tape
- Scissors

Training Equipment

- Laptop
- LCD
- Wide Screen
- Wireless Microphone
- Sound System

SET UP: Big space for participants to move around

PROCEDURE:

ACTIVITY 1:

1. Introduce the session by saying:

In the previous session, we associated ourselves with fictitious heroes. In this session, we will recall real heroes who were/are also great leaders.



2. Retain the four (4) groups formed earlier and the assigned facilitators.

Note: *Each facilitator will carry out the following in their assigned group.*

3. Tell your group members to think of a leader they admire and whom they would like to emulate (their role model). Ask them to write down their chosen leader in their notebook and the reasons for their choice (characteristics or qualities of their chosen leader). Give them three (3) minutes to do this.
4. Ask for volunteers to share their responses to their groupmates. Assign one person to document the reasons for their choices (qualities/characteristics) on a sheet of manila paper.
5. After all have shared their, the group volunteer will now post the manila paper in the walls of the room. The manila paper posted in the wall should indicate the group name for identification purposes.

ANALYSIS:

Note: *This will be done in plenary led by one facilitator.*

6. Once all the sheets are posted, read all the responses on the sheets.
7. After going through all the outputs, ask them:
 - What characteristics are common in all the outputs?
 - Which ones were mentioned the most?

Write down the most common responses in a different sheet of paper or on the white board.

ABSTRACTION:

8. Deliver a lecturette on the following:

- Definition of a leader and leadership
- Qualities of a good leader in the SK context, i.e., responsible, incorruptible.

ISKOLAR BOS

Leader

Someone who can inspire and motivate its members to do the tasks and understand their own culture.



Leadership

The process of persuasion and example by which an individual convince a group to take action on a purpose/goal shared by all.



ISKOLAR BOS

Leadership

It is the ability to make followers achieve high goals rather than simply supervise people around.



ISKOLAR BOS

People look for 4 characteristics above all in selecting leaders:

- Honest
- Forward looking
- Inspiring
- Competent



ISKOLAR BOS

Above all, leaders must be viewed as having **unquestionable INTEGRITY.**



APPLICATION (Closing Activity):

9. Ask the participants to bring out their notebook and answer the following questions:

- As SK Leader, what qualities of a good leader do I already possess?
- To become a Good Leader, what qualities do I still need to develop?
- What will I do to develop those qualities?

ISKOLAR BOS

CLOSING ACTIVITY

As SK Leader, what qualities of a good leader do you possess?

Do you still need to develop?

What will I do to develop these qualities?



DAY: 1

TIME: 4:15 pm – 5:15 pm

DURATION: 60 Minutes

MODULE NO./TITLE: 2/Exploring Leadership Perspectives

SESSION NO./TITLE: 2/Anong Style Mo?

SESSION CONTENT: Discovering My Leadership Style

OBJECTIVES:

At the end of the session, the participants will be able to:

- describe the different leadership styles; and
- discover their leadership style.

RESOURCES NEEDED:

Supplies and Materials

- 100 set of leadership questionnaire (2)
- Leadership questionnaire in Power Point

Training Equipment

- Laptop
- LCD
- Wide Screen
- Wireless Microphone
- Sound System

PROCEDURE:

ACTIVITY 1:

1. Introduce the topic by telling the group that each one has his or her leadership style. Ask them if they know what their style is? Then, tell them that in this session, they will discover their predominant leadership style.
2. Distribute the leadership style questionnaire.



LEADERSHIP STYLE SURVEY

Directions: Read the following descriptions carefully. Then, choose the corresponding answer on the choices provided which best describes you: A – often, B – sometimes, C – seldom, D – never. **Encircle** the letter of your choice.

- | | | | | |
|---|---|---|---|---|
| 1. I try out new ideas together with groups. | A | B | C | D |
| 2. I make friends / funny comments during group work. | A | B | C | D |
| 3. I give reasons for any criticisms I need to make. | A | B | C | D |
| 4. I work together with the group. | A | B | C | D |
| 5. I demand absolute obedience from the group. | A | B | C | D |
| 6. I confer with the group when decisions are to be made. | A | B | C | D |
| 7. I look after my group and visit them at home. | A | B | C | D |
| 8. I give out tasks without asking the members for the agreement. | A | B | C | D |
| 9. I am always against the slightest change to the work plan. | A | B | C | D |
| 10. I keep a certain safety distance from the group. | A | B | C | D |
| 11. I encourage teamwork. | A | B | C | D |
| 12. I criticize the person's work but not the person himself/herself. | A | B | C | D |
| 13. I try to reduce chitchat and gossip in my group. | A | B | C | D |
| 14. I make my own decisions. | A | B | C | D |
| 15. Theoretical or practical knowledge determines your next move. | A | B | C | D |
| 16. I decide in a different way to the majority group. | A | B | C | D |
| 17. I have lead long discussions about my decisions. | A | B | C | D |
| 18. You give in to your group in discussions. | A | B | C | D |
| 19. You are unsure when working through your program. | A | B | C | D |



3. Go through the instructions with them and then let them full out the questionnaire.

Note: *Make sure facilitators are going around to ensure that they are filling out the questionnaire correctly.*

HOW TO SCORE:

- I. The questions 1, 2, 3, 4, 6, 7, 11, 12, and 13 (Cluster 1) are scored as follows:

A = 4 points B = 3 points C = 2 points D = 1 point

- II. The questions 5, 8, 9, 10 and 14 (Cluster 2) are scored as follows:

A = 1 point B = 2 points C = 3 points D = 4 points

- III. The questions 15, 16, 17, 18, and 19 (Cluster 3) are scored as follows:

A = 4 points B = 3 points C = 2 points D = 1 point

Interpretation:

You are more Democratic as a Leader...

... the closer your score to 36 points in Cluster 1 questions.

... the further away your score to 20 points in Cluster 2 questions.

You are not scared to make unpopular Decisions...

.... the closer your score to 20 points in Cluster 3 questions.

ACTIVITY 2: (Optional)

1. Role play (SK meeting)
2. Show the participants when to use each leadership style.

ISKOLAR BOS

Role Play Instruction

You will call your KK members to a meeting to discuss the forthcoming Linggo ng Kabataan Celebration. Their Task is to plan out the program schedule of the celebration. The celebration will run for two (2) days. Venue, food, transportation and sponsors should be likewise be discussed in the said meeting (5 minutes).

The role play should not be more than 10 minutes.



ANALYSIS / ABSTRACTION:

4. When everyone is done, give out the interpretation and deliver an input on leadership styles.

- Autocratic leadership
- Democratic Leadership
- Free–rein Leadership

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What is your Leadership Style?

- Autocratic
- Democratic
- Free–rein



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Autocratic Style

- Makes sole decision then inform the group
- Followers have no inputs to decision making
- Appoints the committee and determine the work tasks, time & place



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Democratic Style

- Helps the group to formulate its own goals and point out alternative consequences
- Permits members freedom to work with whom they choose and divide tasks as they see fit but maintain pressure toward achievement of goals, industry and against disorder



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Free–Rein Style (Laissez-Faire)

- Allow members to solve their own problem or set their goals
- Offers advice and materials only when asked
- Takes no part in assigning work or allocating time
- Maintain a passive attitude



Leadership Concepts:

The following is a definition of leadership. However, said definition should no longer be discussed in class since the participants will come up with their working definition. You may mention it if pressed for a definition. Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals. Management activities such as planning, organizing, and decision making are dormant cocoons, until the leader triggers the power of motivation in people and guides them towards goals.



The article "What Do Behavioral Scientists do?" (Supervisory Management) mentioned that successful leaders were effective because they possessed certain identifiable personality traits. One approach to studying leadership is to classify leaders by their tendency to retain or share decision-making authority. At the far end of the line is the autocratic leader who unilaterally makes all decisions and directs subordinates by command. On the other end of the line is the democratic or participative leader who encourages his subordinates to participate in decision-making and creates a climate where decisions are reached by consensus.

The Three Types of Leaders:

Free-rein Leader

- Allows the members to solve their own problems and set their goals
- Allows complete freedom for the group to formulate its own policies
- Offers advice and materials only when asked; takes no part in discussion or decision-making
- Takes no part in assigning work or allocating time; maintains no pressure toward achievement, industry, and enter into disorder only when there is personal danger involved
- Makes judgment of praise or criticism except when asked, and then maintains a sort of passive attitude

Autocratic Leader

- Makes the decision solely and then informs the work group. Subordinates have no opportunity to input in the decision-making process.
- Determines the policies since he/she was chosen leader
- Determines all techniques, procedures, and activities one at a time. The future steps are uncertain but does not want to confuse the group
- Appoints the committees and determines the work task and the time and place
- Gives personal praise because he/she is a benevolent leader. Gives criticism because he/she is a leader and has status as a judge and parent ideal.

Democratic Leader

- Encourages and assists the group to discuss; determines all policies
- Help the groups to formulate its own goals and to point out alternative consequences
- Supplies technical advice or facts where needed, but permits group choice
- Permits members freedom to work with whom they choose and to divide the tasks as they see fit. He/she however, maintains pressure
- Objective and fair in praise and criticism and does not hold up as the final judge or "all wise" being.

Most people think that the participative style or democratic leadership is the most effective at all times. However, Robert Golembiewski, who studies this specific issue, decided that no generalizations could answer the question of how to lead any given world group.



Advocates of the democratic style, however, believe that the approach is more effective in the long run.

There are however, a number of situations in which an autocratic style of management can succeed, namely:

- during genuine emergency*
- when leader has unique knowledge that no one else is in a position to challenge*
- when low profit margins exist or tight cost controls have to be applied*
- if low levels of skill are required from workers in the organization and frequent changes have to be made quickly*

Thus, in general, use three types of leadership when the following situations are present:

- 1. Use the autocratic method when you are the expert and/or when there is an emergency*
- 2. Use the democratic (participatory) method when your people are most capable as a group.*
- 3. Use the free-rein method when each of your people is capable of functioning independently.*

Unique Qualities or Characteristics of a Good Leader:

Feeling of conviction- A good leader has a strong determination and certainty in the necessity, importance, and nobility of the job to be done.

Rapport or Good Working Relationship – a good leader is able to establish a good working relationship among his/her members, which is based on friendship and mutual trust and confidence.

Intelligence and strength of mind – He/she has the ability to see and understand situations as they are and conceive them as they should be.

Judgment – He/she has the ability to measure and weigh facts in making decision.

Will Power – He/she has the courage to undertake and bear responsibilities, to adhere to principles in the face of violent oppositions.

Other qualities – Such as tactful, resourceful, warm, secure, optimistic, dedicated, committed, etc.

Skills of a Good Leader

- 1. Skill in motivating or drawing out other members of the group into participating actively and responsively in the group and community projects.*
- 2. Skill in listening to what other members contribute to the group.*



3. Skill in pacifying or clarifying interrelationship between two members or among members.
4. Skills in decision-making or helping other members in deciding upon the problem and involving others in the decision-making.
5. Skill in evaluating or assessing methods of working out plans and progress of work.
6. Skill in containing or maintaining the support and continued participation of all members of the group to move ahead with continuity and focus so that gradual but firm steps will be taken toward the ultimate goal.

“The measure of one’s skill as a leader is the ability to get others to see what to be done and to decide to do it for themselves – in other words, to impel rather than to compel. The impelling leader does not sit on the throne and issue orders. He realizes that leadership is a two directional affair. He develops the wishes of those he leads. He is then in a position to follow those wishes as the direct path to his goal. (Donald A. Laird, “The Strategy of Leadership”).

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5. Emphasize the use of leadership style, based on the type of group members and the situation.
6. Show the participants when to use each leadership style.

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How to direct your people?



- Use the autocratic method when you are the expert and or when there is an emergency.
- Use democratic (participatory) when your people are capable of functioning independently
- Use the free rein method when each member is capable of functioning independently







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Leaders have come to use a combination of two or three of several leadership styles to match individual learning styles of those they leads.

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No single leadership is ideal, as one can adopt a different style for different situation and occasions.

APPLICATION (Closing Activity):

- Ask the participants to answer the following in their notebook:

What did you learn about in this session that will help you to become a better SK leader?

- On one whole sheet of paper, ask the SK participants to list down ten (10) little things they can do in their community to show that they are a Good SK Leader. Choose one (1) or two (2) participants to share with the group his/ her output.



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APPLICATION / CLOSING ACTIVITY

What did you learn in this session that will help you become a better SK Leader?

On a whole sheet of paper, list down (10) little things you can do in your community to show they are good SK leader.

Choose one(1) or two (2) participants to share their outputs to the group.

DAY: 1

TIME: 5:15 pm – 7:00 pm

DURATION: 105 Minutes

MODULE NO./TITLE: 2/Exploring Leadership Perspectives

SESSION NO./TITLE: 3/Sama-Sama Together!

SESSION CONTENT: Leading a Team

OBJECTIVES:

At the end of the session, the participants will be able to:

- recognize the importance of a team as a leader and member of Sangguniang Kabataan and Katipunan ng Kabataan; and
- identify SK team norms.

RESOURCES NEEDED:*Supplies and Materials*

- 1 set of Newspapers / group
- 12 pcs of Barbeque sticks / group
- 1 roll of Plastic straws / group
- 2 yards Masking tapes / group
- White Board
- White Board Marker
- Notes
- Pens
- First Aid Kit (for emergency purposes)
- Dance Music
- Instrumental Music
- 1 pc Manila Papers / group
- 1 pc Permanent Markers / group
- Masking Tapes
- Bond Papers

Training Equipment

- Laptop
- LCD
- Wide Screen
- Wireless Microphone
- Sound System

SET UP:

- Big space conducive for participants to move freely.
- This can be done by moving chairs and tables on the sides of the function hall.

Note:

- *Activities can be done indoor or outdoor, whatever is available.*
- *Make sure that the place is safe for the participants.*

PROCEDURE:

ACTIVITY 1: SIT ON MY LAP (10 minutes)

1. Divide the participants into groups, composed of 8 to 10 members. If possible, group them according to SK Barangay Councils.
2. Ask them to remove any valuable things such as cell phones, wallets, etc. in their pocket. Tell them to be cautious while doing the activity.
3. Ask all the groups to stand, touch the back of their group mates by putting their hands forward and form a circle.
4. When ready, ask them to put their hands on their sides.
5. Tell them to sit on the lap of the person behind them.
6. Inform them that the objective of the activity is to identify the group that has the longest time sitting on the lap of their group mates.
7. Tell them that they will be given 5 minutes to plan. Then, inform them that the activity will start after 5 minutes.

Note: *As a replacement for Activity 1: Sit On My Lap, the facilitator may inject an Icebreaker that would last for 10 minutes to prepare the participants for the Activity 2: SK Tower.*

ACTIVITY 2: SK TOWER (30 minutes)

8. Provide each group with old newspapers, barbeque sticks, plastic straws and masking tapes.
9. Inform them that the objective of the activity is to build the tallest, strongest, and most beautiful tower that can stand alone.



10. Tell them to maximize and use only the materials provided to them.
11. Inform them to start their tower base on the floor.
12. Tell them that they will be given 5 minutes to plan and strategize, and 25 minutes to execute the activity.

Note: *Ask for one (1) volunteer or secretly identify one (1) participant per group to be assigned as “mole.” The basic responsibility of a “mole” is to give negative feedback, wrong suggestions, mislead directions, discourage or destruct the group assigned to him or her during the activity. After the lead facilitator had given the instructions, all co-facilitators will go to their assigned group to observe and clear out instructions. Play dance music during the activity to add excitement and adrenalin.*

ANALYSIS: (20 minutes)

13. After 30 minutes, ask all the participants to grab their seats per group.
14. Test the towers in terms of beauty and durability by asking the co-facilitators to do the test.
15. Ask the participants about their experiences on the activities.
16. Then, provide each group with one (1) sheet of manila paper and permanent marker. Ask them to divide the manila paper into two parts.
17. On the first part, ask them to list down the top five (5) answers on the following question:
 - What are the reasons why your group accomplished or did not accomplish the tasks? *Ano ang mga dahilan kung bakit natapos niyo o hindi natapos ang laro?*
 - If not accomplished, what are the things that your group should have done to successfully accomplish the tasks? *Kung*



hindi natapos, ano ang mga bagay na dapat niyong ginawa para matagumpayan ang laro?

- To those groups that accomplished the tasks, are there still things that you think needed to accomplish it that your group should have done? *Sa mga nakatapos, may mga bagay pa kayang dapat niyong ginawa para lalong matagumpayan ang laro?*

18. On the second part, ask them to list down the answers on the following questions based on the responses on the first part:

- Among the listed responses on the first part, what are the things that would help the Sangguniang Kabataan as a team or council? *Base sa mga sagot sa unang parte, ano ang mga bagay na makakatulong sa Sangguniang Kabataan bilang isang grupo o konseho?*
- On the same list, what are the things that would not help the Sangguniang Kabataan as a team or council? *Base pa rin sa listahan, ano ang mga bagay na hindi makakatulong sa Sangguniang Kabataan bilang isang grupo o konseho?*

19. When finished, tell each group to post their manila paper on the whiteboard.

20. Review the outputs. If needed, ask clarification on responses that are not clear.

ABSTRACTION: (30 minutes)

21. Summarize their insights and relate these to the objectives of the module.

22. Present the slides of the following:

- What is a Team?
- Elements of a Team
 - Goals
 - Roles

What is a Team?

A team is any group of people organized to work together for a common purpose.





- Procedures
- Relationships (Inclusive)
- Competencies
- Commitments
- Definition of Team Leader
- Team Leader Roles and Responsibilities
- Stages of Team Development



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Elements of an Effective Team



- Goals
- Roles
- Procedures
- Relationships
- Competencies
- Commitments

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Goals



A team should have a clear sense of purpose, well-understood rules of behavior, and measurable success indicators.

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Roles



Clear roles and responsibilities of each member.

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Procedures

A team should have operating rules.

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Relationships


Teams need to maintain ongoing communication and strong relationships.




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Competencies

Identifying the diversity of the capabilities or skills/talents of each member.

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Commitments



Members should have a strong sense of mutual commitment.



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Team Leader

Team Leaders are responsible for moving the team to accomplish its task.



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Team Leader Roles and Responsibilities

- Provide team leadership and coaching
- Focus the team on the tasks at hand or the internal and external client requirements
- Coordinate team logistics
- Communicate team status, task accomplishment, and direction



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Stages of Team Development

Stage 1: Forming

Stage 2: Storming

Stage 3: Norming

Stage 4: Performing

Stage 5: Adjourning



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Stage 1: Forming

A group of people come together to accomplish a shared purpose.



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Stage 2: Storming



Discussion about mission, vision, and procedures that may cause strained relationships and conflict.



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Stage 3: Norming

The team has consciously or unconsciously formed working relationships that are enabling progress on the team's objectives.



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Stage 4: Performing





Relationships, team processes, and the team's effectiveness in working on its objectives are successful.



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Stage 5: Adjourning

The team has completed its mission or purpose and it is time for team members to pursue other goals or projects.



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TIPS for a Successful Team

1. Respect
2. Openness
3. Work Hard
4. Celebrate



DEFINITIONS OF TEAM

A team is any group of people organized to work together interdependently and cooperatively to meet the needs of their clients/customers by accomplishing a purpose and goals. Teams are created for both long term and short term interaction.

A team comprises a group of people linked in a common purpose. Teams are especially appropriate for conducting tasks that are high in complexity and have many interdependent subtasks.

A group in itself does not necessarily constitute a team. Teams normally have members with complementary skills and generate synergy through a coordinated effort which allows each member to maximize his or her strengths and minimize his or her weaknesses. Team members need to learn how to help one another, help other team members realize their true potential, and create an environment that allows everyone to go beyond their limitations.

“A team is a small number of people with complementary skills who are committed to an agreed purpose, goals, and approach for which they hold themselves mutually accountable.”

A group of people with a full set of complementary skills required to complete a task, job, or project.

Team members (1) operate with a high degree of interdependence, (2) share authority and responsibility for self-management, (3) are accountable for the collective performance, and (4) work toward a common goal and shared rewards(s).

A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

ELEMENTS OF AN EFFECTIVE TEAM

Knowing the elements for effective teamwork can help you to build and maintain high-performance teams throughout your organization.

These are the following:

- ❖ **GOALS** – a team should have a clear sense of purpose (vision, mission, and objectives), well-understood norms of behavior (values), and measurable success indicators (expectations).

A team can answer the following questions on purpose:

- *Why was this team put together in the first place?*
- *What is the fundamental purpose or mission of the team?*
- *What are the goals of the team?*
- *What else does the team want to achieve?*

Team norms are the behaviors expected of each member of the team. Identifying them explicitly is critical to making the team function effectively.

- *What are the values of the team? (Ask team members to identify the behaviors they would consider essential to team success.)*
- *How will we make decisions? (Recommended tool: Decision making types)*
- *How will the team members support and interact with one another?*
- *What will our meeting ground rules be? (Recommended tool: Ground rules for productive conversations.)*

Next we want to look at how the team will measure its success. Ask the following questions:

- *What outcomes does the team want to achieve?*
- *How will the team know it is successful? (What measurements will it use?)*
- *How will it evaluate the progress it is making?*
- *How will the team recognize one another and celebrate its successes?*
- *How will the team deal with poor performance?*

- ❖ **ROLES** – clear roles and responsibilities of each member

Teaming is critical. Teaming requires everyone involved to have a clear understanding of the strengths and skills of each team member, and who is responsible for what.

Team roles should focus on decision making. Ask the following questions:

- *What is the typical mode of decision making for this team?*
- *Who's responsible for clarifying the decision-making roles of the team and of team members if we're unclear?*



- *Is someone on the team responsible for managing each major decision?*
- *How much authority does the team have to make decisions by consensus?*

❖ **PROCEDURES** – *a team should have operating rules*

Operating rules should define the way the team manages its meetings. Ask the following questions:

- *How often will the team meet?*
- *How long will the team meet?*
- *Who facilitates the meeting?*
- *What kind of agendas do we want? How will we build agendas?*
- *How will we evaluate our meetings/actions?*
- *What kind of meeting notes do we want?*
- *To whom are the notes distributed?*
- *When are the notes distributed?*
- *How else will we communicate after the meeting?*
- *How else will we manage our meetings?*

❖ **RELATIONSHIPS (INCLUSIVE)** – *Teams need to maintain ongoing communication and strong interpersonal relationships.*

Effective communication is necessary for the team to work in unison and to maximize its combined knowledge. Lack of communication reduces the team's effectiveness; strong communication increases it. Open communication helps member to understand what is expected of each other and when to anticipate it. Furthermore, it builds trust and familiarity and encourages members to pose questions and challenges to gain better solutions. Shared understanding puts team members on the same page.

Positive relationships may consist of the following components:

- *Mutual respect and trust*
- *Support*
- *Inclusion*
- *Involvement*
- *Values diversity*
- *Listening*
- *Feedback*
- *Okay with disagreement*

❖ **COMPETENCES** – *identifying the diversity of the capabilities of each member*

Teams that possess a wide range of professional competencies can be more fully equipped to meet a wide range of challenges. When building teams, take time to ensure that each team member possesses skills and strengths that complement the skills, strengths and



weaknesses of other team members. Bringing together people with common skill-sets can lead to a great deal of discussion with little subsequent action. Ensuring that each team member possesses a unique specialty allows team members to trust each other for certain aspects of performance, while fully understanding what their own contribution is expected to be.

❖ **COMMITMENTS** – members should have a strong sense of mutual commitment

All members of a high-impact team must be fully committed to achieving the team's mission and goals. Each member must devote a reasonable amount of time and energy to advancing the team's mission and must be able to trust that all other team members are doing the same.

DEFINITION OF TEAM LEADER

Team Leaders are responsible for moving the team to accomplish its task. Team leaders should ensure an environment that helps teams get their work done. For example, the team may need to meet off site, or require work samples, products or other items. The team leader is responsible for obtaining these resources, and if they are unavailable (e.g., no off site meeting space is available), then the team leader must inform the team of the situation and direct the team to consider other options.

TEAM LEADER ROLES AND RESPONSIBILITIES

Team Leaders may or may not be supervisory/managerial personnel. Most importantly, team leaders should never "pull rank," or apply undue influence on the team. Good team leaders know the lessons learned from experience are stronger and longer lasting than those learned simply by having a supervisor telling someone what to do. Being a team leader is a good deal of work. A balance must be maintained between keeping a team focused on the task and allowing a team to make its own decisions.

Provide team leadership and coaching

- Create an environment oriented to trust, open communication, creative thinking, and cohesive team effort
- Provide the team with a vision of the project objectives
- Motivate and inspire team members
- Lead by setting a good example (role model) - behavior consistent with words
- Coach and help develop team members; help resolve dysfunctional behavior
- Facilitate problem solving and collaboration
- Strive for team consensus and win-win agreements
- Ensure discussions and decisions lead toward closure
- Maintain healthy group dynamics
- Intervene when necessary to aid the group in resolving issues



- *Assure that the team members have the necessary education and training to effectively participate on the team*
- *Encourage creativity, risk-taking, and constant improvement*
- *Recognize and celebrate team and team member accomplishments and exceptional performance*

Focus the team on the tasks at hand or the internal and external customer requirements

- *Coordinate with internal and external customers as necessary*
- *Familiarize the team with the customer needs, specifications, design targets, the development process, design standards, techniques and tools to support task performance*
- *Assure that the team addresses all relevant issues within the specifications and various standards*
- *Provide necessary business information*
- *Serve as meeting manager or chairman*
- *Initiate sub-groups or sub-teams as appropriate to resolve issues and perform tasks in parallel*
- *Ensure deliverables are prepared to satisfy the project requirements, cost and schedule*
- *Help keep the team focused and on track*

Coordinate team logistics

- *Work with functional managers and the team sponsor to obtain necessary resources to support the team's requirements*
- *Obtain and coordinate space, furniture, equipment, and communication lines for team members*
- *Establish meeting times, places and agendas*
- *Coordinate the review, presentation and release of design layouts, drawings, analysis and other documentation*
- *Coordinates meetings with the product committee, project manager and functional management to discuss project impediments, needed resources or issues/delays in completing the task*

Communicate team status, task accomplishment, and direction

- *Provide status reporting of team activities against the program plan or schedule*
- *Keep the project manager and product committee informed of task accomplishment, issues and status*
- *Serve as a focal point to communicate and resolve interface and integration issues with other teams*
- *Escalate issues which cannot be resolved by the team*
- *Provide guidance to the team based on management direction*

STAGES OF TEAM DEVELOPMENT

Every team goes through the five stages of team development. First, some background on team development. The first four stages of team growth were first developed by Bruce Wayne Tuckman and published in 1965. His theory, called "Tuckman's Stages" was based on research he conducted on team dynamics. He believed (as is a common belief today) that these stages are inevitable in order for a team to grow to the point where they are functioning effectively together and delivering high quality results. In 1977, Tuckman, jointly with Mary Ann Jensen, added a fifth stage to the 4 stages: "Adjourning." The adjourning stage is when the team is completing the current project. They will be joining other teams and moving on to other work in the near future. For a high performing team, the end of a project brings on feelings of sadness as the team members have effectively become as one and now are going their separate ways.

Stage 1: Forming – a group of people come together to accomplish a shared purpose.

The "forming" stage takes place when the team first meets each other. In this first meeting, team members are introduced to each other. They share information about their backgrounds, interests and experience and form first impressions of each other. They learn about the project they will be working on, discuss the project's objectives/goals and start to think about what role they will play on the project team. They are not yet working on the project. They are, effectively, "feeling each other out" and finding their way around how they might work together.

During this initial stage of team growth, it is important for the team leader to be very clear about team goals and provide clear direction regarding the project. The team leader should ensure that all of the members are involved in determining team roles and responsibilities and should work with the team to help them establish how they will work together ("team norms".) The team is dependent on the team leader to guide them.

Stage 2: Storming – disagreement about mission, vision, and approaches combined with the fact that team members are getting to know each other can cause strained relationships and conflict.

As the team begins to work together, they move into the "storming" stage. This stage is not avoidable; every team - most especially a new team who has never worked together before - goes through this part of developing as a team. In this stage, the team members compete with each other for status and for acceptance of their ideas. They have different opinions on what should be done and how it should be done - which causes conflict within the team. As they go progress through this stage, with the guidance of the team leader, they learn how to solve problems together, function both independently and together as a team, and settle into roles and responsibilities on the team. For team members who do not like conflict, this is a difficult stage to go through.



The team leader needs to be adept at facilitating the team through this stage - ensuring the team members learn to listen to each other and respect their differences and ideas. This includes not allowing any one team member to control all conversations and to facilitate contributions from all members of the team. The team leader will need to coach some team members to be more assertive and other team members on how to be more effective listeners.

This stage will come to a closure when the team becomes more accepting of each other and learns how to work together for the good of the project. At this point, the team leader should start transitioning some decision making to the team to allow them more independence, but still stay involved to resolve any conflicts as quickly as possible.

Some teams, however, do not move beyond this stage and the entire project is spent in conflict and low morale and motivation, making it difficult to get the project completed. Usually teams comprised of members who are professionally immature will have a difficult time getting past this stage.

Stage 3: Norming – the team has consciously or unconsciously formed working relationships that are enabling progress on the team's objectives.

When the team moves into the "norming" stage, they are beginning to work more effectively as a team. They are no longer focused on their individual goals, but rather are focused on developing a way of working together (processes and procedures). They respect each other's opinions and value their differences. They begin to see the value in those differences on the team. Working together as a team seems more natural. In this stage, the team has agreed on their team rules for working together, how they will share information and resolve team conflict, and what tools and processes they will use to get the job done. The team members begin to trust each other and actively seek each other out for assistance and input. Rather than compete against each other, they are now helping each other to work toward a common goal. The team members also start to make significant progress on the project as they begin working together more effectively.

In this stage, the team leader may not be as involved in decision making and problem solving since the team members are working better together and can take on more responsibility in these areas. The team has greater self-direction and is able to resolve issues and conflict as a group. On occasion, however, the team leader may step in to move things along if the team gets stuck. The team leader should always ensure that the team members are working collaboratively and may begin to function as a coach to the members of the team.

Stage 4: Performing – relationships, team processes, and the team's effectiveness in working on its objectives are synching to bring about a successfully functioning team.

In the "performing" stage, teams are functioning at a very high level. The focus is on reaching the goal as a group. The team members have gotten to know each other, trust each other and rely on each other.



Not every team makes it to this level of team growth; some teams stop at Stage 3: Norming. The highly performing team functions without oversight and the members have become interdependent. The team is highly motivated to get the job done. They can make decisions and problem solve quickly and effectively. When they disagree, the team members can work through it and come to consensus without interrupting the project's progress. If there needs to be a change in team processes - the team will come to agreement on changing processes on their own without reliance on the team leader.

In this stage, the team leader is not involved in decision making, problem solving or other such activities involving the day-to-day work of the team. The team members work effectively as a group and do not need the oversight that is required at the other stages. The team leader will continue to monitor the progress of the team and celebrate milestone achievements with the team to continue to build team camaraderie. The team leader will also serve as the gateway when decisions need to be reached at a higher level within the organization.

Even in this stage, there is a possibility that the team may revert back to another stage. For example, it is possible for the team to revert back to the "storming" stage if one of the members starts working independently. Or, the team could revert back to the "forming" stage if a new member joins the team. If there are significant changes that throw a wrench into the works, it is possible for the team to revert back to an earlier stage until they are able to manage through the change.

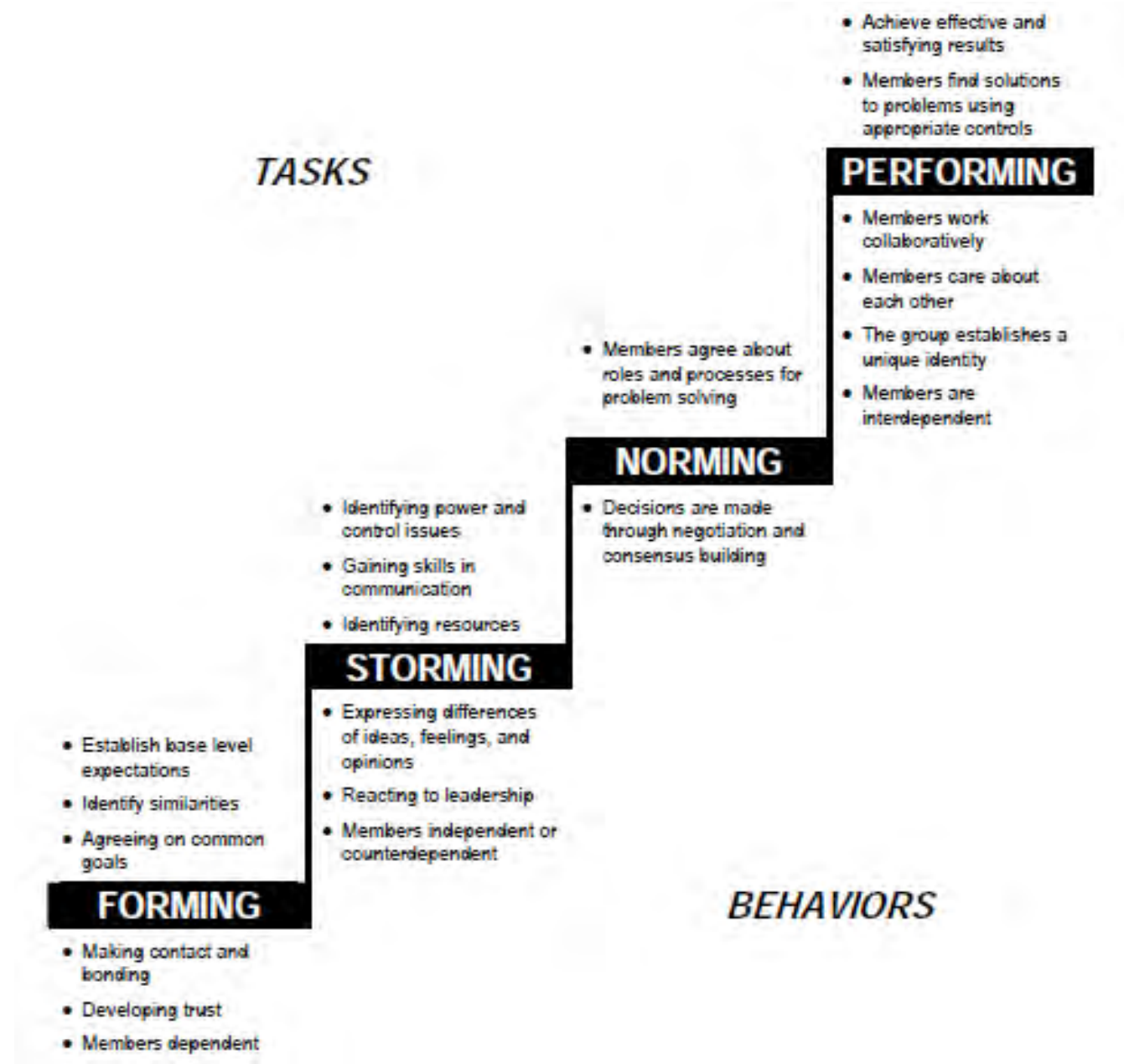
Stage 5: Adjourning – the team has completed its mission or purpose and it is time for team members to pursue other goals or projects.

In the "adjourning" stage the project is coming to an end and the team members are moving off into different directions. This stage looks at the team from the perspective of the well-being of the team rather than from the perspective of managing a team through the original four stages of team growth.

The team leader should ensure that there is time for the team to celebrate the success of the project and capture best practices for future use. (Or, if it was not a successful project - to evaluate what happened and capture lessons learned for future projects.) This also provides the team the opportunity to say good-bye to each other and wish each other luck as they pursue their next endeavor. It is likely that any group that reached Stage 4: Performing will keep in touch with each other as they have become a very close knit group and there will be sadness at separating and moving on to other projects independently.



Tuckman's Team Development Model



- Each step builds on the previous one.
- Each step prepares for the performing stage.
- Skipping any step effect performing negatively.
- With every new challenge, the process repeats.

Stages of Team Development

Stage 1: "Forming"	Stage 2: "Storming"	Stage 3: "Norming"	Stage 4: "Performing"
<ul style="list-style-type: none"> Individuals are not clear on what they're supposed to do. The mission isn't owned by the group. Wondering where we're going. No trust yet. High learning. No group history; unfamiliar with group members. Norms of the team are not established. People check one another out. People are not committed to the team. 	<ul style="list-style-type: none"> Roles and responsibilities are articulated. Agendas are displayed. Problems solving doesn't work well. People want to modify the team's mission. Trying new ideas. Splinter groups form. People set boundaries. Anxiety abounds. People push for position and power. Competition is high. Cliques drive the team. Little team spirit. Lots of personal attacks. Level of participation by members is at its highest (for some) and its lowest (for some). 	<ul style="list-style-type: none"> Success occurs. Team has all the resources for doing the job. Appreciation and trust build. Purpose is well defined. Feedback is high, well-received, and objective. Team confidence is high. Leader reinforces team behavior. Members self-reinforce team norms. Hidden agendas become open. Team is creative. More individual motivation. Team gains commitment from all members on direction and goals. 	<ul style="list-style-type: none"> Team members feel very motivated. Individuals defer to team needs. No surprises. Little waste. Very efficient team operations. Team members have objective outlook. Individuals take pleasure in the success of the team – big wins. "We" versus "I" orientation. High pride in the team. High openness and support. High empathy. High trust in everyone. Superior team performance. OK to risk confrontation.

Action Steps: "Forming" to "Storming"	Action Steps: "Storming" to "Norming"	Action Steps: "Norming" to "Performing"
<ul style="list-style-type: none"> Set a mission. Set goals. Establish roles. Recognize need to move out of "forming" stage. Leader must be directive. Figure ways to build trust. Define a reward structure. Take risks. Bring group together periodically to work on common tasks. Assert power. Decide once and for all to be on the team. 	<ul style="list-style-type: none"> Team leader should actively support and reinforce team behavior, facilitate the group for wins, create positive environment. Leader must ask for and expect results. Recognize, publicize team wins. Agree on individuals' roles and responsibilities. Buy into objectives and activities. Listen to each other. Set and take team time together. Everyone works actively to set a supportive environment. Have the vision: "We can succeed!" Request and accept feedback. Build trust by honoring commitments. 	<ul style="list-style-type: none"> Maintain traditions. Praise and flatter each other. Self-evaluate without a fuss. Share leadership role in team based on who does what the best. Share rewards and successes. Communicate all the time. Share responsibility. Delegate freely within the team. Commit time to the team. Keep raising the bar – new, higher goals. Be selective of new team members; train to maintain the team spirit.

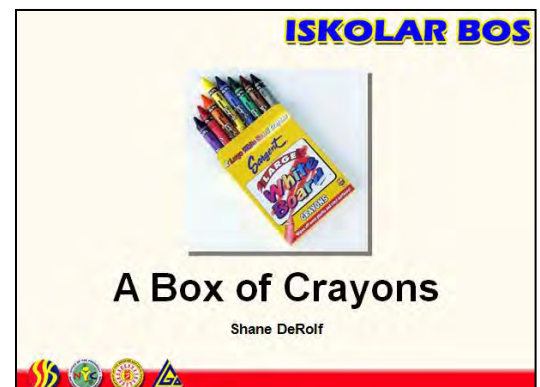
References:

- [http://edit.bankstreet.edu:8080/upk/stories/storyReader\\$98](http://edit.bankstreet.edu:8080/upk/stories/storyReader$98)
- <http://en.wikipedia.org/wiki/Team>
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- <http://www.prelude-team.com/article/team-definition>
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- <http://www.workdose.com/features/five-elements-of-effective-teams/>

APPLICATION (Closing Activity): (15 minutes)

23. Ask the participants to group according to barangay council.
24. Provide each group with bond paper.
25. Tell them to list down norms/standards/rules on how the Sangguniang Kabataan Barangay Council and Katipunan ng Kabataan will work as a team.
26. When finished, ask them to present their respective output.
27. Tell them to keep their list and use it as their council or team norms when they return to their barangays.
28. As a closing, present the slides of the Color Box Tale. Relate the presentation to the module of team.

Note: *Play instrumental music while reading the Color Box Tale.*



ISKOLAR BOS

While walking in a toy store
the day before today,
I overheard a crayon box
with many things to say.



"I don't like red!" said yellow.
And green said, "Nor do I!"
And no one here likes orange,
but no one knows quite why."



ISKOLAR BOS



"We are a box of crayons
that really doesn't get along,"
said blue to all the others
"something here is wrong!"

Well, I bought that box of crayons
and took it home with me
and laid out all the crayons
so the crayons could all see.



ISKOLAR BOS

They watched me as I colored
with red and blue and green
and black and white and orange
and every color in between.



They watched as green
became the grass
and blue became the sky.
The yellow sun was shining bright
on white clouds drifting by.



ISKOLAR BOS

Colors changing as they touched,
becoming something new.
They watched me as I colored.
They watched till I was through.



And when I'd finally finished,
I began to walk away.
And as I did the crayon box
had something more to say...



ISKOLAR BOS

"I do like red!" said the yellow
and green said, "So do I!"
"And blue you are terrific
so high up in the sky."



"We are a box of crayons
each of us unique,
but when we get together
the picture is complete."



ISKOLAR BOS

NOW IF WE COULD JUST LEARN
FROM THIS BOX OF CRAYONS
THIS WORLD WOULD BE A BETTER
PLACE.



ISKOLAR BOS



There is no "I" in a TEAM



MODULE 3*Understanding the Sangguniang Kabataan*

I. SK HISTORY AND STRUCTURE	66
Session 1: Istorya ng Kabataan	
<i>Situating the SK in the LGU</i>	
II. SK ROLES AND FUNCTIONS	71
Session 2: Takdang Kabataan	
<i>Knowing SK and KK Roles and Functions</i>	

DAY: 2

TIME: 8:30 am – 10:00 am

DURATION: 90 Minutes

MODULE NO./TITLE: 3/Understanding the Sangguniang Kabataan

SESSION NO./TITLE: 1/Istorya ng Kabataan:

SESSION CONTENT: Situating the SK in the LGU (History and Structure)

OBJECTIVES:

At the end of the session, the participants will be able to:

- recall the history of the SK; and
- recognize the SK structure.

RESOURCES NEEDED: (*per group)

Supplies and Materials

- Colored meta-cards*
- Permanent markers*
- Manila paper
- Scissors
- Masking tapes*
- Markers: A, B, C,D
- Labels

Training Equipment

- Laptop
- Projector
- Projector screen

Handouts on:

- Youth in local Governance Timeline
- SK within the Local Government

Prizes: SK freebies

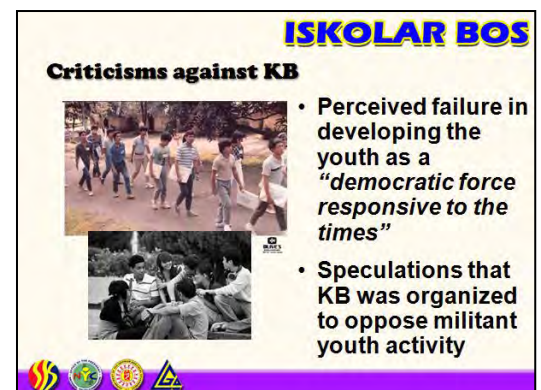
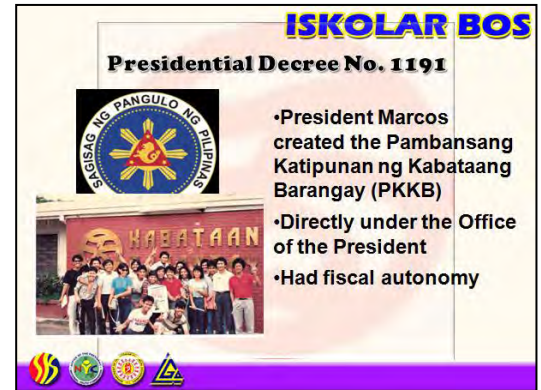
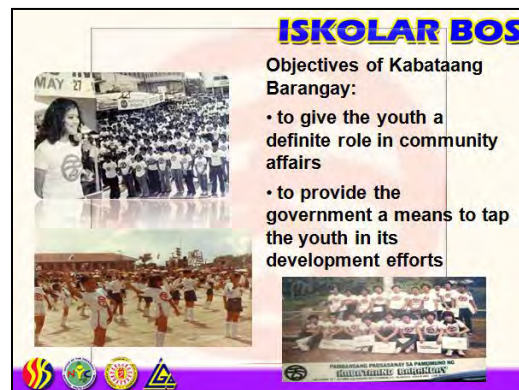
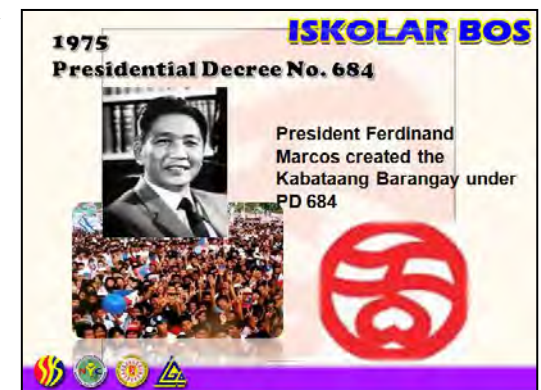
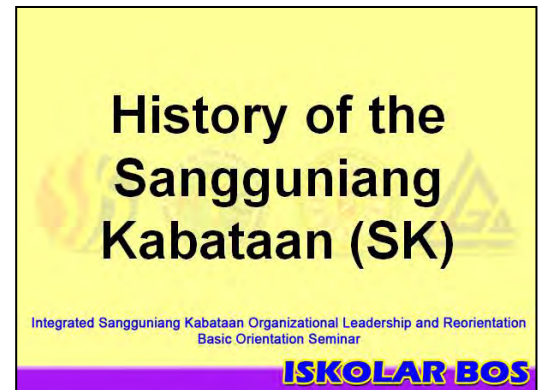
SET UP: Plenary session set-up



PROCEDURE:

ACTIVITY 1: Presentation on SK History (5 Minutes)

1. Introduce the topic by saying:
Have you ever asked yourself why the SK exists? What SK is all about? What is my relevance as SK Leader?
2. Tell them that you will be showing them a presentation on the organization to which they belong—the SK.
3. Flash the Presentation.



June 1986

Conduct of KB Study



- Sponsored by the Cory Aquino administration
- To investigate criticisms
- Recommendations:
 - ✓ Abolition of KB
 - ✓ Creation of the National Youth Commission
 - ✓ Establishment of a National Youth Assembly
 - ✓ Setting up of genuine youth representation in government



February 1987

Konsultahang Kabataan National Youth Conference



- Aquino administration abolished the KB National Secretariat
- Organized nationwide consultations among the youth
- 400 youth leaders attended the KK National Youth Conference
- Supported recommendations of the KB Study, including the creation of the National Youth Commission



1987

Presidential Council on Youth Affairs



- The Aquino Administration formed the PCYA
- Coordinated with youth federations
- Venue for developing future leaders
- Limited powers: less representation in the government
- Worked proposal on proposal for Sangguniang Kabataan representation



1991

RA7160, Local Government Code



- Enshrines the SK Charter
- Sangguniang Kabataan representation was incorporated in the LGC
- Opportunity to directly participate in local governance at both local and national levels
- Creation of the Katipunan ng Kabataan and the Sangguniang Kabataan



1992

First SK Election



- First election of SK leaders in around 42,000 barangays
- December 4, 1992
- Since then, only five SK elections have been held



SK National

Elections and corresponding National Federation Presidents

December 2, 1992: Ryan Culima

May 6, 1996: Richard Alvin Nalupta

July 15, 2002: Ariel Joseph Arcillas
(replaced by Milton Isagani Mendador after Arcillas resigned before his term ended)

October 29, 2007: Jane Censoria Cajes

October 25, 2010: Louise Gabriel Del Rosario

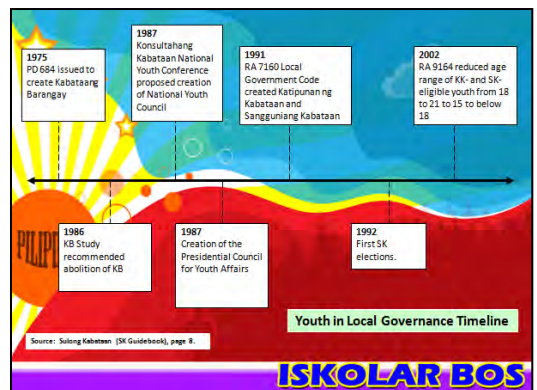


2002

RA 9164, change in SK age range



- First amendment of the SK charter
- Under the Local Government Code: 15 to 21 years old
- Under RA 9164: 15 to 17 years old



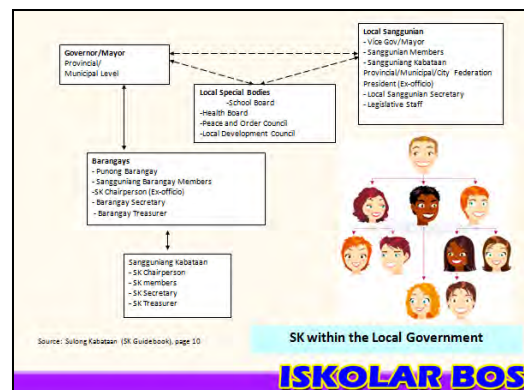
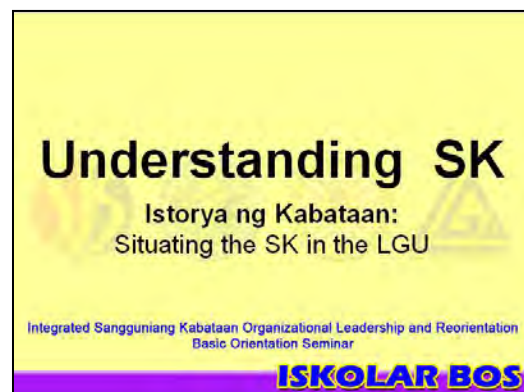
ANALYSIS / APPLICATION (25 Minutes)

4. Divide the participants into small groups with no more than 10-15 members.
5. In their groups, ask the participants to discuss the following questions:
 - a. What new knowledge have you gained from the presentation?
 - b. Was there a misconception on the SK history that was corrected because of the presentation?
6. Ask a few volunteers to share what struck them most from their discussions.
7. Summarize the insights shared by the participants and relate the same to the objectives of the session.



ACTIVITY 2 / ANALYSIS: I-C Game (30 Minutes)

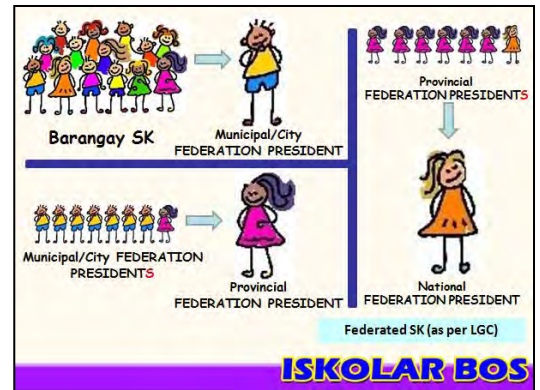
8. Give each group the following materials:
 - a. Five (5) labels – colored meta-cards with one of the following written on each one:
 - Provincial/Municipal level
 - Local Sanggunian
 - Local Specialized Bodies
 - Barangays
 - Sangguniang Kabataan
 - b. 5 pcs. cut-out double-headed arrows
 - c. Permanent markers and masking tape
9. Relay the following mechanics to the participants:
 - a. The game is called IDENTIFY and CONNECT (IC: “I see”).
 - b. First, each team must enumerate the different personalities involved with the SK on each label.



- c. Then, using the double-headed arrows, each team will connect one label to show their relationships.
- d. The team shall then post their finished output on the area designated to them (*on the walls of the session hall or boards provided*).

10. Ask the participants how they felt about the exercise.

- Was it easy? Why?
- Was it difficult? Why?
- Why is it important that we know the structure of our organization?



ABSTRACTION (20 Minutes)

11. Present the presentation with the structure of SK within local government and discuss the same.

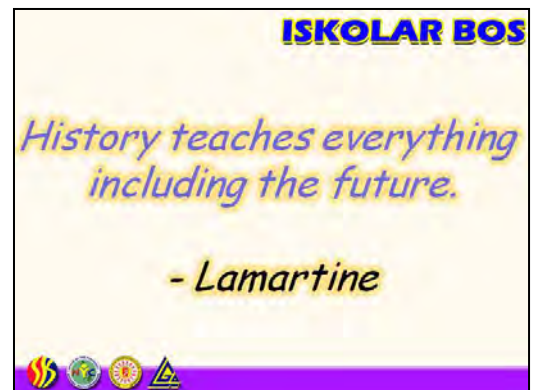
Note: *Emphasize SK relationships with SKNF, NYC, DILG and NGOs*



APPLICATION (Closing Activity) (10 Minutes)

12. After the discussion, make sure that the presentation you discussed is not flashed on the screen. Then ask each group to correct their outputs. Give them about 2-3 minutes to do this.

13. You may go around while the groups are working on their outputs. Check their work as you do this. (OPTION: You may post cut-out "stars" or "thumbs-up" or the words "Like" on their work for a good job.)



DAY: 2

TIME: 10:15 am – 12:00 am

DURATION: 105 Minutes

MODULE NO./TITLE: 3/Understanding the Sangguniang Kabataan

SESSION NO.TITLE: 2/Takdang Kabataan

SESSION CONTENT: Knowing My SK, and KK Roles and Functions

OBJECTIVES:

At the end of the session, the participants will be able to identify the SK and KK roles and functions.

RESOURCES NEEDED: (*per group)

Supplies and Materials

- Colored meta-cards*
- Permanent *markers
- Masking tapes*
- Manila papers
- Hand-outs or templates of forms

Training Equipment

- Laptop
- Projector
- Projector screen

Prizes: SK freebies

SET UP: Plenary session set-up

PROCEDURE:

ACTIVITY:

1. Group the participants into six (6) groups and give them colored meta-cards.
2. Post six (6) sheets of manila paper (approximately 5x3 ft.) on the wall and ask one

Understanding SK

Takdang Kabataan:
Knowing My SK, and KK
Roles and Functions

Integrated Sangguniang Kabataan Organizational Leadership and Reorientation
Basic Orientation Seminar

ISKOLAR BOS

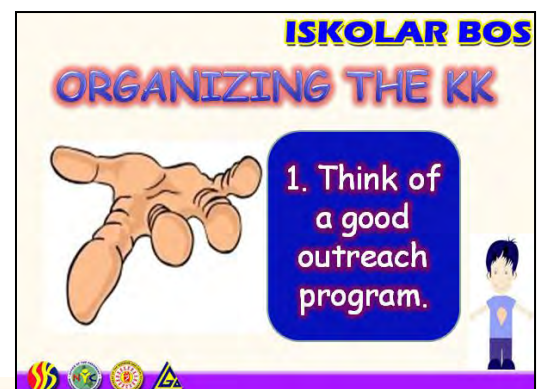


participant from each group to lean on each sheet of manila paper.


3. Ask six (6) more participants, one from each group, to trace the image of the participants leaning on the manila paper with a permanent marker.
4. Label the images as follows:
 - KK
 - SK
 - SK Chairman
 - SK Secretary
 - SK Treasurer
 - SK Councilor
5. Assign an image to each group.
6. Instruct the groups to discuss and write on the meta-cards the duties of the particular SK position assigned to them.
7. Tell them to post the meta-cards on their image.

ANALYSIS / ABSTRACTION:



8. In plenary, go through each group output. Ask the other groups if there are items listed that they do not agree with.
9. Discuss the powers and functions of the SK and relate the same to what the participants have written.
10. After discussion of the SK, present the eight (8) powers and functions of the KK as determined by the LGC.



ISKOLAR BOS ORGANIZING THE KK



2. Set up a *tambayan*.


ISKOLAR BOS ORGANIZING THE KK





3. NO to apathy of youth concerns.




ISKOLAR BOS ORGANIZING THE KK



4. ECHO knowledge and BUILD capacities.

ISKOLAR BOS ORGANIZING THE KK



5. Meaningful participation.





ISKOLAR BOS

HOW can we get more young people to participate in the SK?

```

    graph TD
      A[Talk to youth about the SK] --> B[Go to schools]
      A --> C[Go to youth hang out]
      B --> D[Meet with school administrators]
      C --> E[To know the youth hang out]
      E --> F[Find out where the youth hang out (in-school, out of school, and working children)]
      F --> G[Talk to school officials, barangay council members, or the youth group]
      G --> H[Go to know their interests and concerns]
      H --> I[Ask for their recommendations within the SK]
      I --> J[Prepare a guide questionnaire for informal interviews with young people]
      J --> K[As SK council members will prepare to deal with the strategy with consensus]
  
```


The output can guide the young people in planning their activities in detail.



ISKOLAR BOS ORGANIZING SK



Organizations do not exist for the sake of existing; they are always towards a group objective.



ISKOLAR BOS



SANGGUNIANG KABATAAN (SK)

COMPOSITION:

- (1) Chairperson
- (7) Members


Duly elected by the registered members of the KK

Mandate is found on the provisions of the LOCAL GOVERNMENT CODE.



ISKOLAR BOS KK vs. SK


KK Members	SK Officials
Filipino Citizens	Filipino Citizen
15 but not more than 21 years old	15 but not more than 21 years old
Actual residents of the barangay for at least 6 months	Actual residents of the barangay for at least 1 year prior election
Registered in the SK or in the official barangay list	Qualified KK voter
	Able to read & write (Fil., Eng, Local Dialect)
	NOT convicted of any crime involving moral turpitude



- How to make a resolution
- How to fill out the Requisition / Liquidation Form
- Activity Plan
- Activity Evaluation




ISKOLAR BOS

To make resolutions necessary to carry out the objectives of the youth in the barangay.

A cartoon illustration of a young boy with blonde hair, wearing a yellow shirt and blue pants, sitting on the ground and writing in a red notebook. He is looking down at the notebook with a focused expression. The background is a light blue circle on a white background.

ISKOLAR BOS

To initiate programs designed to enhance PIM-SPECS.



Project Title: Children's Rights Campaign			
<p>Rational: Elementary Middle has a population of 7500 and children comprise almost half of the population. The township also takes very poor physical abuse in the home and the schools. One of the reasons for this is that the awareness of children's rights in the township is low.</p> <p>Project description: The project is a series of awareness raising activities for adults and children on children's rights.</p> <p>Legal basis:</p> <ul style="list-style-type: none"> • Participation No. 14: Declaring the 1st Day of October of Every Year as National Children's Day • Participation No. 30: Declaring the Month of October of Every Year as National Children's Month • The Republic of the Philippines as a signatory of the UN Convention of the Rights of the Child <p>Objectives:</p> <ul style="list-style-type: none"> • To raise the awareness of children and adults in the township on the rights of children. • To help resolve relationships between parents and children <p>Methodology: group walking, role playing and parent-child activities.</p> <p>Time Frame: October 17 and 18, 2008</p> <p>Budget: P25,300.00</p>			
Activity Details			
Activities	Date and venue	Person in charge	Estimated Costs
1. Poster making contest	Oct 17, 2008, Sports to Sports, Barangay multi-purpose hall	SK Captain Albert	Administrative - P1,500.00 Materials for campaigning, arguments and logos - P2,500.00 Transportation for judges - P1,200 x 2 people P1000 for the contest BOM 10746, P5,000.00
2. Parents & Children's day Fine dining, parent program attended	Oct 18, 2008 Sports to Sports, Barangay multi-purpose hall	SK Captain B. M. Aligned BOM 4046 for the interest of the children (PNC) by Father-in-la One	As per receipts - P1,300.00 Materials for the contest - P750 x 300 BOM 10746, P7,200.00
<p>*The program will be indicated upon BOM 4046 with the help of PNC.</p> <p>TOTAL BUDGET: P25,300.00</p>			

In evaluation, the following can help you in your evaluation:

Below is an alternative matrix for evaluation:

ISKOLAR BOS



BRIEF HISTORY OF SANGGUNIAN KABATAAN

- **KABATAANG BARANGAY (KB).** In 1975, President Ferdinand Marcos issued Presidential Decree (PD) 684 to create Kabataang Barangay. The KB's aim was to give the youth a definite role in community affairs and provide the government a means to tap the youth in its development efforts. President Marcos later issued PD 1191, which created the Pambansang Katipunan ng Kabataang Barangay (PKKB). The PKKB was directly under the Office of the President and was given the powers and attributes of a corporation, meaning that it had autonomy in the management and expenditure of its funds.

The KB had many notable accomplishments, among them the Youth Development Training program that aimed to develop the youth's values and skills for them to become productive leaders. It also implemented programs and projects in areas like livelihood, education, sports, and culture. However, The KB was criticized for failing to develop the youth as a "democratic force responsive to the times". Its real intention was also questioned: people speculated that the KB was organized to oppose militant youth activity. These criticisms led the youth to join other cause-oriented organizations. As the KB slid in popularity, student activism became the trend in youth participation.

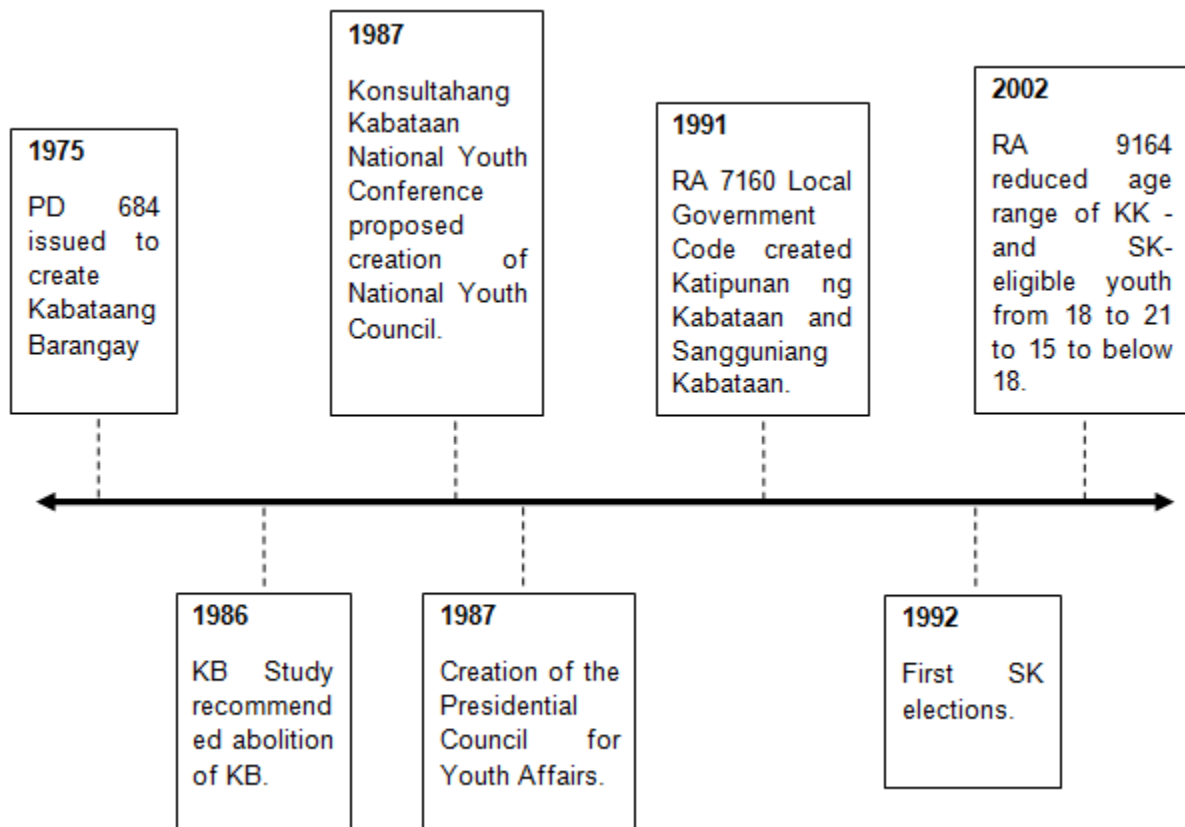
- **The KB Study.** A government-sponsored study on the KB was conducted in June 1986 to investigate these criticisms. The study included the following recommendations:
 - ✓ Abolish the KB;
 - ✓ Create a National Youth Commission;
 - ✓ Establish a National Youth Assembly; and
 - ✓ Set up genuine representation in government
- **Konsultahang Kabataan.** Responding to the recommendations, the government abolished the KB National Secretariat and organized youth consultations nationwide. One of these was the Konsultahang Kabataan National Youth Conference, held in February 1987. The Konsultahang Kabataan gathered some 400 youth leaders from national and local groups, representing different provinces and socio-civic and political sectors. The konsultahang Kabataan supported the recommendations proposed in the KB study, including the creation of the National Youth Council (NYC).
- **Presidential Council for Youth Affairs (PCYA).** The resolutions developed during the Konsultahang Kabataan were forwarded to the Office of then President Corazon Aquino. But instead of the proposed NYC, the Aquino government formed the Presidential Council for Youth Affairs or PCYA. The PCYA coordinated with youth federations and acted as a venue for developing future leaders. But the PCYA has limited powers compared to what the Filipino youth envisioned for the NYC, leaving them with less representation in the government. Thus, from 1988 to 1990, Congress youth representatives worked with the PCYA's technical committee to craft the Sangguniang Kabataan representation proposal.



- **Katipunan ng Kabataan (KK) and Sangguniang Kabataan (SK).** The SK proposal was incorporated into the 1991 Local Government Code (LGC), also known as the Local Autonomy Law. The 1991 LGC or RA 7160 gave the youth another opportunity to directly participate in governance from the grassroots level to the national level through the creation of the Katipunan ng Kabataan (KK) and the Sangguniang Kabataan (SK).

The first election of the SK leaders took place in around 42,000 barangays nationwide on December 4, 1992. So far, only three SK elections have been held since 1992 instead of four because of repeated amendments to the regular three-year term of SK and Barangay officials. Another noteworthy change has been the age range of qualified KK members and SK leaders. Originally, as provided in the 1991 LGC, registered KK members aged 15 to 21 years and residents of their barangay for at least six (6) months could participate as voters and candidates of the SK elections. In 2002, Republic Act 9164 reduced the age range of KK-and SK- eligible youth to 15 to below 18 years.

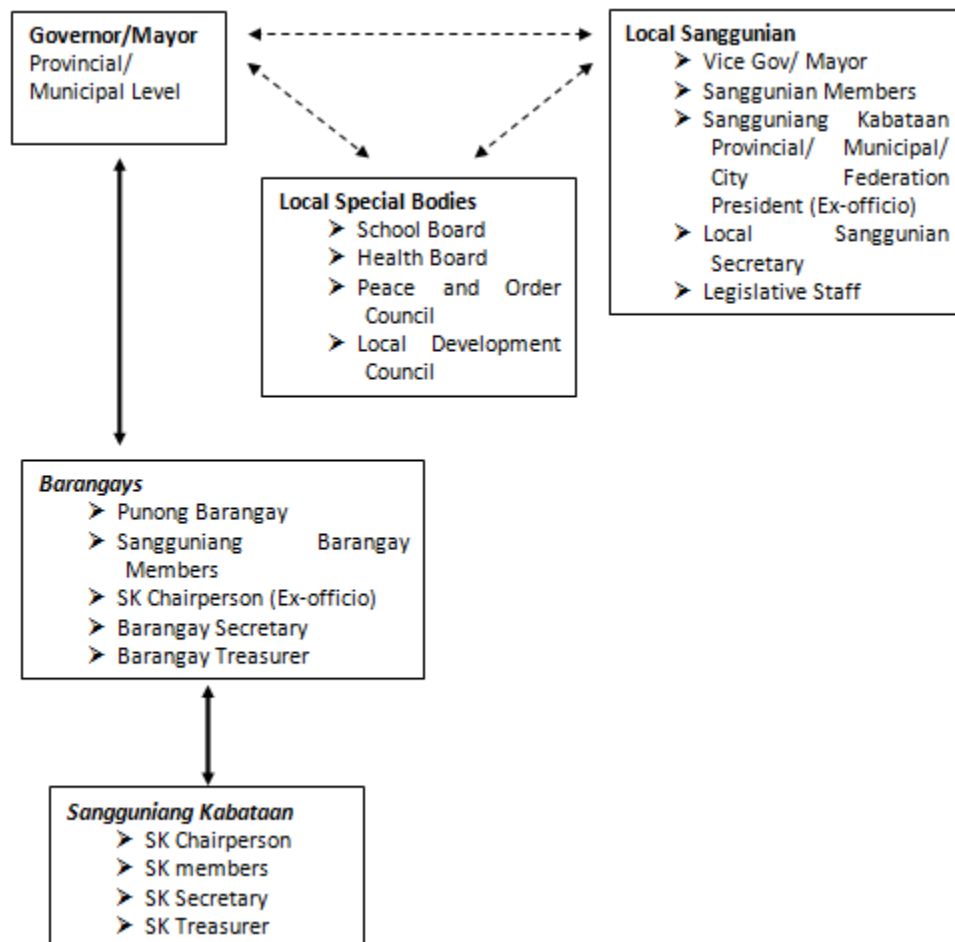
The SK in Government Structure



The SK is integrated into the government structure at the national and local levels. At the barangay level, the SK Chairperson is part of local legislatures as an ex-officio member of the Sangguniang Barangay. Ex-officio means “by virtue of one’s office.” The SK chairperson is also the chairman of the barangay’s Committee on Youth and Sports Development. Each barangay’s SK receives a ten percent (10%) share of the barangay fund for its project.

The LGC also provides for the SK chairpersons to federate at the municipal, city, provincial, and national levels. The various SK Federations elect from among themselves a president who sits as a representative in the legislative body and participates in policy-making body in his/her respective municipality, city, or province. The SK Federation president also heads the Committee on Youth and Sports Development in their respective Sanggunian.

At the national level, the SK National Federation (SKNF) president is an ex-officio Commissioner of the National Youth Commission (NYC) and receives the same privileges of a regular commissioner. SK Federation Officers at all levels are governed by the SK Constitution and By-Laws. Like adult local government officials, all SK officials have a term of three years.



Being an effective SK leader begins with knowing what the SK is all about. This section gives important information on the functions, duties, responsibilities, and ethical conduct expected of SK officials; the organizations, institutions, and agencies mandated to support the SK; and the privileges and incentives available to SK officers.

POWERS AND FUNCTIONS OF THE SK

*Every barangay has a Katipunan ng Kabataan (KK) or assembly of the youth in the barangay. The objective of the KK is to enhance the physical, social, political, economic, cultural, intellectual, moral, and spiritual development of the Filipino youth. It is **composed of all Filipino citizens aged fifteen (15) to below eighteen (18), who are actual residents in the barangay for at least six (6) months and registered in the SK or in the official barangay list in the custody of the barangay secretary.***

Each barangay also has a Sangguniang Kabataan (SK) or youth council elected by the registered members of the KK. The SK is composed of a chairperson and seven members elected by the KK who shall serve for three (3) years. The SK has the following powers and functions.

- To make resolutions necessary to carry out the objectives of the youth in the barangay;*
- To initiate programs designed to enhance the social, political, economic, cultural, moral, spiritual, and physical development of the members;*
- To conduct fund-raising activities, the proceeds of which shall go to the general fund of the SK;*
- To create bodies or committees needed to effectively carry out its programs and activities;*
- To submit annual and end-of-term reports to the Sangguniang Barangay on their projects and activities for the youth of the barangay;*
- To consult and coordinate with all youth organizations in the barangay for policy formulation and program implementation;*
- To coordinate with the appropriate national agency for the implementation of youth development projects and programs at the national level; and*
- To exercise other powers and perform other duties and functions as determined by the Sangguniang Barangay or prescribed by law or by ordinance.*

SK Chairpersons are also expected to be part of certain committees in their respective barangays (see Functions, Duties, and Responsibilities of the SK Chairperson).

Meetings of the KK and the SK

To fulfill the SK functions, the SK and the KK should conduct regular assemblies and meetings. The KK are expected to meet at least once every three (3) months to decide on important issues affecting the barangay youth. The KK may also hold other meetings at the behest of the SK chairperson or upon written petition of at least one-twentieth (1/20) of its members.



The SK of each barangay are also expected to hold a meeting once a month on a day, time, and place to be arranged among themselves. The SK chairperson or any three (3) SK members may call special meetings by giving a written notice to all members of the date, time, place, and agenda of the meeting at least one (1) day in advance. Notices of regular and special meetings should also be given to the Punong Barangay and to the Sangguniang Barangay.

The SK must reach a quorum in order to make official decisions during a meeting. This means that more than half of the SK members must be present at each meeting. For example, if the SK in the barangay has a total of eight (8) members, then at least five (5) must be present at each meeting in order to transact official business. If there is no quorum, the presiding officer may declare a recess until such time that a quorum is reached. A majority of the SK members present may also force the immediate attendance of any member who is absent without good cause. They can do this by designating an SK member, with the assistance of local police force member/s, to arrest the absent of member and present him/her at the session.

FAQ: Can I call meetings through txt messages?

Some SKs may find it difficult to call meetings through written notice because of conditions in their area-lack of materials for printing notices, difficulty in delivering a copy to SK members who live in hard-to-reach areas, etc. In these cases, the surest and most efficient way for SK's to communicate with each other may be through text messaging. Text messages are an acceptable way for SK's to call meetings if their circumstances call for it. However, it is strongly suggested that they still make a written notice of each meeting for documentation purposes. The notice may be printed, typewritten, or hand-written. What is important as it can be used for later reference, if needed.

FAQ: Should I attend all meetings of the Sangguniang Barangay? What I need to miss a meeting?

YES. As an ex-officio member of the Sangguniang Barangay, the SK chairperson is expected to attend all Sangguniang Barangay meetings. If he/she will miss a meeting, he/she can file an application for leave of absence with the Office of the Punong Barangay. Pursuant to Section 41 (a) of the 1991 LGC, "leaves of absence of Sangguniang Barangay members shall be approved by the Punong Barangay... Applications for leaves of absence that are not acted upon, after five (5) working days from receipt thereof by the approving authority, shall be deemed approved."

Unexcused absences from Sangguniang Barangay meetings can be used as grounds for disciplinary actions (see the following sections for more details).

Functions, Duties and Responsibilities of SK Members**The SK Chairperson has these functions:**

- To call and preside over all KK and SK meetings;
- To implement policies, programs, and projects within his/her jurisdiction in coordination with the Sangguniang Barangay;
- To exercise general supervision over the SK affairs and activities and the official conduct of its members;
- To appoint the SK secretary and treasurer from among the SK members with the SK's agreement, and to appoint other officers if necessary;
- To sign contracts and agreements on behalf of the SK; and
- To exercise other powers and perform other duties and functions as prescribed by law or by ordinance.

FAQ: Can I appoint SK officers from non-SK members?

NO. Section 431 (d) of the 1991 LGC, which provides for the powers and duties of the SK Chairman, explicitly states that "With the concurrence of the Sangguniang Kabataan, appoint from among the members of the Sangguniang Kabataan, the secretary and treasurer, and such other officers as may be deemed necessary".

Clearly an SK chairperson has far greater responsibility than heading the barangay Youth and Sports Development Committee. While fulfilling that role is important, keep in mind that the SK chairperson is entrusted with other powers and duties:

- To serve as an ex-officio member of the Sangguniang Barangay. This means that he/she can exercise the same powers, discharge the same duties and functions, and enjoy the same privileges as regular Sangguniang Barangay members;
- To serve as the chairman of the committee on youth and sport development in the sangguniang barangay;
- To serve as a member of the Barangay Development Council (BDC);
- To serve as a member of the Barangay Council for the Protection of Children (BCPC); and
- To represent the SK in the SK Federation.

The SK secretary has the following powers and functions:

- To keep all records of the KK and SK;
- To prepare and keep the minutes of all KK and SK meetings;
- To prepare all forms necessary for the conduct of registrations, elections, initiatives, referenda, or plebiscites, in coordination with the barangay secretary and with the COMELEC; and
- To perform other duties and discharge other functions as the SK chairperson may prescribe or direct.



The SK Treasurer has the following powers and functions:

- To take custody of all SK property and funds not otherwise deposited with the city or municipal treasurer;
- To collect and receive all resources intended for the SK and for the KK;
- To disburse funds in accordance with an approved budget of the SK;
- To certify to the availability of funds whenever necessary;
- To submit to the SK and to the Sangguniang Barangay certified and detailed statements of actual expenses at the end of every month; and
- To perform other duties and discharge other functions as the SK chairperson may prescribe or direct.

The SK Federation President. The SK Federation is organized at these levels: Municipality/City, Provincial/Metropolitan, and National. The SK Federation at all levels elect from among themselves the SK Federation president, vice-president, and other officers if necessary. The SK Federation president is expected to perform these duties:

- Serve as an ex-officio member of the Sangguniang Panlalawigan, Sangguniang Panlungsod, or Sangguniang Bayan as the case may be; and
- Serve as the chairman of the Committee on Youth and Sports Development of the Sangguniang concerned.

The SK Federation also plays an important role in the annual *Linggo ng Kabataan* or Youth Week. The observance of *Linggo ng Kabataan* includes the election of the counterparts of all local elective and appointive officials (for example, a Youth Mayor or a Youth Councilor) among in-school and community youth aged 13 to 17, as well as heads of national offices or agencies stationed or assigned in the territorial jurisdiction of the local government unit. During *Linggo ng Kabataan*, they shall hold office as youth officials and perform such duties and conduct such activities as may be provided by an ordinance enacted for the purpose.

During *Linggo ng Kabataan*, the SK Federation may also organize these activities:

- Commemoration of young Filipino heroes who made significant contributions to the development of the country or the locality;
- Recognition and awarding of outstanding youth organizations for their achievements and contributions to the development of the country or the locality;
- Awareness campaign and environmental issues, sport festivals and competitions, cultural festivals, arts and skills exhibition, volunteer work, tour of historical cities, and other relevant youth-oriented activities.

Linggo ng Kabataan

Is celebrated once every year, on the second week of December. Every province, city, municipality, and barangay is to conduct this activity in coordination with the SK Federation at all levels.



Privileges of SK Officials

Educational benefits. During their term, **all SK officials are exempted from payment of tuition and matriculation fees while enrolled in public tertiary schools, including state colleges and universities.** The national government shall reimburse the college or university the amount of the tuition or matriculation fees. **In order to qualify for this privilege, SK officials should enroll in a state college or university within or nearest their area of jurisdiction.**

Leave privileges. As elective local officials, SK officials are entitled to the same leave privileges as those enjoyed by appointive local officials.

Allowances. According to the DILG, the Sangguniang Barangay may pass an ordinance granting reasonable allowances to the SK members subject to the availability of funds and budgetary limitations.

Privileges of SK Chairpersons. The SK chairperson is entitled to the same compensation, allowances and such other privileges enjoyed by other Sangguniang Barangay officials. These include:

- Honoraria and other payments as may be authorized by law or barangay, municipal or city ordinance in accordance with the provisions of the LGC. It should be at least six hundred pesos (P600.00) per month;
- Christmas bonus of at least one thousand pesos (P1,000.00). The funds for which shall be taken from the general fund of the barangay or from such other funds appropriated by the national government for the purpose.
- Insurance coverage including (but not limited to) temporary and permanent disability, double indemnity, accident insurance, death and burial benefits.
- Free medical care including subsistence, medicines, and medical attendance in any government hospital or institution. This covers surgery or surgical expenses, medicines, X-rays, laboratory fees, and other hospital expenses. In case of extreme urgency where there is no available government hospital or institution, he/she can go to the nearest private clinic, hospital or institution and the expenses up to five thousand pesos (P5,000.00) that may be incurred shall be chargeable against the funds of the barangay concerned;
- Appropriate civil service eligibility on the basis of the number of years of service to the barangay, in accordance with the rules and regulations issued by the Civil Service Commission; and
- Preference in appointments to any government-owned or –controlled corporations, including their subsidiaries, after their tenure of office, subject to the requisite qualifications and the provisions of the immediately preceding paragraph.

Sources of Support for the SK

The SK study showed that the SK works best when it can maximize the support offered by other institutions, organizations, and agencies. Let us know what these entities are and what kind of support each is mandated to provide.

Local Council for the Protection of Children (LCPC). Local government units (LGUs) at the barangay, city/municipality, and provincial levels are encouraged to organize a Local Council for the Protection of Children (LCPC). These councils coordinate with the Council for the Welfare of Children (CWC) in drawing and implementing plans for the promotion of child and youth welfare. SK officials can seek support from their respective **Barangay Council for the Protection of Children (BCPC), City/Municipal Council for the Protection of Children (C/MCPC), or Provincial Council for the Protection of Children (PCPC)** in the following ways:

- Linkages for coordination with other agencies and institutions in planning, monitoring, and evaluating plans for children;
- Establishment and maintenance of a database on children in the locality;
- Recommendation and advocacy of local legislations (such as barangay resolutions / ordinances) promoting child survival, protection, participation, and development; and
- Capability-building to enhance knowledge and skills in handling children's programs.

SK Municipal, Provincial, and National Federations. The SK Constitution and By-laws describes the roles of SK Federations. The Local Executive Committee (LEC), which is composed of all local SK Federations, shall formulate specific projects and activities to be implemented by the respective Local SK Federations. Meanwhile, the SKNF is in charge of formulating the general plan of action of the SK. The set of officers of the SK National Federation, called the National Executive Board, is tasked to “formulate concrete plans and projects in line with the policies and programs” of the SK National Federation.

Furthermore, SK Federations at all levels are tasked to coordinate the *Linggo ng Kabataan*, a mandatory annual project that is the joint responsibility of barangay, municipality, city, and provincial LGU's (see preceding section on Functions, Duties, and Responsibilities of SK Officials for details on the *Linggo ng Kabataan*).

National Youth Commission (NYC). In 1995, the passage of **R.A. 8044** or the “**Youth in Nation-building Act.**” Created the **National Youth Commission** as the premier youth office of the government with the same status as a national government agency attached to the Office of the President. The functions of the NYC include:

- To initiate and formulate national policies on the youth;
- To establish consultative mechanisms to facilitate government-youth engagement;
- To coordinate and assist agencies and institutions on the implementation of all laws, policies, and programs on youth development;
- To register, establish, or help in establishing youth and youth-serving organizations; and
- To provide training and a national secretariat for the Sangguniang Kabataan National Federation.



As the Secretariat of the SKNF, the NYC provides technical resources, guidance and services to the legislative, educational and leadership needs of the SK. One of the primary ways through which the NYC does this is through the **Integrated SK Organizational, Leadership, and Re-orientation Program (ISKOLAR)**. Initiated by the NYC together with various line agencies like the DILG and NGOs like the National Movement of Young Legislators, the ISKOLAR Program is a two-step process that aims to assist the SK officials to fully realize their potentials as youth officials in their localities. The ISKOLAR is a training program designed to give them necessary information on how they would be able to relate with their constituents and how to perform their obligations to the best of their abilities. On their part, SK leaders can help maximize the effects of the ISKOLAR Program by sharing the knowledge, skills, and resources they acquire to other members.

National Anti-Poverty Commission Youth and Students Sector (NAPC-YSS). Created by Republic Act No. 8425 or the Social Reform and Poverty Alleviation Act, the NAPC serves as the oversight and coordinating body of all government poverty reduction programs. It institutionalized Basic Sector or civil society participation in governance at all levels of decision-making and management processes. The NAPC-YSS is a civil society institution whose participation in governance is guaranteed by RA 8425. It acts as the civil society youth representative in meetings with LGUs and national government agencies pertaining to anti-poverty policymaking. NAPC-YSS is a venue for SK officials to network with youth NGOs at local and national levels. SK officials can coordinate with the NAPC-YSS to let their and their constituents' voices be heard in anti-poverty policy making.

Council for the Welfare of Children (CWC). The CWC was originally created under the Office of the President by virtue of Presidential Decree 603 (Child and Youth Welfare Code). Since then, it has become the apex agency for children's protection, welfare and development in the Philippines.

NAPC YSS is mandated to:

1. Represent the youth and student basic sector;
2. Ensure the advancement and realization of the youth and student Sectoral Agenda; and
3. Mainstream basic sector participation and representation in policy making at all levels of government.

The CWC can support the SK by giving them information and resources on the situation of children and youth in the Philippines, and by helping them network with other agencies in order to coordinate programs and projects for children and youth.

People's and Non Government Organizations. Like the LGUs, SKs may enter into joint ventures and other cooperative arrangements with POs and NGOs in the delivery of certain

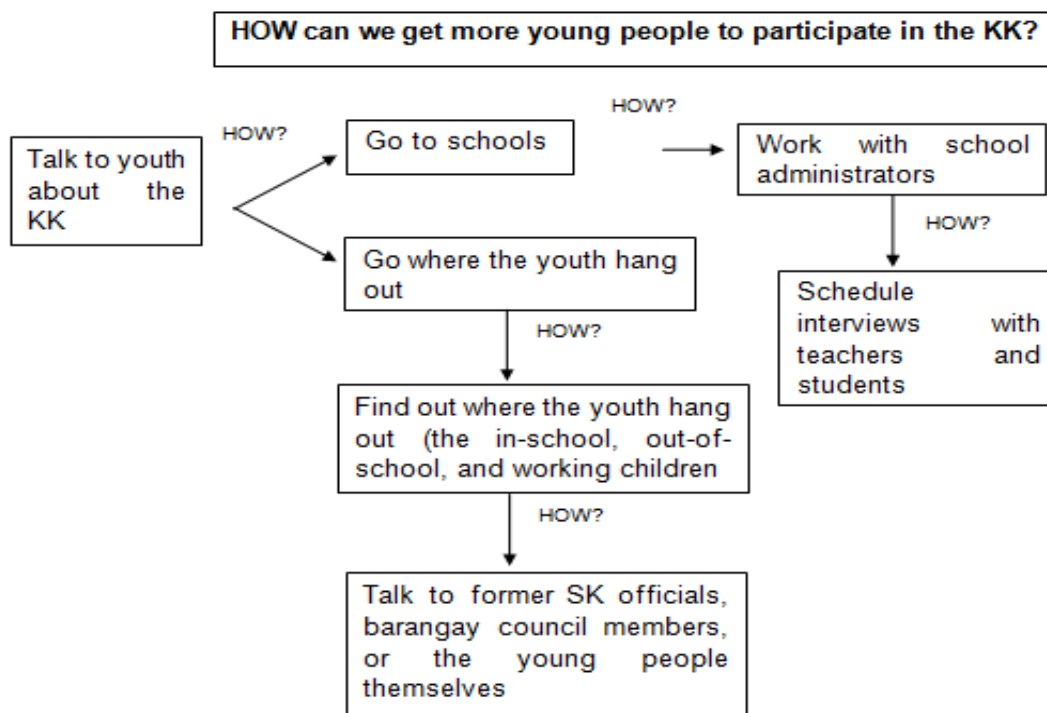


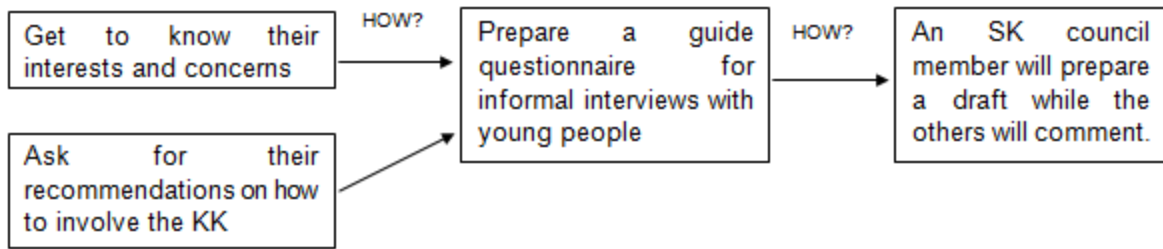
basic services, in capability building and livelihood projects, and in developing local enterprises designed to enhance the economic and social well-being of the people.

Incentives for Good SK Performance

Since 1995, the SK National Federation has initiated a search and awarding for outstanding SK leaders. The Outstanding Sangguniang Kabataan Awards and Recognition (OSKAR) provide a venue to acknowledge and showcase the accomplishments of SK leaders nationwide. The OSKAR aims to recognize outstanding SK leaders who have developed and implemented sustainable programs and projects. The OSKAR recognizes the achievements of SK leaders from all over the Philippines. For example, Ron Jacob G. Orendain, SK chairman of Barangay Zone III, Zamboanga City, was chosen in 2006 because of his remarkable achievements in leading the youth of Barangay Zone III in the areas of legislation, sports, health and sanitation, community involvement, and education.

OSKAR awards may be given to outstanding individual SK chairpersons (barangay level) and to outstanding SK Federation leaders from the municipal to the provincial level. Interested SK leaders may join this search by sending an accomplishment report to their programs and activities to the SK National Office. The OSKAR recipients are then selected by a technical working group composed of representatives from the Department of Interior and Local Government (DILG), the Department of Environment and Natural Resources (DENR), the Department of Health (DOH), the Department of Social and Welfare Development (DSWD), the Philippine National Police (PNP) and the NYC. Aside from receiving trophies in recognition of their contributions to youth development, OSKAR recipients also have the opportunity to request additional support to sustain their noteworthy programs and activities.





Example Activities and Development Plan for Planning

The following matrix aims to help you in planning. Particularly on how to arrive at goals and objectives, and a plan of action with the youth:

What are the problems or needs that were identified in the situational analysis?	What more do we need to know? Who can we ask or where can we get the information?	What do we want to happen? (Goals)	How will we reach the goals? What activities should we do?	What resources are needed?	Schedules
Example: Rise of Drug use among young people	<p>To understand why young people use drugs (hearing from the youth themselves) in order to plan appropriate projects.</p> <p>Where do the youth get their drugs?</p> <p>Work with local police and barangay tanod to determine the source of drugs and to enforce laws that would stop drug pushing.</p>	<p>To raise the youth's awareness of the negative effects of drug-use.</p> <p>To stop the pushing of drugs in the area by working closely with the police or pressuring them to act on the problem.</p>	<p><i>For example:</i> Action: Work with the police about the drug use in the area</p> <p><i>Specific Objective:</i> To encourage the police to work with the young people in identifying drug pushers in the community</p>		Meeting with the police on _____

Implementation and Monitoring

Implementation simply means actually carrying out the plan. It means taking action and making the written plan come alive. Implementing a plan involves monitoring, which means periodically checking how the implementation is going. Monitoring lets us know whether the plan is being followed, and whether it is being carried out following the schedule and within the budget allowed. If needed, changes can be made to adjust to unexpected events or new developments so that the objective of the activity is still met.

For implementation and monitoring, there must be constant, clear communication with all over other individuals involved. Let the implementation partners know that the SK is concerned about the project, but that at the same time; trust them to do their best to fulfill their responsibilities. In case there are difficulties or challenges, or if the person-in-charge is unable to do the job, monitoring will enable us to address the issue before it becomes unmanageable.

Evaluation

After a plan has been carried out, find out whether it was successful or not. Evaluation shows you if the activity met its set goals. What is the value of doing an evaluation? It is useful for making new plans. With an evaluation, what worked and what didn't work can be learned, problems can be anticipated for future projects, and measures can be replaced to prevent them from recurring.

How does one conduct an evaluation? Get information that will tell whether the project was able to meet its objectives. Do the following, it may help:

- **Check how many of the target beneficiaries were reached.** Out of the total number of possible beneficiaries, get the percentage of those reached. For example, this may refer to (1) the number of out-of-school youths (OSY's) who participated in an education program out of the total number of OSY's in the community, (2) the number of trees planted per square kilometer, or (3) the number of parents who attended a training seminar on maternal and child health out of the total number of parents in a target area.
- **Ask people what they thought of the project.** Ask those who were directly involved or affected, as well as those who were not but who knew of the project. For example, interview the youth who are beneficiaries of a vocational skills training program. Note down their criticisms, positive comments, and recommendations for improvement. Ask people to give the activity a score, the same way teachers score students' performance in class.
- **Check for change.** Whenever you have a project, the goal is to create some change-improve, remove, add to something. Using simple questionnaires, checklists, or tests, check for changes in people's knowledge, attitudes, and/or skills. Make observations and comparisons of before and after pictures to see environmental or infrastructure changes

The value of clear and measurable objectives becomes obvious here. If you have clear and measurable objectives, then it is easier to figure out if the objectives were met:



Example Activity for Evaluation

In evaluation, the following can help you in your evaluation:

Activity	Planning		Preparation		Implementation	
	Strengths	Weaknesses	Strengths	Weaknesses	Strengths	Weaknesses
	Lessons learned:		Lessons learned:		Lessons learned:	
	Recommendations:		Recommendations:		Recommendations:	

Activity implementation Report	
Planned results	Actual Results

Important SK tasks

Whatever the SK Development Plan's objectives are, the SK may find itself involved in the important tasks of organizing young people in the community, creating youth-oriented legislation, and fiscal management. This section will discuss why and how each is carried out.

Harnessing the power of young people

In organizing people, set up a structure of roles and processes so the members can work together for group objectives. There are three important elements: people, structure, and group activities.

An organization is nothing without its members. A youth organization is nothing if youth are not interested in it, are not supportive of it, or are not active in it. It is important to include as many individuals as possible in the KK, which is the official organization of the SK constituents.

Structure is very important as well. Defining the roles and responsibilities of individuals, and the processes by which they can communicate, make decisions, and work, is crucial to attaining the group's goals. In a formal organization, like the KK for example, the structure should be clearly spelled out through a constitution and by-laws.

Organizations do not exist for the sake of existing; they always work towards a group objective. Organizing young people in the community may be easier if the youth can relate to a relevant goal. If the goal is important to them personally, then they are more likely to participate. If the goal is clear and attainable, then the structure should help make turn these



goals into reality. Organized young people, working towards a clear vision and mission, and working within a good structure that guides them on their roles and responsibilities, are valuable assets for making positive changes in the barangay.

How do we organize young people?

1. Think of a good outreach strategy

First, understand the context of the children and youth in your community, and know their demographics. You can refer to the barangay's records, or you can talk to former barangay and SK officials who worked with the youth. Take note of the youth's interests and issues. Go out and ask them about what they are most concerned about. Know where they usually hang out, work, or study.

It is suggested that you conduct your identified outreach strategy regularly – for example, twice a year – in order to continually recruit new youth volunteers and to identify and develop potential leaders.

In small communities such as Subanan, Lantawan, Panabo City, the SK used the barkada as a way to reach out to its youth. They “recruited” the informal barkada to talk to other young people and spread information. In highly populated urban areas, the schools became places where the youth are a “captive audience” – you can start sharing about the SK council's plans and spur them to get involved.

2. Set up a “home base” or a tambayan

A tambayan is important. Choose a place where young people can come to work on activities and projects, and to create and strengthen friendships. It should be a place where young people can be comfortable to be themselves. It may be a corner of the basketball court or any other designated area where the young people can freely come together to talk, plan, and work on activities, or to simply bond with one another. If working together is fun or if they are with friends, they will become more motivated to participate in activities. Remember to consult the youth who will be using the tambayan when establishing the house rules and how these will be enforced.

3. Identify and talk about youth concerns

Build on the idealism of the youth! Short attainable goals are appropriate for young people, but the projects need to be connected to social issues so they can see how they can leave their mark and cause change in the communities. You can work with teachers or adult volunteers from the community, government offices, and NGOs to help discuss the issues with the youth. Be sure to conduct discussions where the youth's opinions on what concerns them most are openly tackled and addressed.



4. Building the youth's knowledge and capacities

The SK chairperson is the one often sent to various training courses so that he or she can perform his/her obligations and responsibilities well. But building the skills and capacities of the other SK members and of the KK members is also important. Talking about current social issues, as discussed earlier, is a concrete example of an activity aimed at building the youth's capacities. It helps them develop analytical skills. Although any activity the SK initiates in the community can become a learning opportunity and experience for young people, the SK council needs to be more conscious of building the youth's skills. In the SK study, some SK councils teach time and financial management to young people, while others create opportunities to learn vocational skills. SK chairpersons often get invited to training courses offered by both GOs and NGOs. It is their responsibility to share what they learned to other SK members and to their constituents whenever it is applicable. Ask the youth which skills and knowledge they need to be enhanced. They might look for activities that develop leadership and life skills, disseminate facts on reproductive health, etc. Again, you can seek help from NGOs, government agencies, and schools in conducting short training courses.

5. Sustain meaningful participation of the KK.

Extend to the KK and the youth in your communities the opportunity to participate meaningfully. This will make them feel that their participation is valued, and it will motivate them to continue. The SK should also continually advocate and encourage the qualified children and youth to register for KK membership. This is done best when the Barangay Secretary and the SK Secretary band together for this effort.

Making laws that count

One of the duties of the Sangguniang Kabataan is to propose laws that will benefit youth in the community. Laws are concrete expressions of a society's values and ideals. Existing laws may be amended (or changed), and new laws may be passed in order to better reflect what is desired for young people. Legislation (or the making of laws) is an essential tool for protecting and supporting the holistic growth of young people.

The SK may write purpose and approve a resolution to propose an ordinance at the Sangguniang Barangay through the SK Chairperson. An ordinance is more general and permanent, while a resolution is more temporary. Resolutions are also used for executing proprietary functions and private concerns. They may be used to express their ideas, opinions or requests.

An example of a resolution is presented below. The WHEREAS statements are generally facts regarding a problem, issue, situation or need that the resolution seeks to address. The RESOLVED statements are then the agreements, sentiments, or request that result logically from the previous WHEREAS statements.



Sample Resolution RESOLUTION NUMBER 000

Series of 200_

RESOLUTION ENDORSING THE PROJECT PROPOSAL OF THE SANGGUNIANG KABATAAN FEDERATION OF ___ CITY, REQUESTING FINANCIAL ASSISTANCE TO PURCHASE BOOKS AND OTHER MATERIALS FOR RESEARCH FOR THE CONVERSION OF THE SK FEDERATION BUILDING INTO A CITY READING CENTER FROM THE SPECIAL PROJECTS ALLOCATION OF HON. ___ AND AUTHORIZING THE HON. CITY MAYOR TO SIGN FOR AND IN BEHALF OF THE CITY, THE MEMORANDUM OF AGREEMENT WITH THE PROVINCIAL GOVERNMENT OF ___ CONCERNING THE SAID GRANT OF FORTY THOUSAND PESOS (P40, 000.00) ONLY

WHEREAS, the SK Federation of ___ City in its initial meeting approved Resolution No. 03 series of 2002, entitled, "RESOLUTION APPROVING THE ESTABLISHMENT AND OPERATION OF A READING CENTER AT THE SK FEDERATION BUILDING AT BRGY. III" AS DETAILED IN THE ATTACHED PROJECT PROPOSAL, FUNDS TO BE REQUESTED FROM THE CITY AND THE PROVINCE";

WHEREAS, the project proposal lists the need for books and other materials for research for the use of the readers at the proposed Reading Center;

WHEREAS, this August Body likewise believes in the merits of the project;

This part explains the **OBJECTIVE** of the resolution or what it wants to propose or achieve.

This part tells about **HOW** and **WHY** the resolution was formed. This includes earlier resolutions that served as a basis for the current resolution.

It is also important to write down the importance of the activity/ project/ proposal.

NOW, THEREFORE, on motion of Hon. ___, duly seconded by all Members present, it was,

This part states the approval of the Council/ Body is also important.

RESOLVED, as it hereby resolves, to endorse the project proposal of the SK Federation of ___ City requesting for financial assistance to purchase books and other materials for research for proposed Reading Center from the Special Projects Allocation of Hon. ___, in the amount of Forty Thousand Pesos (P40, 000.00) only.

After the rationale and support has been stated, this part states the **"ACTION"** – what the resolution wants to do.

RESOLVED FURTHER, to authorize the Hon. City Mayor to sign, for and in behalf of the city, the Memorandum of Agreement with the Provincial Government of ___ concerning the said grant.

RESOLVED FURTHER, to furnish copies of this resolution to the City Mayor, City Legal Officer, this city, Hon. ___, the Provincial Government of ___ and the SK Federation for their information.

UNANIMOUSLY ADOPTED: October 24, 200_.

This part the other actions that are needed to carry out the resolution.

Remember!

A draft resolution must be in writing and must have these parts:

- *An assigned number;*
- *Title or caption;*
- *Name of author or authors;*
- *An enacting or ordaining clause; and*
- *Date of its effectivity.*

Project Title: Children's Rights Campaign

Rational: Barangay Mateo has a population of 7,658 and children compromise almost half of the population. The barangay has also reports of physical abuse in the home and the schools. One of the reasons for this is that the awareness of children's rights in the barangay is low.

Project description: The project is a series of awareness raising activities for adults and children on children's rights

Legal Basis:

- Proclamation No. 74: Declaring the 17th Day of October of Every Year as National Children's Day
- Proclamation No. 267: Declaring the Month of October of Every Year as National Children's Month
- The Republic of the Philippines is a signatory of the UN Convention of the Rights of the Child

Objectives:

- To raise the awareness of children and adults in the barangay on the rights of children.
- To help improve relationships between parents and children.

Methodology: poster making, film showing and parent-child activities.

Time Frame: October 17 and 18, 2008

Budget: PhP 25,000.00

Include Maintenance and Other Operating Expenses (MOOE) in all projects. List down items essential to project implementation such as office supplies, travel expenses, and communication.

- **Look for sponsors.** Project costs do not have to be entirely shouldered by the SK's budget. Partners or sponsors can be asked to partially fund the activity through



donations in cash or in kind. For example, they can provide a venue for a training course or distribute food and water during a campaign.

The challenge in soliciting support is to make the SK projects attractive to the potential sponsors. Visit potential partners and sponsors personally to present your project proposals well to give the potential partners a chance to review the plans, and offer to submit a report on the implemented project to give the impression that the SK is serious about the activity. Remember to follow up on the proposal after three to five days. The report will give them a concrete sign of the SK's gratitude, professionalism, and sincerity in upholding the best interest of the children and youth in the barangay.

Activity Details			
Activities	Date and venue	Person/s in charge	Estimated Costs
1. Poster-making contest	Oct 17, 2008, 9am to 5pm, Barangay multi-purpose hall.	SK Kagawad Albert	Art materials- P1,500.00 Meals for contestants, organizers, and judges- P2,000.00 Honorarium for judges- P1,000 x 3 Pax **Prizes will be solicited SUB TOTAL: P5,500.00
2. Parents & Children's day: Film showing, parent-children activities **Film equipment Will be solicited From NGOs with the help of CWC	Oct 18, 2008 9am to 12pm, Barangay multi-purpose hall		Art materials- P1,500.00 Meals for participants- P70 x 300 Pax SUB TOTAL- P23,500.00
			TOTAL BUDGET: P29,000.00

However, be careful in choosing sponsors- they should not be in conflict with the general well-being of children and young people. For example, alcohol and cigarette companies should never be approached to become sponsors.



C. Accessing funds

After the Barangay Budget has been approved and allocated, the SK can begin accessing funds for planned projects and activities. Note that the SK fund shall be separated from all other budget claims in the barangay.

In accessing the fund, the SK must first incubate an activity design signed by all the SK members. It details the processes involved in a planned activity. Below is an example. The activity design will be attached to the resolution that the SK will pass. The resolution will state that the funds will be used in the planned activities.

Three copies must be produced and given to the:

- Punong barangay (1 copy);
- Barangay Appropriation Committee (1 copy); and
- Barangay treasurer (1 copy).

On behalf of the SK, the punong barangay will prepare the disbursement voucher (DV), to which the SK's activity design will be attached. While all budget claims shall be certified and approved by the punong barangay's name, approving claims chargeable against the SK fund.

The Signatories

According to the Department of Budget and Management, Primer on Barangay Budgeting, Nos. 69 and 70, the signatories in the ROA are the following:

- The Chairman of the Committee on Appropriations of the Sangguniang Barangay, to certify to the existence of the appropriation;
- The Barangay Treasurer, to certify as to the availability of funds; and
- The City/Municipal Accountant, to certify as to the obligation of allotment.

The Disbursement Voucher is signed by the following:

- The Punong Barangay;
- The Barangay Treasurer; and
- The City/Municipal Accountant.

The SK Chairperson will affix his or her initial beneath the Punong Barangay as Stated in the Commission on Audits' Disbursements Policies and Procedures, Systems and Procedures Manual on the Management of Barangay Funds and Property, p. 23 (1) (d).

The punong barangay signs the vouchers because according to the Local Government Code, Sec. 389(h), the punong barangay is tasked to "approve vouchers relating to the disbursement of barangay funds. " Remember that the SK budget is part of the barangay funds, making the punong barangay accountable and answerable for the proper use of the funds. Therefore the SK needs to account responsibility for the funds released to them.



APPLICATION (Closing Activity):

Note: *Have ready ten (10) questions about what you discussed in the abstraction. Assign four possible answers to each one corresponding to A, B, C, or D. Flash each question and possible answers in a slide. Questions may also be true or false in which case assign A to true and B to false.*

12. Tell the participants that they will play a game.
13. All they need to do is stand before the letter corresponding to their answer to the questions or statements that you will flash on the screen.
14. Designate an A, B, C, and D somewhere in the front side of the room.
15. Ask everyone to stand up.
16. Flash the question or statement and read it out aloud.
17. Ask them to stand before their answers. All those who answered wrongly should sit down.
18. After all the questions have been read, all those who are still standing win.
19. Distribute the hand-outs or sample of the following:
 - Resolution
 - Requisition / Liquidation Form
 - Activity Plan
 - Activity Evaluation
 - How to get more KK participants

QUESTIONS for Session 2 Application Game	
QUESTION	ANSWER
MULTIPLE CHOICE	
1. The Powers and Functions of the SK and KK were based on which law? a. Local Government Act b. Local Government Code c. Local Government Proclamation d. None of the above	B
2. The SK is elected by whom? a. Registered KK members b. Registered and Non-Registered KK members c. All barangay youth d. All of the above	A
3. The KK can meet on the following conditions except? a. Once every three (3) months b. At the call of the chairman c. Upon written petition of at least 1/20 of the members d. None of the above	D
4. The KK is composed of whom? a. Citizens of the Philippines b. 15-21 years old c. Barangay Council d. President and his Cabinet	A & B
TRUE (A) or FALSE (B)	
5. The SK cannot make resolutions because they do not have legislative powers.	B
6. The SK can conduct fund-raising activities and use the funds for youth-related projects.	A
7. Aside from the SK Council, the SK cannot create such other bodies to initiate programs.	B
8. The SK is not obliged to coordinate with youth organizations in the barangay for formulating resolutions or implementing programs	B
9. The SK is limited to the 8 powers given by law.	B
10. The KK has to be convened to decide on important youth issues of the barangay	B

MODULE 4

Internalizing Principles of Good Governance and Accountability

I. GOOD GOVERNANCE	99
Session 1: OMG! Oh My Good Governance <i>Adhering to Principles of Good Governance</i>	
II. ETHICAL LEADERSHIP	106
Session 2: ETIK-A, ang Unang Letra <i>Recognizing Ethical leadership</i>	
III. RESOURCE MANAGEMENT	114
Session 3: Pwera, Echipwera ang Pera <i>Managing Resources</i>	

DAY: 2

TIME: 1:00 pm – 2:45 pm

DURATION: 105 Minutes

MODULE NO./TITLE: 4/Internalizing Principles of Good Governance and Accountability

SESSION NO./TITLE: 1/OMG! Oh My Good Governance

SESSION CONTENT: Adhering to Principles of Good Governance

OBJECTIVES:

At the end of the session, the participants shall be able to:

- explain the meaning and value of good governance; and
- enumerate principles underlying good governance

RESOURCES NEEDED

Supplies and Materials

- Boards
- Masking tape
- Metastrips of different colors
- Permanent markers
- Manila Paper
- thread
- rice sacks
- raw eggs
- “yelo” plastic
- pulboron
- strings
- Candies (prizes for the winner)

Training Equipment

- Transparencies or Powerpoint:
Definition of Governance
Context of Governance
Governance Actors
Definition of Good Governance
Principles of Good Governance
- Audio-Visual Equipment (LCD / Laptop)



Video Clip: “Tungo sa Pagbabago, Para sa Pagbabago (Kalinga sa Bayan)”
http://www.youtube.com/watch?v=rKj_PrRQAtc

- CD Player / Speakers
- Lively Music (for the relay game)

Handouts / References:

- Balangay: Resource Manual for Barangay Governance, 3rd Edition by Institute of Politics and Governance. Quezon City, 2002.
- Governance: Sound Development Management, Asian Development Bank. 1995
- Ivan Nikolic, Participants Manual on Good Governance. CORAD-Consortium on Rehabilitation and Development. Sierra Leone, January 2008.
- “What is Good Governance?” United Nations Economic and Social Commission for Asia and the Pacific.
<http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.pd>
- Governance: Sound Development Management, Asian Development Bank. 1995

SET UP:

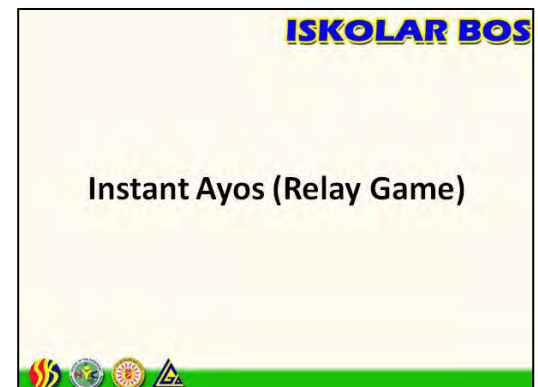
- Four (4) boards in front
- Four (4) tables arranged in a U-shape

PROCEDURE:

ACTIVITY 1:

INSTANT AYOS: turning siesta time into fiesta time!
“Relay Game”

1. Introduce the game “Instant Ayos” which is a relay game.
2. In front of the room are four boards. On each board are two jumbled words. Only the first and last letters of each word are in the correct positions. Select one word for each group from the following list:
 - Governance
 - Fairness
 - Transparent
 - Accountable
 - Ethical
 - Independent
 - Participatory
 - Sustainable



3. Divide the participants into four (4) groups.
4. Tell the participants that each group will have to arrange the jumbled letters to form the correct word. But before arranging the jumbled words they will have to perform the relay game first. After which they will race to the finish line.
5. The relay is composed of games that are often played during fiestas.

Portions of the relay game are (in sequence):

- ubusan ng sinulid (1 member)
 - basagan ng itlog (2 members)
 - kainan ng pulboron at sisipol (1 member)
 - jumbled words arrangement (1 member)
 - sack race to the finish line (1 member)
6. Tell the group to assign members to play in each portion of the relay. Also, assign members from each group to monitor or guard the other group.
 7. Start the game.
 8. Determine the winner and award the prize. Also provide consolation prizes for the non-winning groups.
 9. Assign a table for each group.
 10. Let the participants to take their seats and settle down.

ACTIVITY 2: Term Associations

11. On each flashcard are the following words written separately:
 - Governance
 - Fairness
 - Transparent
 - Accountable
 - Ethical
 - Independent
 - Participatory
 - Sustainable



12. Give each participant meta-cards and a marker.
13. Show each flashcard one by one. Let the participants write or draw the first thing that enters their mind when they hear or see the word written on the flashcard. The participants must come up with an answer within 10 seconds. Start with the first word.
14. Encourage them to write in the language / vernacular they are comfortable using.
15. Ask them to share their answers within their group mates and to post their meta-cards on a manila paper (one manila paper per word).
16. Tell the group to agree on a single definition for each word on the flashcard then ask each group to present their answers.

ANALYSIS:

17. Discuss the relay game activity; ask the participants why they think it is called “Instant Ayos”.

“Dahil kung magulo dapat ay ayusin gaya ng kalagayan ng pag-go-gobyerno sa ating bansa.”

18. Ask them how they were able to come up with their groups’ definition of the terms in the second activity.
 - Was it easy for everyone to agree on a single definition?
 - What processes did you undergo to come up with a single definition? Did you decide through votes?
 - What ideas were similar, or different?
19. Go through their outputs. Clarify vague responses and cluster common ones.

ABSTRACTION:

20. Picking up from the participants' responses, provide the definition.


The definitions can be:

- *Governance is the process of decision-making and the process by which decisions are implemented (or not implemented). (UNESCAP)*
- *Governance is the manner in which power is exercised in the management of a country's economic and social resources for development. (ADB)*


ISKOLAR BOS

Governance

The process of decision-making and the process by which decisions are implemented (or not implemented), or as a set of values, policies, and institutions by which a society manages its social, political, and economic process through interactions among government, civil society, and private sector.




Ivan Nkavila, Participants Manual on Good Governance, January 2008.




ISKOLAR BOS

Governance

There are two aspects of governance. A **technical aspect** consisting of what and how to do something (or not to do), and a **representational aspect** that is how decisions are taken and who takes them.



Ivan Nkavila, Participants Manual on Good Governance, January 2008.



21. Show them the Formula / Equation of Good Governance and Actors:

Governance \neq Government

Governance =
Government + Civil-Political Society + People

22. Using the equation, emphasize that governance is not the sole responsibility of the government being just one of the actors in governance. Also, show them using the equation how is governance is directly related or proportional to government, civil-political society and people i.e. people's participation increases governance as good government also increases governance. Relate this equation to the SK level. Emphasize the participatory framework and importance of the Katipunan ng Kabataan (KK) as means to encourage the youth sector to participate in governance, to discuss their interests, needs and problems which the SK should consider and put

ISKOLAR BOS


Formula of Governance

GOVERNANCE \neq GOV'T

GOVERNANCE = GOV'T + (CIVIL-POLITICAL SOCIETY) + PEOPLE
(e.g. Women in Nation-Building Act, YOUTH IN NATION-BUILDING ACT)

*The government is just one of the actors in governance

Barangay Resource Manual for Barangay Governance, 3rd Edition by Institute of Politics and Governance, Quezon City, 2002.

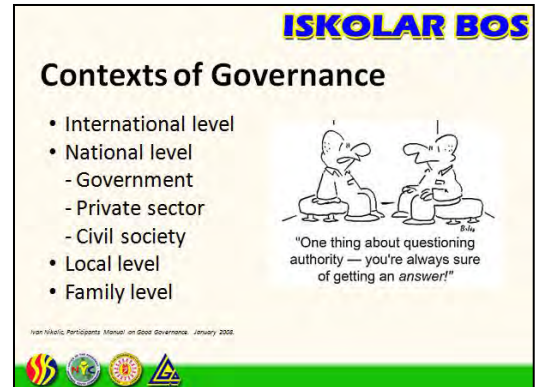


into action through the programs and projects that they would implement.

23. Starting with a statement that governance can be used in several contexts – international governance, national governance, and local governance – proceed to discuss the different contexts of governance and actors.

Concepts of governance can be applied at the:

- International level
- National level
- Government
- Private sector
- Civil society
- Local level (Barangay or SK)

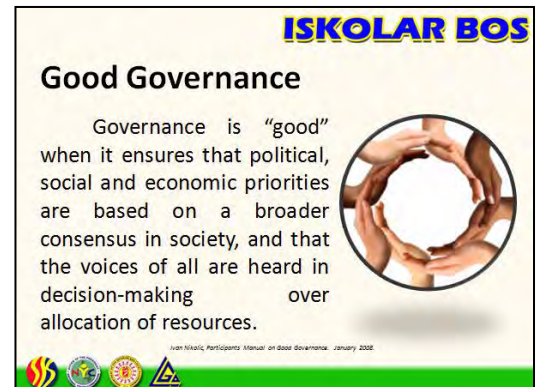


24. Ask participants if they can use the concept of governance at the family level. After a short brainstorming talk about who are the actors and the role they play in governance at the family level; the decision makers and those affected by the decision; the stakeholders; what affects the decision making process and how they come up with a decision in their family.

- Family level

25. Define Good Governance.

Governance is “good” when it ensures that political, social and economic priorities are based on a broader consensus in society, and that the voices of all are heard in decision-making over allocation of resources.



26. Discuss the Principles of Good Governance and emphasize how one is related to another. Focus on Ethics, Transparency, Accountability and Participation. Relate each principles of good governance to the Instant Ayos Relay Game Activity.

ISKOLAR BOS

Elements of Good Governance

- A. Accountability
- B. Autonomy / Independence
- C. Transparency
- D. Participation
- E. Effectiveness and Efficiency

Barangay Resource Manual for Barangay Governance, 2nd Edition by Institute of Politics and Governance, Quezon City, 2002.



ISKOLAR BOS

Elements of Good Governance

- F. Fairness and Equity
- G. Rule of law
- H. Sustainability
(long-term interest of the social group)
- I. Ethics
- J. Social Responsibility

Barangay Resource Manual for Barangay Governance, 2nd Edition by Institute of Politics and Governance, Quezon City, 2002.



27. Introduce the video “Tungo sa Pagbabago, Para sa Pagbabago (Kalinga sa Bayan)” that shows how civil-society can take an active part in good governance.
28. Show video clip:
“*Tungo sa Pagbabago, Para sa Pagbabago (Kalinga sa Bayan)*”
http://www.youtube.com/watch?v=rKj_PrRQAtc

APPLICATION (Closing Activity):

29. Ask the participants to list three (3) practices that they think are examples of “bad” governance in their communities or Barangay and identify which principle of good governance can address each.
30. Ask three volunteers to read out what they wrote.
31. Show video clip:
Joey Velasco’s “*Sa Kambas ng Lipunan*”
<http://www.youtube.com/watch?v=bzYgSJCPEtY>

DAY: 2

TIME: 3:00 pm – 5:00 pm

DURATION: 120 Minutes

MODULE NO./TITLE: 4/Internalizing Principles of Good Governance and Accountability

SESSION NO./TITLE: 2/ “ETIK-A, Ang Unang Letra”

SESSION CONTENT: Recognizing Ethical Leadership

OBJECTIVES:

At the end of the one- hour session, the participants shall be able to:

- recognize significance of ethical leadership to good governance; and
- list ethical standards/factors to consider in dispensing SK duties

RESOURCES NEEDED:

Supplies and Materials

- Boards
- Masking tape
- Permanent markers
- Smileys: 36 Happy Face, 36 Sad Face

Training Equipment:

- Transparencies or Powerpoint :
Ethical “compass” questions for solving ethical dilemmas
Republic Act 6713 and 6170:
Ethical standards and conduct of SK officials
Upholding ethical standards in fellow public officials
- Audio-Visual Equipment (LCD / Laptop)
Video Clip
“Ako ay Isang Mabuting Pilipino” by Noel Cabangon
<http://www.youtube.com/watch?v=hkfOuCzJI78>
- CD Player / Speakers

Handouts / References:

- “Leadership: Facing Moral and Ethical Dilemmas” Leadership Advantage Newsletter, Vol. IV Number. The Center for Business and Ethics at Loyola Marymount University. www.ethicsandbusiness.org/strategy.htm
- Mariam G. Macgregor. Building Everyday Leadership in All Teens: Promoting Attitudes and Actions for Respect and Success, A Curriculum Guide for Teachers and Youth Workers. Minneapolis, Free Spirit Publishing Inc., 2007



- Republic Act 6713, or The Code of Conduct and Ethical Standards for Public Officials and Employees
- Republic Act 7160, or The Local Government Code, Chapters 8 to 10.
- SK Watch: A Manual on Monitoring SK Funds and Functionality. Final Edition
- Sulong Kabataan! The SK Guide to Child and Youth Participation

PROCEDURE:

ACTIVITY: “MAY TAMA KA!”

(Doing the Right Thing and Doing Things Right.)

A. “Dot-mocracy”

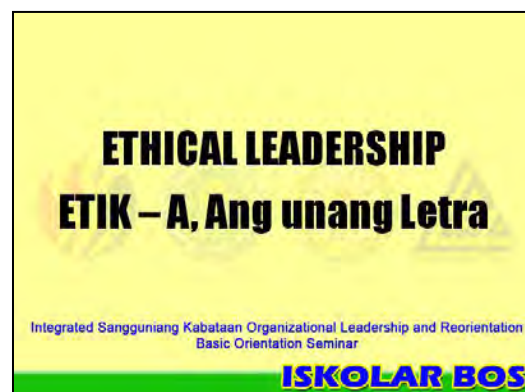
1. Divide the participants into four (4).
2. Posted on the boards facing the wall are situational ethical practices / leadership dilemmas (2 per board). Turn the board around.

3. Introduce the activity.

In the previous activity, we defined “good governance”. In the next activity we will embark on the practice of good governance through ethical leadership. Let’s see if we can identify with the situational practices posted on the board.

4. Give each group smileys or emoticons (8 happy faces and 8 sad faces) color-coded for each group (red, yellow, green and blue).
5. Assign each group a gallery board to start with.
6. Tell the participants:
 - a. Posted on the board facing the wall are situational phrases depicting ethical leadership dilemmas. On each board are two (2) ethical leadership dilemmas that may be any of the following:

- ✓ Sa pag-release ng inyong pondo, nag-request si Barangay Treasurer na bumili ka muna ng 1000 tickets sa halagang 10,000 pesos para sa anak niyang kasali sa Ms. United



Nation, sa pagpapagawa naman daw ng daycare center mapupunta ang pagbebentahan ng ticket.

- ✓ Nagamit mo ang pera ng SK na mula sa isang fund raising activity ng sanggunian para ipambili ng libro na kailangan mo sa eskuwela. Nabayaran mo naman ang nagamit mong pera bago pa dumating ang araw na kailanganin na ito ng SK para sa pinaglalamanang proyekto.
- ✓ Paglalagay ng malalaking mukha at pangalan ng mga SK officials sa tarpaulins at billboards ng mga proyekto at programa ng SK.
- ✓ Naubusan ka ng printer ink sa bahay kaya ginamit mo muna ang printer ng SK office para sa iyong school term paper.
- ✓ May proyekto kayo ng magpatayo ng mga waiting sheds sa barangay, inilakad mo na makapagpatayo ng waiting shed sa tapat ng inyong bahay.
- ✓ Kailangan ng trophies para sa awarding ng mga nanalo sa paliga ng basketbol, kinontrata mo ang tito mo na may pagawaan ng trophy para siya na lang ang mag-supply nito pati sa inyong mga susunod na proyektong kailangan ng trophy.
- ✓ Sa natatanggap na sahod ng isang SK chairperson ay binibili niya ng 500 pesos cell card ang kanyang mga kagawad.
- ✓ Niregaluhan ka ni kapitan ng cellphone sampu ng kanyang mga



barangay kagawad bilang
pasasalamat sa pagsuporta sa
kanyang mga proyekto. Personal
na pera naman ni kapitan ang
pinambili niya ditto.

- b. (Turn the board around.) Each participant will be given 8 happy and 8 sad face emoticons, color-coded for each group.
 - c. The participants in a group will have to discuss each ethical leadership dilemma on the board. They have to talk about different issues to consider.
 - d. Discuss each ethical leadership dilemma on your board. Talk about different issues to consider and different outcomes depending on what course of action you choose.
 - e. As a group, they need to discuss whether the situational phrase shows ethical or unethical leadership practice. Tell the group to take note of the factors that the group considered in the discussion.
 - f. Tell the group to attach a smiley (happy for ethical or sad for unethical) on each leadership dilemma on the board.
7. Let the participants attach a smiley on each practice.
 8. In a clockwise direction, instruct each group to move to another board until all groups have finished going around the boards.
 9. As soon as all groups have finished going around the boards, have them return to their respective tables.

10. Remove the manila paper from each board and post them in front of the room for everyone to see.

ANALYSIS:

11. Go through each manila paper on the board to note where there are agreements or disagreements among the participants in attaching happy and sad emoticons.
12. Ask the participants why they said the pictures reflected ethical or unethical leadership.
 - Why did they choose it as ethical leadership?
 - Why did they choose it as unethical leadership?
13. Ask the participants whether they find the ethical dilemmas presented were challenging. Then ask them which of the ethical dilemmas they found most difficult to answer.

Ask them:

- Did you find the ethical dilemmas presented challenging? Why?
- Which of the ethical dilemmas did you find most difficult? Why?

Take note of the ethical dilemmas that they found as the most challenging and difficult.

14. Invite the participants to reflect on the attachments of the other. Have them share their agreement or disagreement with the other's smiley attachments. Ask them if they agree with the other groups' considerations and decisions.

Reflect on other participant's final decision / attachments. Do you agree with their position? Why or why not?

15. Ask them: If the other groups were different in dealing with the dilemma, what do their actions tell you about their ethics / priorities?



16. Give each group a chance to change their attachments.
17. Ask them what other ethical dilemmas they have faced in the past.
18. Ask them how they made their decision in dealing with ethical leadership dilemmas in the past.

ABSTRACTION:

19. WITHOUT revealing that all of the leadership dilemmas presented are UNETHICAL practices, tally the smiley attachments. Summarize the insights shared by the participants on how they made their decision in dealing with ethical leadership dilemmas in the past. Use these as take-off points for the presentation.
20. Deliver a presentation with the following as content:
 - a. Guide (“compass”) questions to support a well-thought-out ethical leadership decision.
 - b. Suggest step/process for solving an ethical problem.
 - c. Concept of “Public service is a public trust” and “taxpayer’s money.”
 - d. Relate the principles of good governance to ethical leadership as prescribed in Republic Act 6713, or the Code of Conduct and Ethical Standards for Public Officials and Employees, and core values of an SK official.
 - e. Upholding Ethical Standards in Fellow Public Officials –Reporting a violation of RA 6713 and/or RA 7160 by SK and Barangay officials to concerned authorities/agencies.
 - f. Prohibited Acts and Transactions for Public Officials.


ISKOLAR BOS

Ethical Leadership

You're Doing What?


- making ethical decisions calls for balancing your personal values with the needs of your group.
- respecting everyone's values and acting with integrity while still doing what's best for the group.

Magagapay, Marikina & Building Everyday Leadership in All Teams, 2007



ISKOLAR BOS

Compass Questions



- ☐ If a friend of mine did what I am about to do, how would I feel?
- ☐ Will I be breaking the law?
- ☐ Will this decision result in a win-win situation for everyone?
- ☐ If the newspaper writes an article on what I am about to do, how will I feel?

Magagapay, Marikina & Building Everyday Leadership in All Teams, 2007

ISKOLAR BOS

Ethical "Compass"

- internal checks and balances or a "compass" for making ethical decisions.
- ethical "compass" doesn't always give you an **EXACT** decision.
- ethical "compass" helps **GUIDE** you in the best direction.



Compass Questions



- ☐ If my mom, dad, or other important adult in my life were watching me while making this decision, how would I feel?
- ☐ Do I have to keep my decision a secret from anyone?
- ☐ What do I feel in my gut are the possible outcomes of my decision?
- ☐ What does my conscience say?

Integrating, Mariani & Building Everyday Leadership in All Teams, 2007

ISKOLAR BOS

ISKOLAR BOS



A Well-Thought-Out Ethical Decision:

- How will my decision respect my rights and the rights of others? Will my actions interfere others' lives?
- Will my decision minimize harming others? Will my actions show my compassion for others?

Integrating, Mariani & Building Everyday Leadership in All Teams, 2007



ISKOLAR BOS



A Well-Thought-Out Ethical Decision:

- How will my decision show my commitment to treat other or all groups fairly? Will my decision respect a particular group's needs while still promoting equality with other groups?
- How will my decision show that I am trustworthy and have no hidden plan? Will my choice show that I keep promises, tell the truth, act loyally, and follow through on agreements I make?

Integrating, Mariani & Building Everyday Leadership in All Teams, 2007



ISKOLAR BOS

Ethical Standards & Conduct of SK Officials

Republic Act 6713, or the Code of Conduct and Ethical Standards for Public Officials and Employees, provides guidelines on how public officials, including SK officials, are expected to conduct themselves.



Duties of Public Officials



All Public Officials and employees should:

- Act promptly on letters and requests.
- Submit annual performance reports.
- Process documents and papers promptly.
- Act immediately on the public's personal transactions.
- Make documents accessible to the public.

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Norms of Conduct of Public Officials

- ☐ Political neutrality
- ☐ Justness and sincerity
- ☐ Professionalism
- ☐ Commitment to public interest
- ☐ Responsiveness to the public
- ☐ Nationalism and patriotism
- ☐ Commitment to democracy
- ☐ Simple living



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Prohibited Acts & Transactions for Public Officials

- Financial and material interest.
- Outside employment and other related activities.
- Disclosure and/or misuse of confidential information.
- Solicitation or acceptance of gifts.



REPORT




ISKOLAR BOS


Upholding Ethical Standards in Fellow Public Officials (Reporting Erring Officials)

Public official who committed a violation of RA 6713 or RA 7160, can and should report the incident to the authorities concerned by filing a verified complaint against the erring official with the appropriate office.

Sulong Kabataan: The SK Guide to Child and Youth Participation



REPORT



ISKOLAR BOS


Upholding Ethical Standards in Fellow Public Officials (Reporting Erring Officials)

- Any elective barangay official (including SK officials) shall be filed before the Sangguniang Panlungsod or Sangguniang Bayan.
- Elective official of a municipality shall be filed before the Sangguniang Panlalawigan.

Sulong Kabataan: The SK Guide to Child and Youth Participation



REPORT




ISKOLAR BOS

Upholding Ethical Standards in Fellow Public Officials (Reporting Erring Officials)

- President of the SK National Federation shall be filed with the office of the Secretary of the DILG.
- Any elective official of a province, a highly urbanized city, an independent component city or component city shall be filed before the Office of the President.

Sulong Kabataan: The SK Guide to Child and Youth Participation





ISKOLAR BOS

Other Sources of SK Support

- SK Municipal, Provincial, and National Federations.
- National Youth Commission – as the Secretariat of the SKNF, the NYC provides technical resources, guidance and services to the legislative, educational and leadership needs of SK.

Sulong Kabataan: The SK Guide to Child and Youth Participation

21. Go back to the ethical dilemmas that the participants indicated as most challenging to answer. Ask them to reconsider their choice and justify their answer based on the presentation.
22. Reveal that all of the ethical leadership dilemmas presented in the activity are unethical based on the presentation. Emphasize that as public officials, SK have ethical standards to uphold.
23. Frequently Asked Questions (FAQs): Discuss a Checklist of Frequently Asked Questions or ethical dilemmas encountered in the Sangguniang Kabataan and how can these be avoided.
24. Question and Answer: Entertain questions on practices that the participants see as unethical in their barangay or SK.

25. Introduce the video clip “Ako’y Isang Mabuting Pilipino” by Noel Cabangon. This video shows that small violations are still violations of the law that before an SK can be a good public official he/she must first be a good citizen/follower.

26. Show video clip:
“Ako ay Isang Mabuting Pilipino”
by Noel Cabangon
<http://www.youtube.com/watch?v=hkfOuCzJI78>

APPLICATION (Closing Activity):

27. Ask the participants to list down three (3) “simple” things they can do as an SK official to show that they practice ethical leadership.

DAY: 2

TIME: 5:00 pm – 6:30 pm

DURATION: 90 Minutes

MODULE NO./TITLE: 4/Internalizing SK Principles of Good Governance and Accountability

SESSION NO./TITLE: 3/“Pwera Echipwera Ang Pera”

SESSION CONTENT: Managing Resources

OBJECTIVES:

At the end of the session, the participants shall be able to:

- prepare a clear plan and budget for developmental activities;
- practice how to track all resources that are used;
- use effective books/records on different activities; and
- apply how to find and develop new sources of funds.

RESOURCES NEEDED:

Supplies and Materials:

- Boards
- Masking tape
- Permanent markers
- Meta-Cards
- 3 pink backpacks or *bayong*



Training Equipment:

- Transparencies or Powerpoint :
Importance of Planning, Budgeting and Record Keeping
Planning and Budgeting tips
Barangay budgeting process
Developing and submitting the SK budget
Allocation of SK Funds
Accessing funds
-Networking and tapping other resources
- Audio-Visual Equipment (LCD / Laptop)
- CD Player / Speakers

Handouts / References:

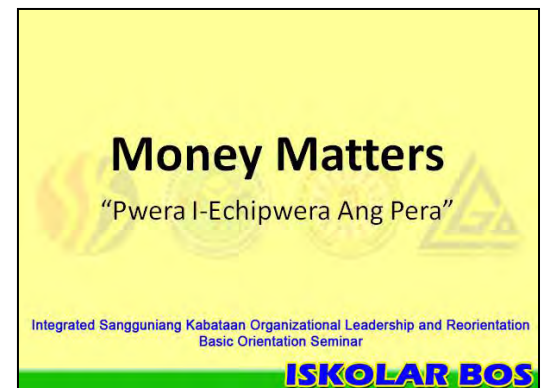
- Ivan Nikolic, Facilitators Manual on Good Governance. CORAD-Consortium on Rehabilitation and Development. Sierra Leone, January 2008.
- Ivan Nikolic, Participants Manual on Good Governance. CORAD-Consortium on Rehabilitation and Development. Sierra Leone, January 2008.
- SK Watch: A Manual on Monitoring SK Funds and Functionality. Final Edition
- Sulong Kabataan! The SK Guide to Child and Youth Participation

PROCEDURE:

ACTIVITY: VAMOS, ANG BACKPACK NI DORA!

Good Trip

1. Divide the participants into three (3) groups.
2. Introduce the activity:
 - For our next activity we will have an out of town nature trip, you have to choose which of the three trips you will join.
 - Give the group the chance to decide whether they will assign the activity or make people draw lots.
 - Places of destinations may include (feel free to include local tourist destinations in the province):
 - a. Beach outing in Boracay
 - b. Overnight camping in Sierra Madre
 - c. Mountain trekking in Mount Pulag



3. Instruct the group to do the following:
 - a. List down what you need to do (3 activities), the resources needed (3 resources per activity), and corresponding costs, to be able to have a successful activity.
 - b. Write each activity and cost on a Manila paper. Then, write down on meta-cards the resources/things that you intend to bring with you on your trip. 1 meta-card per resource.
 - c. Provided for each group is a sheet of Manila paper to write your activities and costs and post your meta-cards on.

Name of Event

<i>Activities</i>	<i>Resources Needed</i>	<i>Cost</i>

- d. Assign a representative to present your first output.
4. Let each group present their output.

Bad Trip (Twist)

5. Give one (1) backpack for each group.
6. Tell the groups to remove the meta-cards (resources needed) on the Manila paper and put them inside the backpack given to the group.
7. Get the backpacks from the groups.
8. Exchange the backpack of one group to another group.
9. Maintaining the listed activities for their originally designated trip, ask each group to bring out the meta-cards in the backpack given them (not their own), and to randomly divide the number of meta-cards with the number of activities.



10. Attach the meta-cards on the corresponding activity.

11. Ask them to present by reading out the activity and what is written on the cards.

ANALYSIS:

12. After the presentation, ask the participants:

- Is planning important? Why or why not?
- How did you plan your trip?
- What steps did you go through in making your plan?
- Did you organize your activity according to preference?
- How did you assemble your resources?
- How did you feel while you were reading the items in the backpack of another group?
- Why is it important to bring the right resources for a particular activity?
- What happens when the resources do not match the planned activities?
- Do you think you have enough resources to make it to your destination and back?
- Why it is necessary to keep track of all activities and resource transactions?

ABSTRACTION:

13. Deliver a presentation with the following content:


- Importance of a plan and the steps involved in carrying out a plan.
- Concept of budgeting – budget preparation tips.
- Proper documentation of all activities and resource transactions.
- The Barangay budgeting process.
- Allocation of SK funds.
- Developing and submitting the SK budget – flowchart for budget implementation.
- Accessing Funds (Strategies) - Networking and tapping other resources.
- Fund Raising – SK will have full control of funds raised.

ISKOLAR BOS


Planning

The Key To Success For Your Organization Is Preparing Good Plans.

Preparing a plan is an intensely focused activity that requires honest thinking about a concept, opportunity, key to success, and the people involved.



NAAC/Jan. Participants Manual on Good Governance, 2008



ISKOLAR BOS

Steps Involved in Carrying Out a Plan

- ✓ Prioritize your activity in a scale of preference of what you want to undertake
- ✓ Set a date and time for the completion of the activity
- ✓ Select people to undertake the activity
- ✓ Assign responsibilities to the selected people and penalty for defaulters
- ✓ Make a budget
- ✓ Mobilize resources



Nikolic, Ivan. Participatory Manual on Good Governance. 2008.



ISKOLAR BOS

- It is important to select people for different activities.
- By giving people different roles, you will achieve these goals:
 - People will know their level of participation
 - You will promote inclusion
 - There is less risk of dominance by one group
 - It will ensure one person isn't forced to do all the work and claims ownership
 - Organization will have someone that is directly responsible

Nikolic, Ivan. Participatory Manual on Good Governance. 2008.



ISKOLAR BOS

Delegation will help:

- To hold people responsible for the assigned activity
- To make people feel recognized and responsible
- To encourage leadership

It is important to assign responsibilities to selected people. In doing so, you will promote one of the most important principles of good governance:

Accountability

Nikolic, Ivan. Participatory Manual on Good Governance. 2008.



ISKOLAR BOS

Budgeting

Each organization plans its trips – its strategic objectives – and prepares for the journey with a **budget**.

Budgeting is very important in any planning activity because:

- Making budgets helps you to know how much the work cost;
- It helps in assigning contributions to different people but make sure that people are not marginalized;
- It helps in avoiding overspending;
- It helps us search for possible sources of income/ funding.

Nikolic, Ivan. Participatory Manual on Good Governance. 2008.



ISKOLAR BOS

Record Keeping

Bookkeeping is the recording of all monetary transactions or other resources in books that can be referred to as and when necessary depending on what you want it for.



Nikolic, Ivan. Participatory Manual on Good Governance. 2008.



ISKOLAR BOS

Importance of Record Keeping/ Bookkeeping

- Bookkeeping helps organization being more **Transparent and Accountable**
- It helps build up organizational credibility
- It will serve as a reference tool
- It will make reporting very easy
- Helps you easily track revenue and expenditure
- Guides along expenditures



Nikolic, Ivan. Participatory Manual on Good Governance. 2008.



ISKOLAR BOS

SK Development Plan

SK must draw up a three-year SK Development Plan covering their term as officials as early as possible. This will be the guide and basis for the annual SK Development Plan and Budget.

* Remember that the Development Plan is the basis for the SK's budget

Living together! The SK Guide to Child and Youth Participation



ISKOLAR BOS

SK Budget

- It is the basis for how much money the SK may use from the funds allocated to them.
- Basis for the fundraising and collection activities the SK may conduct in the future.
- A budget gives us an idea of what expenses to expect and prepare for, what amounts are reasonable, and what amounts the SK can work with.

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How much does SK have?

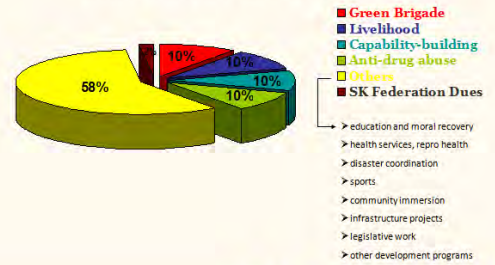
Before planning the budget, know how much resources are available.

1. Get information about the Barangay's resources.
 - a. Barangay's share of the Internal Revenue Allocation (IRA) and all income from the community taxes.
 - b. 10% of the total is allocated for the SK.
2. Ask the Punong Barangay or the Barangay Treasurer for Budget Preparations Forms 1 and 2 in order to familiarize yourself with the Barangay's budget in the past years.



Living Reasonably: The SK Guide to Child and Youth Participation

Allocation of SK Funds



ISKOLAR BOS

ISKOLAR BOS



Budget Preparation Tips

Prioritize the projects based on the urgency and resources.

- Find out what a project needs
- Determine if the items need to be paid for and how much they should cost
- Include a contingency fund
- Look for sponsors



Budget Cycle as presented by DBM

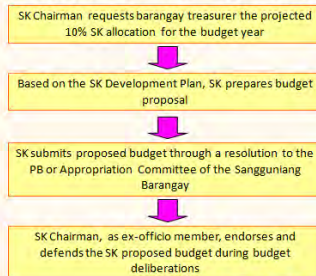


- Budget Preparation (September 15 to October 16)
- Budget Authorization (October 20 to October 31)
- Budget Review (November 11 to December 31)
- Budget Execution (January 1 to December 31)
- Budget Accountability (January 1 to December 31)

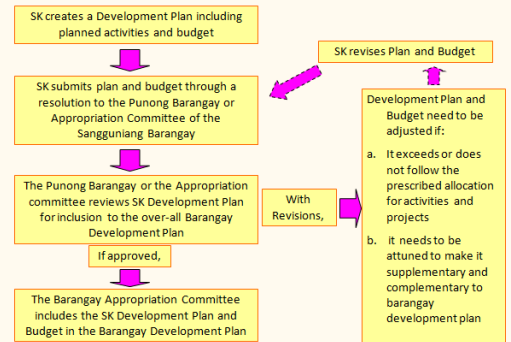
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ISKOLAR BOS

Flowchart for submitting the SK Development Plan and Budget



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ISKOLAR BOS

Fund Raising

- Networking and tapping other resources

How does one network?

- ◆ List down the organizations, agencies, businesses, etc. in your locality
- ◆ Find out what services and resources the organizations have
- ◆ Establish and maintain a good working relationship with partners

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APPLICATION (Closing Activity):

14. As a group, ask them to think of an activity (project proposal/fundraising) that they would like to implement in their locality. Ask them to write down what they learned from the session that will help them prepare for this activity.

The format can be:

Project Title:			
Time Frame:			
Budget:			
Activity Details			
Activities	Date and Venue	Person/s in Charge	Estimated Costs

15. Tell the participants that they have to present and defend their project proposal in the next session.
16. Ask them to assign a member of the group to present the output.

Ivan Nikolic, Participants Manual on Good Governance. CORAD-Consortium on Rehabilitation and Development. Sierra Leone, January 2008.

GOVERNANCE

*The concept of governance is not new. Simply put, governance is defined as **the process of decision-making and the process by which decisions are implemented (or not implemented)**, or as a set of values, policies, and institutions by which a society manages its social, political, and economic process through interactions among government, civil society, and private sector.*

*There are two aspects of governance. A **technical aspect** consisting of what and how to do something (or not to do), and a **representational aspect** that is how decisions are taken and who takes them.*

Contexts of Governance

Concepts of governance can be used in several contexts, such as international governance, national governance, and local governance. Simply put, concepts of governance



can be applied at the: International level; National level (Government and Private sector); Civil society; Local level; and Family level.

The government is just one of the actors in governance. Other actors involved in governance vary depending on the level of governance that is under discussion. In rural areas, for example, other actors may include influential landlords, associations of rural farmers, cooperatives, NGOs, research institutes, religious leaders, finance institutions political parties, the military etc. At the national level, media, international donors, or multi-national corporations may play a role in decision-making or in influencing the decision-making process.

Since governance is the process of decision-making and the process by which decisions are implemented, an analysis of governance focuses on the formal and informal actors involved in decision-making and implementing the decisions made and the formal and informal structures that have been set in place to arrive at and implement the decision.

Keep in mind:

- All actors other than the government and the military are grouped together as part of "civil society." In some countries, in addition to civil society, organized crime syndicates also influence decision-making, particularly in urban areas and at the national level.
- Similarly, formal government structures are one means by which decisions are arrived at and implemented. At the national level, informal decision-making structures, such as "kitchen cabinets" or informal advisors may exist. In urban areas, organized crime syndicates such as the "land Mafia" may influence decision-making. In some rural areas, locally powerful families may make or influence decision making. Such, informal decision-making is often the result of corrupt practices or leads to corrupt practices.

Good Governance

The goal is to work towards governance that will have these characteristics:

Governance is "good" when it ensures that political, social and economic priorities are based on a broader consensus in society, and that the voices of all are heard in decision-making over allocation of resources.

Balangay: Resource Manual for Barangay Governance, 3rd Edition by Institute of Politics and Governance. Quezon City, 2002.

UNESCAP

FORMULA OF GOVERNANCE

Governance ≠ Government

Governance is not the sole arena of the government. One cannot speak of governance when neither government nor the governed is absent in the equation. The interaction and cooperation of people's organizations, non-governmental organizations and private sector with government in crafting policies and in implementing programs define what governance is. The right and responsibility to govern are shared by those who govern and who are governed.



Both the representatives of the state and civil society share the initiative to better governance. The government and the governed take collective responsibility for the welfare of society.

In a democratic society, the government is a government of the people, by the people and for the people. People elect their representatives to whom they shall delegate the power and the responsibility that goes with it in managing the affairs of governance.

Since the source of power are not the financial sponsors and political patrons but the sovereign people themselves, power, therefore should be oriented towards the common good – greatest benefit to the greatest number.

Governance = Government + Civil-Political Society + People

Active participation in ruling and being ruled is an attribute of an active citizen. On the other hand, openness of government officials to civic participation is a requisite for a participative form of government. What makes for good leaders is also for good citizens.

*The Philippine Constitution mandates all sectors of society shall participate in governing. This principle is reiterated in the Local Government Code of 1991 or R.A. 7160 that opens many windows of opportunities for civic participation in governance. Likewise other national laws like the Women in Nation-Building Act, **YOUTH IN NATION-BUILDING ACT** etc., provides for specific mandates on people's participation.*

ELEMENTS OF GOOD GOVERNANCE

A. Autonomy / Independence

Devolving political and economic powers from central to local governments facilitates the empowerment of local governments to effectively respond to the challenges of governance in pursuit of local development. By harnessing their capability and confidence, local governments eventually becomes a pivotal force in empowering local communities. Local autonomy speeds up local as well as regional and national development. Likewise, by decentralizing power, it will make local governments directly more accountable to their constituents.

B. Accountability

Accountability is a key requirement of good governance. Not only governmental institutions, but also the private sector and civil society organizations, must be accountable to the public and to their institutional stakeholders. Who is accountable to who varies depending on whether decisions or actions taken are internal or external to an organization or institution. In general an organization or an institution is accountable to those who will be affected by its decisions of actions. Accountability cannot be enforced without transparency and the rule of law. (UNESCAP)

C. Transparency

Transparency means that decisions taken and their enforcement is done in a manner that follows rules and regulations. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement. It also means that enough information is provided and that it is provided in easily understandable forms and media.

D. Participation

The initiative to localize governance powers must come with sincere effort to democratize local governance by broadening the provisions for the mechanisms of participation. Community empowerment may not be realized when civic participation in governance is glaringly absent.

Participation and governance are mutually inclusive and can reinforce each other. Participation is broader as it includes not only the traditional forms of political and social participation but that of having excluded groups either by citizenship rights or in conflict situations.

Governance is the effective and efficient delivery of public services that are the felt needs of the people, not of needs defined by government. In fact, governance is essentially an issue of power. Participation in governance is seen as a collective effort of citizens to negotiate from the state rights already mandated but effectively denied them because of an imbalance in power relations.

Participation by both men and women is a key cornerstone of good governance. Participation could be either direct or through legitimate intermediate institutions or representatives. It is important to point out that representative democracy does not necessarily mean that the concerns of the most vulnerable in society would be taken into consideration in decision making. Participation needs to be informed and organized. This means freedom of association and expression on the one hand and an organized civil society on the other hand. (UNESCAP)

E. Effectiveness and Efficiency

Good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

F. Fairness and Equity

Fairness asks that all decisions and actions taken in behalf of the bigger social group – be it family, city or town, or the nation as a whole – should aim at giving what is due to everyone.



A society's well-being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society. This requires all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well being.

G. Rule of law

Good governance requires fair legal frameworks that are enforced impartially. It also requires full protection of human rights, particularly those of minorities. Impartial enforcement of laws requires an independent judiciary and an impartial and incorruptible police force. (UNESCAP)

H. Sustainability (long-term interest of the social group)

It is long-term value that needs to be maximized; and it is the common good of the entire group that needs to be pursued. In governance, the horizon cannot be limited to the "here and now" or the short-term; a strategic perspective is required so the long-term is given its due and much greater importance. The same strategic extends the horizon way beyond merely narrow interests of specific individuals or sub-groups within the bigger social group: it must cover the common interest and the general welfare of the bigger social body. (Estanislao, Back to Basics)

I. Ethics

A moral tone is set, especially at the top, and a distinctive ethical mark is stamped upon the culture that is made to pervade and influence the social group. A culture of compliance with ethical standards, laws and regulations needs to be cultivated so that all decisions and actions in behalf of the social group are taken in line with the dictates of a properly formed conscience, and with great sensitivity to as well as respect for normal norms. (Estanislao, Back to Basics)

J. Social Responsibility

All the decisions and actions taken in behalf of the group should reflect a deep awareness of their social, cultural, environmental impact on the broader system within which the group operates. There is a wider world out there, and this can be affected, for good or for ill, by the decisions and actions to that a family, a city (or town), or a nation may take. Thus, any social group cannot limit its sense of responsibility to itself and its members; it also has to take into account the influence it can have on the broader community with which it is closely linked, and of which it is part. (Estanislao, Back to Basics)

ETHICAL LEADERSHIP

Mariam G. Macgregor. Building Everyday Leadership in All Teens: Promoting Attitudes and Actions for Respect and Success, A Curriculum Guide for Teachers and Youth Workers. Minneapolis, Free Spirit Publishing Inc., 2007



You're Doing What?

Facing an ethical dilemma – whether personal or as a leader of a group – is never easy. At first, you may feel you don't have a clue what to do. Or you may want to act on the first thought that comes to mind, regardless of how wise it may be. But if you take to think about what's going on and what issues are involved, you'll probably find you do know what is out the most right thing to do.

As a leader, making ethical decisions calls for balancing your personal values with the needs of your group. It means respecting everyone's values and acting with integrity while still doing what's best for the group.

Knowing when a decision feels right doesn't require special powers. Everyone has internal checks and balances or a "compass" for making ethical decisions. Encouraging others on your team to think or act ethically shows that you expect them to consider their own internal compasses as well, instead of reacting emotionally or automatically.

*Your ethical compass doesn't always give you an exact decision. When facing a leadership dilemma – one that requires you to make a choice between less-than-desirable alternatives – your ethical compass helps **guide** you in the best direction.*

Ask yourself the following "compass" questions when you have to make a leadership or personal ethical decisions:

- *If a friend of mine did what I am about to do, how would I feel?*
- *Will I be breaking the law?*
- *Will this decision result in a win-win situation for everyone?*
- *If the newspaper writes an article on what I am about to do, how will I feel?*
- *If my mom, dad, or other important adult in my life were watching me while making this decision, how would I feel?*
- *Do I have to keep my decision a secret from anyone?*
- *What do I feel in my gut are the possible outcomes of my decision?*
- *What does my conscience say?*

You must also take into consideration the following questions to support a well-thought-out ethical decision:

- *How will my decision respect my rights and the rights of others? Will my actions interfere others' lives?*
- *Will my decision minimize harming others? Will my actions show my compassion for others?*
- *How will my decision show my commitment to treat other or all groups fairly? Will my decision respect a particular group's needs while still promoting equality with other groups?*



- *How will my decision show that I am trustworthy and have no hidden plan? Will my choice show that I keep promises, tell the truth, act loyally, and follow through on agreements I make?*

When you use ethics to consider choices, you distinguish yourself from leaders who take advantage of people or engage in uncertain behavior. Decisions grounded in ethics also keep you from using excuses for your behavior. By paying attention to how and why you make a decision, you – and others who may be affected by your choice – are more likely to be satisfied with what you choose.

Sulong Kabataan! The SK Guide to Child and Youth Participation

Ethical Standards and Conduct of SK Officials

Republic Act 6713, or the Code of Conduct and Ethical Standards for Public Officials and Employees, provides guidelines on how public officials, including SK officials, are expected to conduct themselves. Whether you are an SK councilor, chairperson, or federation leader, you should remember that this code applies to every elected and appointed official.

Duties of Public Officials

All Public Officials and employees should:

- *Act promptly on letters and requests.*
Respond to letters and requests sent by the public within 15 working days after receiving them.
- *Submit annual performance reports.*
SK chairpersons and SK Federation presidents should submit a performance report of the local SK within 45 working days from the end of the year. This report should be open and available to the public at regular office hours.
- *Process documents and papers promptly.*
Process and complete official papers and documents within the reasonable time. As much as possible, they should contain not more than three (3) signatories.
- *Act immediately on the public's personal transactions.*
Attend to anyone who wants to avail of the services of their offices.
- *Make documents accessible to the public.*
Official papers and documents should be readily available to the public within reasonable working hours.

Norms of Conduct of Public Officials

SK officials should observe standards of personal conduct in the way they fulfill their official duties.

- *Commitment to public interest.*
Uphold the public's interest over and above personal interest.



- **Professionalism**
Enter public service with utmost devotion and dedication to duty. Perform official duties with the highest degree of excellence, professionalism, intelligence, and skill.
- **Justness and sincerity.**
Always respect the rights of others, and refrain from doing acts contrary to law, good morals, good customs, public policy, public order, public safety, and public interest. Do not give undue favors on account of your office to your relatives.
- **Political neutrality.**
Provide service to everyone without unfair discrimination.
- **Responsiveness to the public.**
Extend prompt and courteous service to the public. Ensure openness and clarity of information as much as possible.
- **Nationalism and patriotism.**
Be loyal to the Republic and to the Filipino people.
- **Commitment to democracy.**
Be accountable to the public. Recognize the supremacy of civilian authority over military. Uphold the Constitution, and put loyalty to country above loyalty to persons or party.
- **Simple living.**
Lead modest lives appropriate to your position and income.

Prohibited Acts and Transactions for Public Officials

SK officials should not engage in these unlawful acts and transactions:

- **Financial and material interest.**
Do not, directly or indirectly, have any financial or material interest in any transaction requiring the approval of the office.
- **Outside employment and other related activities.**
During your term, do not accept jobs in any private enterprise regulated by the office. Do not engage in the private practice of your profession, unless expressly allowed by the law.
- **Disclosure and/or misuse of confidential information.**
Do not use or share confidential or classified information that you officially know because of your office and that is unavailable to the public.
- **Solicitation or acceptance of gifts.**
Do not solicit or accept, directly or indirectly, any gift, gratuity, favor, entertainment, loan, or anything of monetary value from any person in the course of your official duties. This includes gifts from a person other than family or relatives during celebration of festivities, if the gift is of significant value or is given in anticipation of, or in exchange for, a favor.

This does not mean that SK members cannot accept any kind of gift at all. They may accept unsolicited gifts or presents of small or insignificant value offered or given as a mere token of gratitude or friendship according to local customs or usage. The law allows SK officials to accept the following kinds of gifts or grants from foreign government:

- *Gift of nominal value.*
- *Gifts in the nature of a scholarship, fellowship grant, or medical treatment.*
- *Travel grants or expenses for travel taking place entirely outside the Philippines, if this is consistent with the public interest and is permitted by the head of the office to which he/she belongs.*

Upholding Ethical Standards in Fellow Public Officials (Reporting Erring Officials)

SK officers have the right and duty to ensure that standards of ethical conduct are followed by other public officials, youth, and adults alike. Any SK officer, aware that an elective official (such as fellow SK officer, the Punong Barangay, or any Sangguniang barangay member) has committed a violation of RA 16713 or RA 7160, can and should report the incident to the authorities concerned by filing a verified complaint against the erring official with the appropriate office (Local Government Code, Chapter 4, section 61). Keep in mind that community members, including KK members, may themselves file such complaints as well if they are aware of any violations.

- *A complaint against any elective barangay official (including SK officials) shall be filed before the Sangguniang Panlungsod or Sangguniang Bayan concerned, whose decision shall be final and executory, as prescribed by the LGC.*
- *A complaint against any elective official of a municipality shall be filed before the Sangguniang Panlalawigan.*
- *A complaint against any elective official of a province, a highly urbanized city, an independent component city or component city shall be filed before the Office of the President.*
- *A complaint against the president of the SK National Federation shall be filed with the office of the Secretary of the DILG (2001 SK Constitution and By-Laws, Article XV, Sec. 10).*

Other Sources of SK Support

- *SK Municipal, Provincial, and National Federations.*
- *National Youth Commission – as the Secretariat of the SKNF, the NYC provides technical resources, guidance and services to the legislative, educational and leadership needs of SK.*

FAQs IN THE ACCOUNTABILITY OF THE SKs

ACCOUNTABILITY OF THE SKs

Q: Are Sangguniang Kabataan Members covered by Republic Act 6713 or otherwise known as the “Code of conduct and Ethical Standards for Public Officials and Employee?”



A: Yes. RA 6713 defines “**Public Officials**” as to include elective and appointive officials and employees, permanent or temporary, whether in the career or non-career service including military and police personnel, whether or not they receive compensation, regardless of amount.

SK Members are legitimate government officials in the Barangay and a part of the local government.

Q: What are the duties public officials (including the SK) and employees according to RA 6713?

A: RA 6713, Section 5, provides that:

In the performance of their duties, all public officials and employees are under obligation to:

- (a) *Act promptly on letters and requests. – All public officials and employees shall, within fifteen (15) working days from receipt thereof, respond to letters, telegrams or other means of communication sent by the public. The reply must contain the action on the request.*
- (b) *Submit annual performance reports. – All heads or other responsible officers and agencies of the government and of government-owned or controlled corporations shall, within forty-five (45) working days from the end of the year, render a performance report of the agency or office or corporation concerned. Such report shall be open and available to the public within regular office hours.*
- (c) *Process documents and papers expeditiously. – All official papers and documents must be processed and completed within a reasonable time from the preparation thereof and must contain, as far as practicable, not more than three (3) signatories therein. In the absence of duly authorized signatories, the official next-in-rank of officer-in-charge shall sign for and in their behalf.*
- (d) *Act immediately on the public’s personal transactions. – all public officials and employees must attend to anyone who wants to avail himself of the services of their offices and must, at all times, act promptly and expeditiously.*
- (e) *Make documents accessible to the public. – All public documents must be made accessible to and be readily available for inspection by the public within reasonable working hours.*

Q: What are the norms of Conduct of Public Officials and employees according to RA 6713?

A: Every public official and employee shall observe the following as standards of personal conduct in the discharge and execution of official duties:



- (a) **Commitment to Public Interest** – Public officials and employees shall always uphold the public's interest over and above personal interest. All government resources and powers of their respective offices must be employed and used efficiently honestly, and economically, particularly to avoid wastage in public funds and revenues.
- (b) **Professionalism** – Public Officials and employees shall perform and discharge their duties with the highest degree of excellence, professionalism, intelligence and skill. They shall enter public service with utmost devotion and dedication to duty. They shall endeavor to discourage wrong perceptions of their roles as dispenser or peddlers of undue patronage.
- (c) **Justness and sincerity** – Public officials and employees shall remain true to the people at all times. They must act with justness and sincerity and shall not discriminate against anyone, especially the poor and the underprivileged. They shall at all times respect the rights of others, and shall refrain from doing acts contrary to law, good morals, good customs, public policy, public order, public safety and public interest. They shall not dispense or extend undue favors on account of their office to their relatives whether by consanguinity or affinity except with respect to appointments of such relatives to positions considered strictly confidential or as member of their personal staff whose terms are co-terminous with theirs.
- (d) **Political Neutrality** – Public officials and employees shall provide service to everyone without unfair discrimination and regardless of party affiliation or preference.
- (e) **Responsiveness to the public** – Public officials and employees shall extend prompt and courteous service to the public. Unless otherwise provided by law or when required by the public interest, public officials and employees shall provide information on their policies and procedures in clear and understandable language, ensure openness of information, public consultations and hearing whenever appropriate, encourage suggestions, simplify and systematize policy, rules and procedures, avoid red tape and develop an understanding and appreciation of the socio-economic conditions prevailing in the country, especially in the depressed rural and urban areas.
- (f) **Nationalism and patriotism** – Public officials and employees shall at all times be loyal to the Republic and to the Filipino people, promote the use of locally-produced goods, resources and technology and encourage appreciation and pride of country and people. They shall endeavor to maintain and defend Philippine sovereignty against foreign intrusion.
- (g) **Commitment to democracy** – Public Officials and employees shall commit themselves to the democratic way of life and values, maintain the principle of public accountability, and manifest by deeds the supremacy of

civilian authority over the military. They shall at all times uphold the constitution and put loyalty to country above loyalty to persons or party.

- (h) **Simple living** – Public Officials and employees and their families shall lead modest lives appropriate to their positions and income. They shall not indulge in extravagant or ostentatious display of wealth in any form.

Q: What are the prohibited acts and transactions for public officials and employees according to R.A. 6713?

A: The prohibited acts and transactions of any public officials and employees and considered unlawful are the following;

- (a) **Financial and material interest.** – Public officials and employees shall not, directly or indirectly, have any financial or material interest in any transaction requiring the approval of their office.
- (b) **Outside employment and other activities related thereto.** – Public officials and employees during their incumbency shall not:
1. Own, control, manage or accept employment as officer, employee, consultant, counsel, broker, agent, trustee or nominee in any private enterprise regulated, supervised or licensed by their office unless expressly allowed by law;
 2. Engage in the private practice of their profession unless authorized by the constitution or law, provided that such practice will not conflict or tend to conflict with their official functions; or
 3. Recommend any person to any position in a private enterprise which has a regular or pending official transaction with their office.

These prohibitions shall continue to apply for a period of one (1) year after resignation, retirement, or separation from public office, except in the case of subparagraph (b.2) above, but the professional concerned cannot practice his profession in connection with any matter before the office he used to be with, in which case the one year prohibition shall like wise apply.

- (c) **Disclosure and/ or misuse of confidential information** – Public officials and employees shall not use or divulge, confidential or classified information officially known to them by reason of their office and not made available to the public, either:
1. To further their private interests, or give undue advantage to anyone; or
 2. To prejudice public interest.
- (d) **Solicitation or acceptance of gifts.** Public officials and employees shall not solicit or accept, directly or indirectly any gift, gratuity, favor, entertainment, loan or anything of monetary value from any person in the course of their official duties or in connection with any operation being regulated by or any transaction which may be affected by the functions of their office.



Q: What constitutes a “gift” under RA 6713?

A: “Gift” refers to a thing or a right disposed of gratuitously, or any act or liberality, in favor of another who accepts it, and shall include a simulated sale or ostensibly onerous disposition thereof. It shall not include an unsolicited gift of nominal or insignificant value not given in anticipation of or in exchange for, a favor from a public official or employee.

Q: Does it mean that public officials can enjoy receiving gifts that is nominal or insignificant value at all times?

*A: No. RA 6713 further provides that the gift of nominal and of insignificant value should **not** be given in anticipation of or in exchange for, a favor from a public official or employee.*

Q: What does the act of “Receiving any gift” includes?

A: It includes the act of accepting, directly or indirectly, a gift from a person other than of his family or relative as defined in RA 6713, even on the occasion of a family celebration or a national festivity like Christmas, if the value of the gift is neither nominal nor insignificant, or the gift is given in anticipation of, or in exchange for, a favor.

Q: Does it mean that the SKs cannot accept gifts of any kind?

A: No. They may accept unsolicited gifts or presents provided that these be small or insignificant value offered or given as a mere token of gratitude or friendship according to local customs or usage and not given in anticipation of, or in exchange for, a favor.

Likewise, the law allows SK officials to accept the following kinds of gifts or grants from foreign government:

- Gifts of nominal value tendered and received as a souvenir or mark courtesy.*
- Gifts in the nature of a scholarship, fellowship grant, or medical treatment.*
- Travel grants or expenses for travel taking place entirely outside the Philippines, if this is consistent with the public interest and is permitted by the head of the office to which he/she belongs.*

MONEY MATTERS**RESOURCE MANAGEMENT AND FUND-RAISING**

Ivan Nikolic, Participants Manual on Good Governance. CORAD-Consortium on Rehabilitation and Development. Sierra Leone, January 2008.

PLANNING, BUDGETING AND RECORD-KEEPING

The key to success for your organization is preparing good plans. Preparing a plan is an intensely focused activity that requires honest thinking about a concept, opportunity, keys to success, and the people involved.



Steps Involved in Carrying Out a Plan

- *Prioritize your activity in a scale of preference of what you want to undertake*
- *(identify all resources available at community level)*
- *Set a date and time for the completion of the activity*
- *Select people to undertake the activity*
- *Assign responsibilities to the selected people and penalty for defaulters*
- *Make a budget*
- *Mobilize resources. Keep in mind resources can be physical but also social.*

Whenever your organization is carrying out a plan it is important to select people for different activities.

By giving people different roles, you will achieve these goals:

- *People will know their level of participation*
- *You will promote inclusion*
- *There is less risk of dominance by one group*
- *It will ensure one person isn't forced to do all the work and claims ownership.*
- *Organization will have someone that is directly responsible.*

*It is important to assign responsibilities to selected people. In doing so, you will promote one of the most important principles of good governance: **ACCOUNTABILITY**.*

Delegation will help:

- *To hold people responsible for the assigned activity*
- *To make people feel recognized and responsible*
- *To encourage leadership*

BUDGETING

*Whenever you go on a trip, you fill your bag with the clothes, food, and money you'll need. That's the idea behind the concept of budgeting: planning your trip and ensuring that you'll have enough resources in your bag to make it to your destination. In just the same way, each organization plans its trips—its strategic objectives—and prepares for the journey with a **budget**.*

Budgeting is very important in any planning activity because:

- *Making budgets helps you to know how much the work cost;*
- *It helps in assigning contributions to different people but make sure that people are not marginalized;*
- *It helps in avoiding overspending;*
- *It helps us search for possible sources of income/funding.*



A budget can take many different forms:

- *A budget can cover a short time span*
- *A budget can have a long-term perspective*
- *A budget can focus on required resources only*
- *A budget can account for income as well as expenditures*

RECORD KEEPING

Bookkeeping is the recording of all monetary transactions or other resources in books that can be referred to as and when necessary depending on what you want it for (know their position regarding their balances, debtors, and creditors and calculate their profit or loss at the end of a period). It is necessary to keep books on all monetary transactions.

Importance of Record Keeping/Bookkeeping:

- *Bookkeeping helps organization being more **TRANSPARENT & ACCOUNTABLE***
- *It helps build up organizational credibility*
- *It will serve as a reference tool*
- *It will make reporting very easy*
- *Helps you easily track revenue and expenditure*
- *Helps with planning*
- *Guides along expenditure*

*Therefore it is advisable to keep proper documentation on all monetary transactions done by the organization, and once in a while to present a report to the entire community for them to know what is going on preferably monthly basis. It would be better for other stakeholders to also be doing on the spot checks without prior notice to ensure **transparency and accountability**.*

SK DEVELOPMENT PLAN

*The SK must draw up a three-year SK Development Plan covering their term as officials as early as possible. This will be the guide and basis for the annual SK Development Plan and Budget. **Remember that the Development Plan is the basis for the SK's budget.***

After the SK Development Plan and its corresponding budget have been incorporated in the approved Barangay Development Plan and budget, the Sangguniang barangay can no longer question its implementation and release of funds as long as the activities are consistent with the SK Development Plan.

SK BUDGET

The SK should be planned carefully. It is the basis for how much money the SK may use from the funds allocated to them. It will also be the basis for the fundraising and collection activities the SK may conduct in the future. A budget gives us an idea of what expenses to expect and prepare for, what amounts are reasonable, and what amounts the SK can work with. A budget is a part of a good plan, and can later help determine whether an activity was



successful or not. An activity that costs a lot of money but had very little positive results cannot be considered successful because it did not efficiently use the resources available.

How much does SK have?

Before planning the budget, know how much resources are available.

1. Get information about the Barangay's resources.
 - Include the amount from the Barangay's share of the Internal Revenue Allocation (IRA) and all income from the community taxes.
 - 10% of the total is allocated for the SK.
2. Ask the Punong Barangay or the Barangay Treasurer for Budget Preparations Forms 1 and 2 in order to familiarize yourself with the Barangay's budget in the past years.

Allocation of SK funds

The SK is entitled to no less than **ten (10%) percent** of the general funds of the barangay (**Sec. 329**). It is also allowed to conduct fund-raising activities and to solicit and receive contributions. This fund is to be used exclusively for youth development projects planned by the SK, and will be disbursed or given out by the barangay treasurer in accordance with the approved budget.

The SK Federation By-Laws state that the SK funds be spent on the allocation below but SK's at the barangay level **should be guided** by the consultations with the KK and the Sangguniang Barangay in determining allocations. This means that the following **should be considered** as recommendations since allocations should be based on the actual needs of the children and young people.

Category	Allocation	Sample Projects
Green Brigade	10%	Tree planting, garbage segregation campaign, establishment of recycling centers, composting program
Livelihood	10%	Training OSY's on profitable small businesses, micro-loans for starting small businesses, establishing a cooperative for youth-oriented products and services (internet and computer rentals, bookshop, school supplies)
Capability-building	10%	Seminars and training on: leadership, money management, career orientation and planning, life skills, conflict management, children's rights, strengthening the Barangay Council for the Protection of Children (BCPC)
Anti drug abuse campaign	10%	Anti-drug abuse education campaign, establishing drug abuse helpline, counseling centers for youth-at-risk



Others	58%	
a. Education Services and Moral Recovery Program		Tutorial programs for in-school and out-of school youths, scholarship programs for vocational courses, improvement of school materials (e.g. library, computers)
b. Health Services and Adolescent Reproductive Health Program		Health campaign, developing peer counselors/facilitators for adolescent reproductive health, creation and distribution of IEC materials on health, HIV/AIDS awareness and prevention campaign
c. Disaster Coordination and Calamity Management		Funding for relief operations, psychosocial services for children and youth during disaster, disaster preparedness training for children and young people
d. Sports Development Activities		Support for local sports events
e. Community Immersion		Situation analysis, research on the state of children and youth in the community
f. Infrastructure Projects		Improvement of water and sanitation facilities in schools such as sources of drinking water and working toilets, creating/ improving community playground
g. Legislative work and Involvement		Campaigning for ordinances that will benefit children and young people, educating children and youth on laws that concern them
h. Other Development Programs vital for the youth		
SK Federation Dues	2%	

Annual Dues

The Annual Dues, which is **2% of the SK Fund** in the barangay **shall automatically be appropriated** for annual dues.

In the case of the Barangay SK's in the Municipalities or Component Cities:

- 40% goes to the Pambayang Pederasyon
- 20% goes to the Panlalawigang Pederasyon
- 20% goes to the Regional Council
- 20% goes to the Pambansang Pederasyon



In the case of the Barangay SK's in the Highly Urbanized Cities and Independent Component Cities:

- 50% goes to the Panlungsod na Pederasyon
- 25% goes to the Regional Council
- 25% goes to the Pambansang Pederasyon

PLANNING THE SK BUDGET

Four processes to adequately plan and access the SK's allocated budget:

- A. The barangay budgeting process
- B. Developing and submitting the SK budget
- C. Accessing funds
- D. Opening bank accounts and handling BIR matters

Remember: One common reason why some SKs have difficulty accessing their funds is that they did not submit the SK Development Plan with the SK Budget during the preparatory stage of the budget process. Submitting these would ensure that the planned SK activities are included in the overall Barangay Plan and Budget. Approval of the Barangay Development plan and Budget means that SK plans and budgets are also approved, and that the Sangguniang Barangay cannot hinder or stop the release of funds to an approved activity.

The Barangay Budgeting Process

Barangay budgeting is the process of translating the Barangay Development Plan, its programs, projects, and activities into a financial plan. The SK Development Plan is only part of the Barangay Development Plan.

Remember to take note of the relevant dates concerning the budget cycle. It is crucial that the SK fulfill its role in the preparation part of the cycle. In this phase, the activities related to designing the SK Development Plan and budget are conducted.

Barangay Budget Cycle (DBM)

1. Budget Preparation (September 15 to October 16)

This phase starts from the time the local treasurer submits the certified statement of income concerning the actual receipts of the past year and the first semester of the current year, as well as the estimated income for the second semester of the current year.

2. Budget Authorization (October 20 to October 31)

This starts from the time the Punong Barangay (PB) submits the budget to the Sangguniang Barangay (SB) legislative deliberation and ends with the enactment of the corresponding appropriation ordinance.



3. **Budget Review** (November 11 to December 31)
During this phase, the appropriation ordinance enacted by the SB authorizing the proposed program of income and expenditures or the budget submitted by the PB passes through a process review by the reviewing officer designated by law.
4. **Budget Execution** (January 1 to December 31)
This involves the release and actual disbursements of funds appropriated for the performance of functions, projects, and activities.
5. **Budget Accountability** (January 1 to December 31)
This refers to accounting for LGU performance in terms of income or revenue generation and resource utilization. It covers the recording and reporting of estimated and actual income and expenditures as well as the evaluation of fiscal operation vis-à-vis plan target.

Developing and Submitting the SK Budget

The SK should consult the KK in developing the SK Development Plan and its corresponding budget. The process of planning the SK activities and budget needs to be **PARTICIPATIVE** and **TRANSPARENT** in order to ensure that these will respond to the actual needs of the barangay's children and young people.

After the consultation, the SK then develops its plans and budget. Remember that SK Development Plan and Budget must complement the overall Barangay Development Plan. The plans and budget, in the form of an SK resolution, are submitted to the Sangguniang Barangay or the Barangay Appropriation Committee (which the Punong Barangay chairs) during the preparatory stage of the Barangay Development Plan. This is where the SK's role in the budget cycle is supposed to end.

The punong barangay may ask for clarifications about the SK Development Plan or suggest adjustments for the plan to complement the Barangay Development Plan. This is part of the punong barangay's supervisory function over the SK. Remember that the punong barangay's experiences and advice could be useful in improving the SK Development Plan, but the SK holds the final decision whether to revise it. Consider their recommendations seriously, and act on them based on what is beneficial to the children and young people of the barangay.

When the SK Development Plan and Budget is finally included in the overall Barangay Development Plan and Budget, the Barangay will be submitted to the Sangguniang Panglungsod/Bayan. The Barangay Budget will then be reviewed by the City/Municipal Accountants and Auditors. The review takes 60 days upon receipt. But if the Sangguniang Panglungsod/Bayan fails to review the Barangay Budget within 60 days then the budget will be considered in full effect.

Budget Preparation Tips

Making a budget for a specific project requires thinking about the resources (human, material, equipment, time) needed for it and to convert these into monetary terms. The budget must be created keeping in mind not just needs but the eliminations on these resources.

Prioritize the projects based on the urgency and resources. Consider your consultations with the KK, the perceived needs of the youth and other members of the barangay, and the advice of the Sangguniang Barangay. Base decisions after careful analysis of the needs and resources available to the SK.

- **Find out what a project needs.**

Break the planned object or program into smaller parts or steps. This way, the resources needed to accomplish each step can be seen clearly. Create a list of things, materials, and people that are needed, especially if they have some experience in the proposed project or activity.

- **Determine if the items need to be paid for and how much they should cost.**

Some resources may be available for free. Ex. recyclable materials, human labor in the form of volunteer workers, and using the barangay basketball court as meeting venue. In these cases, the cost is zero. Some needed resources to be paid for. Ex. services of a choreographer, food for the volunteers, and rental for sound system. In such cases, it is smart to canvass or shop around first to get a good cost estimate. Use the average price for the budget. Remember to base the computations on the number of units needed, like the number of individuals, number of tables to be rented, and the number of estimated hours the choreographer will work. For example, the budget for food should be equal to the cost of food for one person multiplies by the number of expected volunteers.

- **Include a contingency fund.**

Contingency means emergency. A contingency fund, usually ten percent of the total of the computed cost, is for emergencies. Prices may increase, the actual number of units needed may be greater than was predicted, and some important item may have been excluded in the original budget. The contingency fund will allow you to continue with the plan in spite of these unexpected events.

- **Include Maintenance and Other Operating Expenses (MOOE) in all projects.**

List down items essential to project implementation such as office supplies, travel expenses, and communication.

- **Look for sponsors.**

Project costs do not have to be entirely shouldered by the SK's budget. Partners or sponsors can be asked to partially fund the activity through donations in cash or in kind. For example, they can provide a venue for a training course or distribute food and water during a campaign.



The challenge in soliciting support is to make the SK projects attractive to the potential sponsors. Visit potential partners and sponsors personally to present your project proposals. Package the proposals well to give the potential partners a chance to review the plans and offer to submit a report on the implemented project to give impression that the SK is serious about the activity. Remember to follow up on the proposal after three days to five days. The report will give them a concrete sign of the SK's gratitude, professionalism, and sincerity in upholding the best interest of the children and youth in the barangay.

However, be careful in choosing sponsors – they should not be in conflict with the general well-being of children and young people. For example, alcohol and cigarette companies should never be approached to become sponsors.

ACCESSING FUNDS

After the Barangay Budget has been approved and allocated, the SK can begin accessing funds for planned projects and activities. Note that the SK fund shall be separated from all other budget claims in the barangay.

In accessing the fund, the SK must first incubate an activity design signed by all the SK members. It details the processes involved in a planned activity. The activity design will be attached to the resolution that the SK will pass. The resolution will state that the funds will be used in the planned activities. Three copies must be produced and given to the:

- *Punong barangay (1 copy);*
- *Barangay Appropriation Committee (1 copy); and*
- *Barangay treasurer (1 copy).*

On behalf of the SK, the punong barangay will, prepare the disbursement voucher (DV), to which the SK's activity design will be attached. While all budget claims shall be certified and approved by the punong barangay's name, approving claims chargeable against the SK fund.

These documents will be submitted to the Sangguniang Panglungsod/ Bayan and will again be reviewed or approved by the city/ municipal accountants and auditors. This may take some time because of the number of officers who need to sign the documents.

If the Barangay Treasurer claims the check, then he or she will en-cash the amount from bank and turn over the cash to the SK chairperson. The SK chairperson will sign a voucher showing that he or she received it. The SK chairperson will then turn over the amount to the SK treasurer who is mandated to be in charge and responsible for the SK's funds.

OPENING A BANK ACCOUNT AND HANDLING BIR MATTERS

Opening a Bank Account

The SK might need to open a bank account to keep track of finances and ensure fund safety. Below is a list of necessary items and steps in opening an account.



- *Duly approved resolution indicating the account signatories. The signatories are two to three persons who will perform transactions such as deposits, withdrawals, and any related activities. Their signatures will be required in all bank documents such as deposit and withdrawal slips. Make sure that the account created would need at least two signatures for all transactions. The account would indicate “and” between the names of the signatories and not “and/or”. If the account indicates “and/or,” then only one signature is necessary to process all bank transactions. This might cause problems in monitoring and controlling the SK funds.*
- *The two duly authorized signatories are the SK Federation president and Federation treasurer at their respective levels; and the SK chairperson and SK treasurer at the barangay level.*
- *The resolution must be signed by the majority of the members.*
- *A certified true copy (photocopy) of the Certificate of Incumbency from DILG.*
- *A copy of the Oath of Office from the two signatories (the president and the treasurer)*
- *Two copies of the latest ID pictures (sizes may be 1”x1” OR 2”X2”)*
- *The Taxpayer Identification Numbers of the signatories.*

Acquiring a TIN

An SK officer's Taxpayer Identification Number or TIN might be required in transactions. According to the Internal Revenue Code (Sec. 236 (j) of the Tax Code), any person shall be supplied with or assigned a TIN, which will be indicated in the return, statement, or document to be filed with the Bureau of Internal Revenue, for his or her proper identification for tax purposes.

To get a TIN, proceed to the nearest Bureau of Internal Revenue office and follow these steps:

- *Get BIR Form 1902, the application for Registration for Individuals Earning Purely Compensation Income and Non-Resident Citizens/ OCWS/Seamen Earning Purely Foreign Source Income.*
- *Prepare these documentary requirements:*
- *Birth certificate or any valid identification showing the applicant's name, address, and birth ate.*
- *Certificate of employment or valid company ID (if applicable)*
- *Accomplish BIR Form 1902 and submit to the appropriate section at the local BIR. Inquire when you will receive the TIN.*

FUND RAISING

Networking and tapping other resources

According to research, finding and developing new sources of funds is one main strength of existing SK's. Faced with problems regarding inadequate or no funding from



barangay and problems accessing the funds, many SK's resort to fundraising activities and collection to generate funds for their projects.

Networking is a good way to generate funds and find other resources. Remember that resources do not always come in the form of money. Materials, equipment, space, human labor, expertise, and skills are also valuable resources.

Networking facilitates taking advantage of the resources that others have, and sharing one's resources with them. Philanthropic or charitable institutions, volunteer organizations, government agencies, NGO's, private businesses, and individuals look often for people who can benefit from their services. They may also need the SK's expertise, experience, and unique position for their own benefit.

HOW does one network?

In networking, the SK gets to know other organizations, whether from the government or civil society, and find what strengths and resources they have.

- **List down the organizations, agencies, businesses, etc. in your locality.**

You can tap a wide gamut of organizations. You may get a list of registered government and non-government organizations and businesses from the barangay hall. Include local children and youth organizations, whether formal or informal, as well as youth and youth serving organizations in the area or neighboring barangay.

- **Find out what services and resources the organizations have.**

Their mission and vision, the nature of their organization, the services and/or products they offer for free and for sale, can help identify the resources of the various organizations. Later, in developing the budget for a specific project, check which organization is the best choice to work with and assist the SK needs.

- **Establish and maintain a good working relationship with partners.**

When starting a relationship with a potential partner organization or individual, introduce the SK and its programs or projects in the best possible light. The projects must be presented as well-planned, relevant, and effective. The SK must prove that it is reliable, trustworthy, and able to accomplish the goals set before them. Show the potential partner that they can also gain something positive from the linkage. For example, in lending a hand to the SK, the partner can perhaps fulfill its goals, or the project may be used as a means to advertise their company or product. All these things assure the potential partner that their resources, time, and effort do not go to waste.

Be sure to follow through on what was established. The SK must be persons of actions and not just words. Execute the project or activity as planned. Keep partners updated. Allow them the opportunity to take part in the activity or project in other ways. Present them with the results of the project.



MODULE 5

Development Planning and Synthesis

I. COMMUNICATION	144
Session 1: Selling Our SK Development Plan <i>Advocacy and Presentation Skills</i>	
II. ACTION PLANNING	151
Session 2: Ang Plano Mo, Plano Ko <i>Local Situation and SK Development Planning</i>	
III. CLOSING ACTIVITY	157
• Dialogue with Local Officials	
• Synthesis and Integration	
• Closing Program and Ritual (Pledge)	

DAY: 3

TIME: 8:30 am – 10:00 am

DURATION: 90 Minutes

MODULE NO./TITLE: 5/SK Development Planning

SESSION NO./TITLE: 1/ Selling Our SK Development Plan

SESSION CONTENT: Advocacy and Presentation Skills

OBJECTIVES:

At the end of the session, the participants will be able to:

- define communication, lobbying and advocacy;
- identify elements and processes involved in advocating for a project proposal;
- discuss the critical role of communication and advocacy in their role as SK leaders;
- identify their skills as communicators; and
- apply presentation skills and communication advocacy theories in the exercise of their functions.

RESOURCES NEEDED:

Supplies and Materials

- Manila paper
- Markers
- Scenario cards (index cards)
- Copies of draft resource generation plan (ouput of the session on ethical leadership)
- Advocacy Game materials (What is the Issue; what are your aims)

Training Equipment

- LCD
- Laptop
- Sound system

Handouts

- Basic Presentation skills, communication and advocacy
- Do's and Don'ts during presentation
- Writing simple project proposals
- Sample Campaign Plan format



Trainer's Reference

- Youth Links Manual (National Youth Commission)
- USAID *idasa*
- www.businessballs.com
- ourchoice.net

SET UP:

- Classroom arrangement for chairs
- Five tables

PROCEDURE:

ACTIVITY:

1. Request fifteen (15) volunteers from the participants who will be the actors to the role play.
2. Let them identify among themselves who will play the role of project proponent, legislators, LGU officials, other government officials, other characters involved in an advocacy campaign.
3. Give the volunteers the copies of the resource mobilization plan that will be taken from the outputs of the previous session. Give them fifteen (15) minutes to discuss and agree on how they will present the plan in the most convincing manner.
4. Call on the volunteer who was designated as presenter of the group to face the audience and simulate a project presentation.
5. After the presentation, ask each group to discuss their observations and insights on the scenarios presented (10 minutes). The groupings shall be done either by region, province, city, municipality or barangay.



ANALYSIS:

6. As soon as each group has finished its presentation, request them to summarize their observations based on the following:
 - a. Identify the communication barriers based on the role play.
 - b. What communication and presentation skills were utilized?
 - c. In their opinion, what could have been the most appropriate style of lobbying and advocacy strategy to convince authorities to approve the project proposal?
 - d. What have they learned from the exercise?

ABSTRACTION:

7. Summarize the outputs of the participants.
8. Deliver a lecturette on the importance of communication and presentation skills in advocating for plans, projects and advocacies.
9. Emphasize the value of their participation in the activities in bringing about their learning; also affirm them for their contribution in the learning of others.

ISKOLAR BOS

Introduction

In advocating for proposed programs, projects, activities and legislation, it is important to learn how to effectively communicate and to learn presentation skills and techniques.



ISKOLAR BOS

Getting to Know the Basics

What is Communication?

Communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding.



ISKOLAR BOS

Communication Skills

To effectively communicate the message, the following skills are required:

- Interpersonal and intrapersonal processing
- Listening
- Observing
- Speaking
- Questioning
- Analyzing
- Evaluating



ISKOLAR BOS

Communication Methods

- Person to person – face to face, reading a letter, making a phone call
- In a small group – planning, problem solving, decision making, written reports, memos, noticeboards



ISKOLAR BOS

Communication Methods

- In a meeting – presenting, bargaining, negotiating agreements
- Using mass media – speaking in public, on radio or TV, movie, writing for print media such as newspapers and journals, books, advertising
- Others – training, teaching, entertaining



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Basic Communication Skills

• Body Language

Accounts for 55% of how we communicate; Eye contact, facial expressions, posture, gestures, dress, etc. will have an impact on how your message is received.



ISKOLAR BOS

Basic Communication Skills

• Tone of Voice

Your voice tone accounts for 37% of how you communicate. Consider these:

Pitch – a lower pitch can sound more authoritative and knowledgeable; many politicians and people in the public arena actively work to lower their voice pitch



ISKOLAR BOS

Basic Communication Skills

- **Volume** – If you are naturally soft spoken, you may benefit from raising the volume. A quiet voice can be mistaken for a lack of confidence and timidity in certain situations.



ISKOLAR BOS

Basic Communication Skills

• Volume

Similarly, if you normally speak at a high volume, reducing it may make you sound less aggressive.

“If you find yourself in conversation with someone who is shouting, raise your voice to match theirs and gradually reduce your volume and they will follow”



ISKOLAR BOS

Basic Communication Skills

- **Inflection** – put emphasis on certain words when you speak to convey passion, enthusiasm, and add meaning to what you are saying.
- **Pace** – take care that you pace what you are saying to allow the message to sink in. Avoid racing through the message or speaking so slowly that the other person loses interest.



ISKOLAR BOS

Basic Communication Skills

- **Words** – In a complex communication setting, words may only account for 8% of how you get your message across. You could still make a better impact with the words you use.



ISKOLAR BOS

Basic Communication Skills

Consider these tips:

1. **Speak in metaphors** – Connect better with others by helping them to visualize what you are saying.

Ex: Instead of:

“The task is going to be difficult, but it will be worth it when it's done” say, “ We have a difficult mountain to climb, but the view from the top will be great”



ISKOLAR BOS

Basic Communication Skills

2. **Write using short, simple sentences (less than 20 words) to help understanding.**

Instead of:

“I would be extremely grateful if you will return the product at your earliest convenience”, say “Can you please return the product as soon as possible?”



ISKOLAR BOS

Basic Communication Skills

Ask questions that are positive and specific – Your brain is like a Google Search Box, the better the question, the better the responses.

So instead of:

“How can we reduce costs”, say “What steps can we take to make even greater cost savings?”



ISKOLAR BOS

Basic Communication Skills

Empathy – this involves putting yourself in another person's shoes; You recognize the feelings and the situations that the other persons find themselves in. It doesn't mean that you agree with them; it means that you understand where they are coming from.



ISKOLAR BOS

Basic Communication Skills

Empathy

It involves being trustworthy, confidential and being non-judgmental; you can have empathy with someone if you share common values and experiences.



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Basic Communication Skills

Empathy

It is not sympathy where you may end up supporting a negative frame of mind and making the situation worse; It is not apathy, where you show no interest on the situation or the feelings of the other person.



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Basic Communication Skills

Active Listening

This involves reflecting back the feeling and the situation you believe that the other person is experiencing, to check that you have understood them correctly.



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What This Means

Learning and applying basic communication skills in all phases of your role as SK leaders will result in better working relationships, better performance and achievement of your goals



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Next Steps

What is Advocacy?

- any action geared towards changing the policies, positions, or programs of any type of institution;
- it is about identifying a problem in the community, coming up with a solution to the problem, establishing strong support for that solution and providing an effective implementation plan



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Next Steps

What is Lobbying?

- An attempt by citizens to influence public officials at a high level
- One of the most common methods used to influence public policy
- Used to put pressure on politicians and government officials to take up the interests of the people and support their cause



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Next Steps

What is Lobbying?

- In most democracies, it is a recognized way for citizens to have their voices heard.



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Next Steps

Running an Advocacy Campaign

- Define the issue
- Define the objective
- Use research
- Identify key players
- Develop a campaign strategy



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Next Steps

Advocacy Tools

- Information
- Research
- Media
- Social Mobilization
- Lobbying
- Litigation
- Networks, alliances and coalitions



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Advocacy Tools

Information –
gathering, managing and disseminating information lay the basis for determining the direction of an advocacy campaign.



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Advocacy Tools

Research –

conducting research and policy analysis use the information from various sources and develops it into policy options which become the key content of an advocacy campaign.



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Advocacy Tools



Media –
various media are used to communicate the campaign message to the different stakeholders.



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Advocacy Tools



Social Mobilization –
mobilizing the broadest support from a range of stakeholders, including the public at large is essential to building the influence of the campaign.

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Advocacy Tools

Lobbying –
convincing the decision-makers who have the power to make the desired changes involves a set of special knowledge and skills.

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Advocacy Tools



Litigation –
sometimes, using the court system to challenge a policy or law can reinforce an advocacy campaign.




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Advocacy Tools

Networks, Alliances and Coalitions –
sharing of information and resources and strength in unity and commonality of purpose are keys to the success of advocacy work.

APPLICATION (Closing Activity):

10. Utilize the resource generation plan as an example (or a template may be provided) to apply presentation skills as part of the advocacy strategy.
11. Provide the participants with materials for the Advocacy Game.
 - What is the Issue
 - What are your Aims
 - Stakeholder Analysis (groups affected; potential partners; people to lobby)
 - Campaign Plan (Action – Why (motivation for action) Who is your target for action
 - When
 - Resources Needed
 - Person Responsible

12. Distribute handouts on Writing Simple Project Proposals and Do's and Don'ts during presentations.

13. End the session with words of encouragement.

DAY: 3

TIME:

Discussion: 10:15 am – 11:00 am (45 minutes)

Workshop: 11:00 am – 12:00 nn; 1:00 pm – 2:00 pm (120 minutes)

Presentation: 2:00 pm – 3:45 pm (105 minutes)

MODULE NO./TITLE: 5/SK Development Planning

SESSION NO./TITLE: 2/ Ang Plano Ko, Plano Mo

SESSION CONTENT: Local Situation and SK Development Planning

OBJECTIVES:

At the end of the session, the participants will be able to:

- define action planning ;
- define the elements of an action plan; and
- develop an action plan.

RESOURCES NEEDED:

- handouts of local youth sit
- other related materials
- Manila paper
- permanent markers/ permanent markers per group
- masking tapes
- pair of scissors
- meta-cards

PROCEDURE:

ACTIVITY:

1. Present the objectives of the session.
2. Divide the participants into smaller groups (20-25 pax at most).



3. Provide each sub-group with meta-cards, manila paper, and permanent markers.
4. Start the activity by saying “Everyday we tend to do a lot of things and we do not know how to start or who will do what?. We feel sorry that sometimes things won’t work according to what we have expected.” Ask the participants who among them make a checklist of the things needed to be done ...or how many of them make a plan for the things needed to be done?
5. Ask each group to discuss their answers to the following the questions:
 - What is action planning?
 - How do you develop an action plan?
 - Why do you have to plan?
 - What is the format of a simple action plan?
 - What do you think are the five (5) top most issues (situations) affecting the youth in – your areas. Please identify them.
6. Tell them to write their responses on meta-cards.
7. Request them to post their responses on the board.

ANALYSIS / ABSTRACTION:

8. Go through the responses of the participants. Proceed with the lecturette, integrating and linking the responses of participants.

Action Planning

Getting Started...
Ang Plano Ko...Plano Mo

Integrated Sangguniang Kabataan Organizational Leadership and Reorientation
Basic Orientation Seminar

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“If you fail to plan,
you plan to fail...”

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What is Planning?

- Process of preparing an activity.
- Predetermined course of action.
- Includes deciding who is going to do what and by when and in what order for the organization to reach its goals.



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Why do we plan?

- To offset uncertainty.
- To focus attention on objective or rethink objectives including where we are, where we should be and where we want to be.
- To gain economic, efficient and effective operation.
- To maintain control.



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Some Tips in Planning

- Know the issue.
- Set your goals/ objectives.
- Enumerate the activities or course of actions and Identify the best option.
- Implement the action.
- Monitor.
- Re-plan / Abort.



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Elements or Contents of an Action Plan

- Objectives
- Activities
- Person Responsible
- Resources Needed
- Timeframe



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Action Plan Matrix

Objectives	Activities	Person/s Responsible	Resources Need	Time



APPLICATION (Closing Activity):

- After the lecturette, ask the participants if they have questions. If they have, respond to them; if none, instruct the participants to identify one pressing issue that will be part of their action plan. Most likely, the issues will be on:

- Employment
- Out-of-school youth / education
- Health
- Environment

10. Present the matrix / template of the action plan and explain it thoroughly.
11. After the presentation of the matrix, provide the groups with the mechanics of the workshop.
12. Divide the participants according to their respective areas / barangays (20-25 pax at most)
 - Allot time for the workshop (2 hours).
 - Designate the following: (1) group facilitator, who will facilitate the workshop flow and discussion; (2) secretary, who will document the proceedings of the workshop; and (3) presenter, who will report or present the output of the group.
 - Each group will present their output in the plenary (10-15 minutes per group).
 - The output will be subjected to comments.
13. Inform the participants that each workshop group will present their output in a plenary. Tell them that the best action plan will be given a prize.

Criteria for Judging:

- **IMPACT** of the Plan to the local community (30%)
(improvement in literacy, sanitation, health, income, etc.)
 - **SOCIAL MOBILIZATION** (30%)
(involvement of the community, especially the youth in planning, implementing and evaluating the program or project)
 - **INNOVATIVENESS OF ADVOCACY** (20%)
(introduction / application of new strategies, uniqueness of services or products, promotion of unique or indigenous ways or materials)
 - **SUSTAINABILITY AND REPLICABILITY** (20%)
14. After the presentation and critiquing, thank the groups for their participation. Process and

highlight the importance of planning in an organization.

MECHANICS OF PRESENTATION:

15. Before the presentation, the Board of Judges for the best plan (composed of representatives from LGU, DILG, and NYC) will be provided with the criteria of judging the best plan.
16. Every group is encouraged to use manila paper in their presentation. The group presenter will present the output.
17. The first group who finished will present first, followed by the next, and so on.
18. After the presentation, the participation may critique the output objectively. Ask the group secretary to take note of the comments for integration in the plan.
19. Maximum of two per group will be entertained for comments.

What is Planning?

Planning is a process of preparing an activity. A plan is a predetermined course of action that involves the nature of an organization and the types of activities and actions that an organization wants to pursue. Typically, it includes deciding who is going to do what and by when and in what order for the organization to reach its goals. Planning is deciding in advance what and when to do it; how and who to do it.

Why do we plan?

- *To offset uncertainty – things we are not sure of*
- *To focus attention on objective or rethink objectives including where we are, where we should be and where we want to be – keeping in mind our goals or what we hope to achieve*
- *To gain economic, efficient and effective operation – ensure that we do things right or we are doing the right things*
- *To maintain control – we are on top of the situation*

Note: *The facilitator will emphasize that the design and implementation of the action plan depends on the nature and needs of the organization.*



Some Tips in Planning

- *Know the issue – State the problem or issue that needs to be addressed, who will complete the action and according to what time*
- *Set your goals/ objectives - Know what you want to achieve and be specific; know your direction and keep focus. Determine what will hinder in the achievement of your goals*
- *Enumerate the activities or course of actions and Identify the best option – Identify possible activities and solutions to address issues*
- *Implement the action – concretize / execute the action plan*
- *Monitor – Keep track of the plan and activities while they are on-going. Make necessary improvement, if needed*
- *Re-plan Abort - If the plan failed, abort then re-plan again.*

Elements or Contents of an Action Plan

- *Objectives – The goals which you have to be accomplished. The objectives should be specific and measurable results should be produced while implementing the activities*
- *Activities – series of actions or options implemented to be able to achieve its objectives*
- *Person Responsible – The person in charge of the implementation. It may be a collective such as, organization, agency or entity*
- *Resources Needed – It include manpower, machines, monies and other logistical requirements to make the plan work*
- *Timeframe – duration of an activity or the plan itself*

Sample Action Plan Matrix

Objectives	Activities	Person/s Responsible	Resources Needed	Time/ Duration
Goals which have to be accomplished in a certain period of time	Programs/ actions for implementation to be able to meet the objectives	Person or persons; agency or agencies assigned to deliver or implement the given tasks, works, or activities	Required logistical support, like manpower, project fund, machines, etc..in carrying out the activities	Time lines or indicative calendar of activities or work schedule, from preparatory to final phase
To conduct a three-day re-echoing activities program for the KK	-Invite 25 potential KK trainees from 5 different youth orgs in the barangay -Coordinate with the local	-Barangay SK -Barangay SK SK/ KK and	-Budget -Venue -ISKOLAR BOS Module -Manila paper -Permanent	May 25-28 4 days May 25-28 4 days

	Barangay Sanggunian -Prepare the venue for the activities -Implement the activity	Barangay SK/KK and Barangay	markers -handouts of local youth sit -other related materials -masking tapes -pair of scissors -metacards	May 29-30 2 days June 10-12 3 days
Assumption : The SK has a ready/ approved project fund				

DAY: 3

TIME: 3:45 pm – 4:45 pm

DURATION: 60 Minutes

MODULE NO./TITLE: 5/SK Development Planning

SESSION NO./TITLE: 3/ Dialogue with Local Officials

OBJECTIVES:

At the end of the dialogue, the participants will be able to:

- explain their respective Action Plans to the Local Officials; and
- discuss with the Local Officials its commitments on the Action Plans presented.

RESOURCES NEEDED:

Supplies and Materials

- Camera
- Presidential Table and Chairs
- Action Plans
- Bond Papers
- Pens
- Stop Watch
- Meta Cards with Time Allocation
- Permanent Marker

Training Equipment

- Laptop
- Printer
- LCD
- Widescreen
- Wireless Microphone
- Sound System
- Podium

SET UP: Put certain number of chairs for the Local Officials in front of the first row.

PROCEDURE:

1. Prior to the dialogue, identify the participants who will present the Action Plans drafted by the group. List down their names, position and barangay.
2. Further, list down the names and positions of the Local Officials present in the dialogue.
3. Provide each Local Official with the proposed Action Plans and pens.
4. Coach each presenter on how they will present the Action Plan.
5. Tell the presenters to ensure that their Action Plans are encoded properly in the laptop for easy presentation.
6. Identify the sequence or flow of the presentation of Action Plans through drawing of lots.
7. When everyone is ready, start the dialogue.

ACKNOWLEDGMENT OF LOCAL OFFICIALS AND DIALOGUE WITH PARTICIPANTS (5 minutes)

8. Acknowledge the presence of the Local Officials present and the participants who will be part of the dialogue.
9. Present the slide on the Dialogue Rules for the smooth flow of the activity:



- a. Each presenter will be given three (3) minutes to present their Action Plan.
- b. If the number of Action Plans is more than six (6) sets, questions and clarifications will be entertained only after all the presenters had finished presenting their Action Plans. This will be done during the Open Forum. Local Officials are advised to take note of their questions on the plans.
- c. If the number of Action Plan is less than six (6) sets, questions and clarifications will be entertained after each presentation. Each presenter will be given three (3) minutes to answer the questions and clarifications.
- d. A 10-minute Open Forum will be allotted for other issues and concerns.
- e. The Local Officials will be asked for their commitments vis a vis the Proposed Plans and Issues raised by the SKs. 10 minutes will be allotted for the Commitment of Local Officials.

PRESENTATION OF ACTION PLANS (35 minutes)

10. Ask the first presenter to present their Action Plan, which will be followed by the next presenter and so on.
11. Remind everyone that they will be asked to raise their questions and clarifications upon the facilitator's instruction.
12. Take note of the time allotment per presenter. Make sure to show the meta-card with time allocation for the presenter. Sample meta-card contents are as follows:
 - a. Last 1 minute.
 - b. Last 30 seconds. Please wrap up.
 - c. Time is up! Thank you!

OPEN FORUM (10 minutes)

13. When everyone has presented, tell the Local Officials to ask questions or clarifications on the presented Action Plans.



14. Ask a representative per group to take note of the changes, comments and recommendations of the Local Officials.
15. When all the plans have been critiqued, tell the participants to ask questions on other issues confronting the SK in their communities.
16. Ask the Local Officials to answer the inquiries and give recommendations or suggestions.
17. The facilitator should be mindful of the time allotment per question and answer. The facilitator can use the metacard with time allotment.

**COMMITMENTS FROM THE LOCAL OFFICIALS
(10 minutes)**

18. When everything is clarified, ask the Local Officials to give their commitments vis a vis the presented Action Plans and the future endeavors of the SK. Make sure that all the Local Officials are given ample time to share their commitments. The facilitator can use the metacard with time allotment.
19. Thank the Local Officials for their commitments and ask them to stay for the Closing Program.

DAY: 3

TIME: 4:45 pm – 5:00 pm

DURATION: 15 minutes

MODULE NO./TITLE: None

SESSION TITLE: Closing: Synthesis and Integration

OBJECTIVE:

At the end of the session, the participants will be able to synthesize the three-day training program.



PROCEDURE:

1. Summarize the modules and the sessions of the three-day training program. Flash the training program framework as you do this.
2. Present each objective of the training program and ask the participants if it was met.
3. Form groups of participants according to the number of core messages of the training program.
4. Tell them that they will shout out the core message assigned to them at your signal. Give each group time to prepare how they will carry out the task.
5. Call out each group.
6. End by saying that the core messages are the underlying principles of the training, and thus, the participants are expected to reflect these in their corresponding localities.

DAY: 3

TIME: 5:00 pm – 6:00 pm

DURATION: 60 Minutes

MODULE NO./TITLE: None

SESSION TITLE: Closing Program and Ritual

OBJECTIVE: To formally close the ISKOLAR BOS Training Program.

RESOURCES NEEDED:*Supplies and Materials*

- Shaped Cartolinas
- Ball Pens
- Commitment Wall (made of tarpaulin or manila paper)
- Whiteboard



- Masking Tapes
- Philippine Flag
- Flag Pole
- Pledge of Nationalism Script
- Soft Music
- Certificate of Appreciation
- Camera
- Dance Music
- Presidential Table and Chairs

Training Equipment

- Wireless Microphone
- Sound System
- Podium

SET UP:

- Follow the arrangement of the venue during the Opening Program.
- Put presidential table and chairs on stage for the LGU officials.

Note: *Make sure to have a place for the Commitment Wall or enough space for the Flag Pole.*

PROCEDURE:

1. Ask one (1) volunteer from the participants who can be the emcee for the Closing Program.
2. Provide him or her with the program.
3. Further, provide him or her with the list of dignitaries or LGU officials present during the closing program, as well as the list of sponsors and donors, if necessary.
4. Tell the emcee to introduce properly the names and the positions of the people involve in the program.

PRAYER (2 minutes)

5. Ask one (1) volunteer from the participants to lead the prayer.



REFLECTION FROM THE PARTICIPANT (3 minutes)

6. Identify one (1) volunteer from the participants who can share his or her new experiences and learning from the training program. Tell the participant to focus on his or her new experiences and learning.

CLOSING MESSAGE (5 minutes)

7. Identify LGU official who can render the closing message.

Note: *Emcee shall turn over the floor to the facilitator for the Pledge of Nationalism.*

PLEDGE OF NATIONALISM

ACTIVITY Option A: COMMITMENT WALL

(20 minutes – including distribution of certificates and photo opportunity)

8. Provide each participant with one (1) shaped cartolina (variations can be in different colors and shapes of heart, hand, foot, leaf, etc.).
9. Ask them to write down their commitments (these are things that they will do when they return to their respective communities). Further, ask them to write their name, position and Barangay.
10. After writing their responses, tell them that they will post their commitments on the Commitment Wall (can be made of tarpaulin or manila paper).
11. Tell the participants that the emcee will call them according to Barangay council to post their commitments and receive their certificate.
12. When everybody is ready, turn over the floor to the emcee for the posting of commitments and distribution of certificates.



Note: *The distribution of certificates and photo opportunity can be done right after the posting of commitments on the wall by Barangay Council.*

ACTIVITY Option B: NETWORK OF BODIES (5 minutes)

13. Place the flag pole in front of the participants or in front of the stage.
14. Ask the Federation President or anybody from the federation officers to hold the flag pole.
15. Ask all the participants to stand.
16. Ask them to touch/hold the back of the person in front of them creating a web of hands touching the back of the person in front of them, until everyone is connected with each other from the one holding the flag pole to the last participant at the back.
17. Tell the Federation President or any federation officer to read their Pledge of Nationalism.
18. Play soft song while the activity is ongoing.

DISTRIBUTION OF CERTIFICATES AND TOKENS, AND PHOTO OPPORTUNITY (30 minutes)

19. Tell the emcee to ask the Federation President or any federation officer together with any LGU official present to go up stage for the awarding of certificate of appreciation, and photo opportunity with the participants.
20. Tell the emcee to say his or her parting words and words of gratitude to all the sponsors, facilitators and participants.

Note: *The distribution of certificates and photo opportunity can be done by Barangay Council.*



Panunumpa ng SK

Kami, na bumubuo ng Sangguniang Kabataan ay nagtatalaga sa aming mga sarili na:

- Paglilingkuran ang aming kapwa kabataan ng buong husay at katapatan;
- Magsisikap na linangin ang aming mga sarili tungo sa pagtugon sa mas malawak na hamon sa aming kakayahan bilang mga lingkod mamamayan;
- Magbabantay kami at mananatiling mapagmasid sa aming kapwa halal na opisyal ng bayan at siguraduhin sa lahat ng oras ang matapat at malinis na paggamit sa pondo na nakalaan sa mga proyekto at programang pangkabataan;
- Mananatili ang aming katapatan sa bayan, sa isip, sa salita at sa gawa na walang halong pag-iimbot;
- Lagi naming isasaisip na kami ay mga halal na opisyal na may tungkulin na dapat gampanan at wala kaming karapatan na magsawalang kibo at magpabaya sa tungkulin;
- Magsisilbi kaming magandang halimbawa ng mga kabataan na may pagkilala sa Diyos; may paninindigan, mapagmahal sa kapwa at sa bansa, may respeto sa sarili at may paggalang sa mga magulang at mga nakakatanda; at
- Hindi namin pababayaan na kami ay bansagan bilang mga "trapo" bagkus magiging masigasig kami upang maging huwarang lider kabataan.

APPENDIX

Process Design

Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
DAY 1						
ARRIVAL AND REGISTRATION 8:00-9:00		60 minutes	Registration Distribution of Kits Billeting	(Registration flow must be posted in the registration area)	SK Secretariat	<ul style="list-style-type: none"> Attendance sheet Copy of SK Official list of participants Registration tables Folders Pens Notebooks Kits ID Rooming list / room assignment Program of activities
OPENING PROGRAM 9:00-10:00	Describe the present situation (national level) of the youth in the Philippines.	60 minutes	Opening Prayer National Anthem Welcome Remarks National Situation Presentation	Invocation National Anthem Welcome Remarks Presentation: National Situation of Youth Challenge	Master of Ceremony	<ul style="list-style-type: none"> Sound system National Anthem audio (Optional) AVP of the National Situation
AM SNACKS 10:00-10:15		15 minutes	Snacks		SK Secretariat	
PRELIMINARIES 10:15-12:00	Introduce themselves to their co-participants. Express their expectations from the training/training team, themselves, and their co-participants. Explain the objectives, core	105 minutes	GTKY Leveling of Expectations Training Objectives	Getting to Know You (GTKY): Boat is Sinking Game. Leveling of Expectations: Small group discussion on the following questions: a. What do you expect from this training? b. What do you expect from the training team? c. What do you expect from your co-participants? d. What are you willing to do to make this training successful?	Facilitator	<ul style="list-style-type: none"> 4 sheets of Manila paper with the leveling of expectation questions (1 question /manila paper) Masking tape Pair of scissors Markers (proportionate to number of participants) Meta cards (4 colors) Laptop Extension wire

Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
	messages, and framework of the training. Identify and agree to, norms that they will adhere to throughout the training.		House Rules	Presentation: training objectives, core messages, framework and schedule of the training. Discussion of their expectations and presentation of norms/house rules. pose rules taking off from those that they wrote.		<ul style="list-style-type: none"> Tables
LUNCH 12:00-1:00		60 minutes	Lunch	Lunch and any other meals in the entire training should be served with utmost consideration in food restrictions (e.g. pork, etc.)	SK Secretariat	
MODULE 1: DISCOVERING MY SELF-CONCEPT SESSION 1 1:00-2:30	Reflect on their self-concept. Explain the importance of a positive self-concept as an SK leader.	90 minutes	The Importance of the Self-concept as SK Leader	<p>ACTIVITY: Drawing – If I Were a Superhero</p> <p>Identification of one's strengths and weaknesses</p> <p>Sharing of drawing in dyads</p> <p>Processing:</p> <ul style="list-style-type: none"> How did you find the activity of choosing and drawing a superhero? Who found it easy to choose a superhero? Why did you find it easy? Who found it difficult? Why did you find it difficult? What did you feel as you were writing down your strengths? Who found the task easy? Why or why not? Who found it difficult? Why or why not? What did you feel as you were writing down your weaknesses? Who found the task easy? Why or why not? Who found it difficult? Why or why not? Are you happy about how you described yourself? Why or why not? 	Facilitator	<ul style="list-style-type: none"> Bond paper w/ SILHOUETTE OF A HERO/LINE FOR TRACING Color pencils Meta cards Microphone Audio Player Playlist- indicate titles of music: Instrumental: Hero (Mariah Carey); You are Beautiful (Cristina Aguilera); slow version/acoustic Fireworks (Kate Perry); and other mellow instrumental songs



Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
				<ul style="list-style-type: none"> • Look at the two lists. Which one is longer? • Based on the two lists, how would you rate how you see yourself? Your self-esteem? <p>ABSTRACTION</p> <ul style="list-style-type: none"> • The importance of a positive self concept (positibong pananaw sa sarili) • Part of a positive self-concept is accepting ourselves in our totality. • We all have strengths and weaknesses. • We cannot have a positive self-concept if we do not know ourselves. • We cannot develop our self-concept if do not know ourselves. • This must be a continuing process. • We cannot use our strengths if we do not know what these are. We cannot change what we do not know. We cannot be better if we do not know our areas for improvement. <p>-Johari Window</p> <p>Relevance of Input on SK</p> <ul style="list-style-type: none"> • Why did you choose to be a member of SK? • The assumption is you are here because you love your constituents, because you love your country, because you want to serve the youth, in particular and your country, in general. But how can you do that if you have a problem with your pagkatao? If you do not believe in yourself, if you don't understand yourself, and can't deal with yourself? <p>Principles of Human Behavior</p> <ul style="list-style-type: none"> • We cannot understand others if we cannot understand ourselves. • We cannot deal with others if we cannot deal with ourselves. 		



Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
				<ul style="list-style-type: none"> • We cannot love others if we do not love ourselves. • We cannot give what we do not have. <p>APPLICATION: Individual Reflection</p> <ul style="list-style-type: none"> • Why is the self-concept of an SK member important? • Why did you choose to be a member of SK? • With everything that we did in this session, how do you feel about yourself? • How does your self-concept or self-esteem affect how you deal with others? • Name three things you will do to improve your self-concept. <p>CLOSING: Inspirational video clip on loving oneself: Self-Esteem Quotes and Quotation http://www.youtube.com/watch?v=0ITTZQwQgAE and self-affirmation.</p>		
Module 2: Leadership Perspectives SESSION 1 Defining Leader/Leadership 2:30- 4:00	<p>Define what leadership is.</p> <p>Describe the qualities of a good leader.</p>	90 minutes	Definition of Leadership	<p>PRIMING: Game on Famous Quotes of Famous Leaders</p> <p>ACTIVITY: Individual then group discussion on : The Leader I Admire and Why</p> <p>Sharing in Plenary: characteristics and definition of a leader</p> <p>ANALYSIS:</p> <ul style="list-style-type: none"> - What are the common characteristic of the leader chosen? - What are the common definitions of a leader according to the group output? 	Facilitator	<ul style="list-style-type: none"> • Power Point with Questions • 5 pcs. Manila paper (4" x 4") • 5 pcs. permanent marker • Masking tapes



Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
				<p>ABSTRACTION: Lecturette</p> <ul style="list-style-type: none"> - definition of a leader and Leadership - Qualities of a good Leader that is not corrupt. <p>APPLICATION: Individual Reflection</p> <ul style="list-style-type: none"> -As SK Leader, what qualities of a good leader do I already possess? -To become a Good Leader, what qualities do I still need to develop? -What will I do to develop those qualities? 		
PM SNACKS 4:00 -4:15		15 minutes	Snacks	Snacks and any other meals in the entire training should be served with utmost consideration in food restrictions (e.g. pork, etc.)	SK Secretariat	
SESSION 2 Knowing My Leadership Style 4:15-5:15	<p>Describe the different Leadership styles</p> <p>Discover their Leadership style</p>	60 minutes	Leadership Styles	<p>ACTIVITY: Determine Your Leadership Style (Filling out of a Questionnaire)</p> <p>ANALYSIS/ABSTRACTION</p> <ol style="list-style-type: none"> Autocratic Leadership Democratic Leadership Free-rein Leadership <ul style="list-style-type: none"> - Use of leadership styles, based on the type of group members and the situation. - When to use each leadership style. <p>Activity :Option 2 (role playing of SK meeting)</p> <p>APPLICATION: Individual Reflection</p> <ul style="list-style-type: none"> • What did you learn about in this session that will help you to become a better SK leader? <p>-List down ten (10) little things they can do in their community to show that they are a Good SK Leader.</p>	Facilitator	<ul style="list-style-type: none"> • 100 set of leadership questionnaire (2) • Leadership questionnaire in powerpoint



Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
SESSION 3 Leading a Team 5:15-7:00	<p>Recognize the importance of a team as a leader and member of Sangguniang Kabataan and Katipunan ng Kabataan.</p> <p>Identify SK team norms.</p>	105 minutes	<ul style="list-style-type: none"> • Definition of a Team • Elements of a Team (Goals, Roles, Procedures, Inclusive Relationship, Competence and Commitment) • Definition of Team Leader • Team Leader Roles and Responsibilities • Stages of Team Development 	<p>ACTIVITY: Tower Building</p> <ul style="list-style-type: none"> - The participants will be divided into groups composed of 8 to 10 members and each group will be provided with old newspapers, barbeque sticks, plastic straws and masking tapes. - Each group will build their tower using the materials given. <p>ANALYSIS AND ABSTRACTION:</p> <ul style="list-style-type: none"> - Ask the participants about their experiences on the activities. - After the discussion, present the slides on Team, Elements of a Team, Team Leader, Team Leader Roles and Responsibilities, and Stages of Team Development. <p>APPLICATION:</p> <ul style="list-style-type: none"> - Relate the discussion points (team) with the experiences of the participants - Ask participants to identify team norms for their barangay councils. - Present the slide of the Color Box Tale. 	Facilitator	<ul style="list-style-type: none"> • 96 inches or 2.4384 meters or 2.7 yards Rope /group (Option A) • 1 set of Newspapers /group • 12 pcs of Barbeque sticks/group • 1 roll of Plastic straws/group • 2 yards masking tapes/group (Option B) • Notes • Pens • Laptop • LCD • Widescreen • White board • White board marker • First aid kit • Dance music • Instrumental Music • Wireless microphone • Sound system • 1 pc Manila Papers/group • 1 pc Permanent Markers /group • Masking Tapes • Bond papers
DAY 2						
BREAKFAST 6:00-7:00		60 minutes	Breakfast	Breakfast and any other meals in the entire training should be served with utmost consideration in food restrictions (e.g. pork, etc.)	SK Secretariat	
REGISTRATION		60 minutes	Registration	The Facilitator / secretariat will make sure that the participants will register in the attendance	Facilitator	

Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
7:00-8:00 RECAP		30 minutes	Recap	sheet every session Recap of all the processes that take place on the previous day and relate it to today's activity.	Facilitator	
8:00-8:30 Module 3: Understanding SK SESSION 1 Situating the SK in the LGU: SK History and Structure 8:30-10:00	Recall the history of the SK. Recognize the SK structure.	90 minutes	A. Brief History • From KB to SK • Youth in local governance timeline B. SK within the Local Government NOTE: Emphasis on SK Relationships with: • SKNF • NYC • DILG • NGOs	PART 1: SK HISTORY ACTIVITY: Presentation on SK brief history ANALYSIS/APPLICATION: Group discussion - What new knowledge have you gained from the AVP presentation? - Was there a misconception on the SK history that was corrected because of the presentation? - Ask a few volunteers to share what struck them most from their discussions. PART 2 : STRUCTURE ACTIVITY/ANALYSIS: Group Activity- Identifying the stakeholders of SK and their relationships -Provincial/Municipal level -Local Sanggunian -Local Specialized Bodies -Barangays -Sangguniang Kabataan Group Discussion • Was it easy? Why? • Was it difficult? Why? • Why is it important that we know the structure of our organization? ABSTRACTION: Lecturette on the structure of SK within local government	Facilitator	<ul style="list-style-type: none"> • Training Equipment <ul style="list-style-type: none"> - Laptop - Projector - Projector screen • Supplies and Materials <ul style="list-style-type: none"> - Colored meta-cards - Permanent markers - Manila paper - Scissors - Masking tapes - Markers: A, B, C,D • AVP • Handouts • Prizes • SK freebies



Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
				APPLICATION : Correcting their output (Activity in Part 2)		
AM SNACKS 10:00-10:15		15 minutes	Snacks	Snacks and any other meals in the entire training should be served with utmost consideration in food restrictions (e.g. pork, etc.)	SK Secretariat	
SESSION 2 Knowing My Roles and Functions 10:15-12:00	Identify the SK and KK roles and functions.	105 minutes	<p>A. SK</p> <ol style="list-style-type: none"> Promulgate resolutions [LGC, 426 (a)] <ol style="list-style-type: none"> HOW TO conduct Meetings HOW TO make Resolutions <p>NOTE: EMPHASIS on the SK POLICY-MAKING function and not just implementing short-long term projects.</p> <ol style="list-style-type: none"> Initiate programs for the benefit of its members To conduct fund-raising activities Create bodies to carry out program Submit annual and end-of-term reports <ol style="list-style-type: none"> HOW TO make REPORTS (Templates) Consult and coordinate with all youth organizations in program administration Coordinate with appropriate national agency for activity implementation Other powers as determined by law 	<p>ACTIVITY : Group activity- Listing of the duties of the following SK positions:</p> <ul style="list-style-type: none"> - KK - SK - SK Chairman - SK Secretary - SK Treasurer - SK Councilor <p>ANALYSIS/ABSTRACTION: Checking of group outputs and lecturette on:</p> <ul style="list-style-type: none"> - powers and functions of the SK - eight (8) powers and functions of the KK as determined by the LGC. - how to make a resolution - how to fill out the Requisition/Liquidation Form - Activity Plan - Activity Evaluation <p>APPLICATION: Game (Choose the Right Answer)</p>	Facilitator	<ul style="list-style-type: none"> Supplies and Materials Colored meta-cards Permanent markers Masking tapes Manila papers Labels and Arrows Hand-outs or templates of forms (resolution, requisition/liquidation form, activity plan, activity evaluation, how to get more KKK participants)



Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
			<p>(Membership in Barangay Based Institutions and other related committees)</p> <p>B. KK</p> <p>1. Decide on important issues affecting the youth in Barangay</p> <p>a. HOW TO convene the KK</p> <p>b. HOW TO get more persons to participate in the KK</p> <p>2. Community Organization</p> <p>a. SK mobilization</p> <p>C.[Functions, Duties and Responsibilities of] SK Chairperson, Secretary, Treasurer, Councilor</p> <p>D. Other SK matter (Privileges, Succession & Filling-up of vacancies, Grounds for Disciplinary Actions)</p>			
LUNCH 12:00-1:00		60 minutes	Lunch	Lunch and any other meals in the entire training should be served with utmost consideration in food restrictions (e.g. pork, etc.)	SK Secretariat	
Module 4: Internalizing SK Principles of Good Governance and Accountability SESSION 1 Good Governance	<p>Explain the meaning and value of good governance.</p> <p>Enumerate the principles underlying good governance</p>	105 minutes	<p>Definition of governance and good governance</p> <p>Different Contexts of Governance</p> <p>Actors In governance</p> <p>Principles of Good Governance</p>	<p>CORE MESSAGE: GOOD GOVERNANCE IS DOABLE</p> <p>ACTIVITY: Instant Ayos “Relay Game” –Form the Words:</p> <p>i. governance</p> <p>ii. fairness</p> <p>iii. transparency</p> <p>iv. accountability</p>	Facilitator	<ul style="list-style-type: none"> Board Metacards Manila Paper Markers Masking tapes Permanent markers Thread rice sacks raw eggs



Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
1:00-2:45			<p>v. ethics vi. independence vii. participation viii. sustainability</p> <p>ACTIVITY 2: Term Associations- Identify what they associate with the words assigned and then define.</p> <p>ANALYSIS: Processing of responses</p> <p>ABSTRACTION: Lecturette</p> <ul style="list-style-type: none"> • Definition of governance • Context of Governance: national, local, family level. Use the concept of governance on the family level. • Actors in Governance: • Governance ≠ government • Governance is not the sole arena of the government. Government is just but one actor in governance. • Government = government + civil-political society + people • Definition of Good Governance • Principles of Good Governance <p>APPLICATION: Identify one (1) practice that they think is an example of “bad” governance in their communities and identify which principle of good governance can address each.</p> <p>Show video clip: Joey Velasco’s “Sa Kambas ng Lipunan” http://www.youtube.com/watch?v=bzYgSJCPEtY</p>			<ul style="list-style-type: none"> • “yelo” plastic • Pulboron • Strings • Candies (prizes for the winner) • LCD • Powerpoint of: • Definition of Governance • Governance Actors • Definition of Good Governance • Principles of Good Governance • Video Clip • “Mating Pilipino” by Noel Cabangon • “Filipino Leaders: Good Governance, Ethical Leadership Doable” by Kaya Natin Movement • “Tungo sa Pagbabago, Para sa Pagbabago (Kalinga sa Bayan)” http://www.youtube.com/watch?v=rKj_PrRQAtc



Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
2:45 – 3:00	15 minutes	Snacks	Snacks and any other meals in the entire training should be served with utmost consideration in food restrictions (e.g. pork, etc.)	SK Secretariat	15 minutes	
SESSION 2 Recognizing Ethical Leadership 3:00 – 5:00	<p>Recognize significance of ethical leadership to good governance.</p> <p>List ethical standards/factor to consider in dispensing SK duties.</p>	120 minutes	<p>Concept of ethical leadership</p> <p>Ethical standards and conduct of SK officials</p> <p>Prohibited acts and transactions of public officials</p> <p>Making a well-thought-out ethical decision</p>	<p>CORE MESSAGE: PUBLIC SERVICE IS A PUBLIC TRUST</p> <p>ACTIVITY: May Tama Ka! (Doing Things Right, Doing the Right Things) “Dot-mocracy”- Group Work- Identifying whether the situation demonstrated Ethical or Unethical Leadership?</p> <p>ANALYSIS: Group Discussion:</p> <ul style="list-style-type: none"> • Did you find the ethical dilemmas presented challenging? Why? • Which of the ethical dilemmas did you find most difficult? • Reflect on other groups’ final decision/attachments. Do you agree with their position? Why or why not? • What do their choices tell you about their ethics/priorities? <p>-What other ethical dilemmas they have faced in the past.</p> <p>-How did they make their choice in dealing with ethical leadership dilemmas in the past.</p> <p>ABSTRACTION: Lecturette</p> <ul style="list-style-type: none"> • Guide (“compass”) questions to support a well-thought-out ethical leadership decision • Suggest step/process for solving an ethical problem • Concept of “Public service is a public trust” and “taxpayer’s money” • Relate the principles of good governance to 	Facilitator	<ul style="list-style-type: none"> • Board • Metacards • Markers • Manila Paper • Masking tapes • Smiley • happy face and sad face • LCD • Powerpoint of: • Process for solving ethical dilemmas • Republic Act 6713 and 6170: • ethical standards and conduct of SK officials • upholding ethical standards in fellow public officials • Video Clip “Ako ay Isang Mabuting Pilipino” by Noel Cabangon http://www.youtube.com/watch?v=hkfOuGzJI78



Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
				<p>ethical leadership as prescribed in Republic Act 6713, or the Code of Conduct and Ethical Standards for Public Officials and Employees, and core values of an SK official</p> <ul style="list-style-type: none"> • Upholding Ethical Standards in Fellow Public Officials –Reporting a violation of RA 6713 and/or RA 7160 by SK and Barangay officials to concerned authorities/agencies • Prohibited Acts and Transactions for Public Officials <p>Video-showing:</p> <ul style="list-style-type: none"> • “Mabuting Pilipino” by Noel Cabangon • Kaya Natin Movement: “Filipino Leaders: Good Governance, Ethical Leadership Doable” • Leaders who have demonstrated in their localities that good governance and ethical leadership are possible. <p>APPLICATION: Individual Reflection -three (3) “simple” things they can do as an SK official to show that they practice ethical leadership.</p>		
SESSION 3 Managing Resources 5:00 – 6:30	<p>Prepare clear plan and budget for developmental activities</p> <p>Practice how to track all resources that are used</p> <p>Use effective books/records on different activities</p> <p>Apply how to find and develop new sources of funds</p>	105 minutes	Managing Resources (Resource Mobilization and Fund Raising)	<p>CORE MESSAGE: YOU PLAN NOT TO FAIL.</p> <p>ACTIVITY: Group Work- Planning for a a trip i.e.,</p> <ul style="list-style-type: none"> -beach outing in Boracay -overnight camping in Sierra Madre -mountain trekking in Mount Pulog <p>Switching of resources identified by group.</p> <p>ANALYSIS: Discussion</p> <ul style="list-style-type: none"> • Is planning important? Why or why not? • How did you plan your trip? • What steps did you go through in making your plan? • Did you organize your activity according to 	Facilitator	<ul style="list-style-type: none"> • Board • Metacards • Markers • Manila Paper • Masking tapes • Pink backpacks /bayongs • LCD • Powerpoint of: • Barangay budgeting process • Developing and submitting the SK budget • Allocation of SK Funds • Accessing funds

Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
				<p>preference?</p> <ul style="list-style-type: none"> • How did you assemble your resources? • How did you feel while you were reading the items in the backpack of another group? • Why is it important to bring the right resources for a particular activity? • What happens when the resources do not match the planned activities? • Do you think you have enough resources to make it to your destination and back? • Why it is necessary to keep tracks of all activities and resource transactions. • Reflect on the other groups' presentations. What do you think are lacking in the activities and resources listed by the other group? <p>ABSTRACTION: Lecturette:</p> <ul style="list-style-type: none"> • Importance of a plan and the steps involved in carrying out a plan • Concept of budgeting – budget preparation tips • Proper documentation of all activities and resource transactions • The barangay budgeting process • Allocation of SK funds • Developing and submitting the SK budget – flowchart for budget implementation • Accessing Funds (Strategies) - Networking and tapping other resources • Fund Raising – SK will have full control of funds raised. <p>APPLICATION: Identification of an activity that they would like to implement in their locality.</p> <p>Individual Reflection: What they learned from the session that will help them prepare for identified activity</p>		<ul style="list-style-type: none"> • Networking and tapping other resources



Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
DAY 3						
BREAKFAST 6:00-7:00		60 minutes	Breakfast	Breakfast and any other meals in the entire training should be served with utmost consideration in food restrictions (e.g. pork, etc.)	SK Secretariat	
REGISTRATION 7:00-8:00		60 minutes	Registration	The Facilitator / secretariat will make sure that the participants will register in the attendance sheet every session	Facilitator	
RECAP 8:00-8:30		30 minutes	Recap	Recap previous day and relate it to today's activity.	Facilitator	
Module 5: SK Development Planning SESSION 1 Selling our SK Development Plan 8:30-10:00	<p>Define communication, lobbying and advocacy.</p> <p>Identify processes and elements involved in advocating for a project proposal.</p> <p>Discuss the critical role of communication and advocacy in their role as SK leaders.</p> <p>Identify their skills as communicators.</p>	105 minutes	Communication and Presentation Skills	<p>ACTIVITY: Observation of a Roleplay of a Presentation</p> <p>ANALYSIS: Discussion:</p> <ul style="list-style-type: none"> - What communication barriers were demonstrated in the role play? -What communication and presentation skills were utilized? -What could have been the most appropriate style of lobbying and advocacy strategy to communicate effectively and to convince authorities to approve project proposal? -What have they learned from the exercise? <p>ABSTRACTION: Lecturette</p> <ul style="list-style-type: none"> -the importance of communication and presentation skills in advocating for plans, projects and activities. <p>APPLICATION: Presentation and critiquing of the project proposal applying the advocacy theories and tips learned from the session.</p>	Facilitator	<ul style="list-style-type: none"> • Sound System • LCD • Laptop • Manila Paper • Markers • Handouts on Basic presentation skills, communication and advocacy • Scenario cards (index cards) • Copy of the draft resource generation plans • Advocacy game • Materials • *What is the issue • *What are your aims • Stakeholder Analysis • Groups affected • potential partners • people to lobby • Campaign Plan • Action • Why (motivation for Action) • Who is your target for

Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
						action? • When • Resources Needed • Person Responsible • Handouts –Dos and Don'ts during presentation • Writing simple project proposals
AM SNACKS 10:00- 10:15		15 minutes	Snacks	Snacks and any other meals in the entire training should be served with utmost consideration in food restrictions (e.g. pork, etc.)	SK Secretariat	
SESSION 2 Action Plan 10:15-11:00	Define action planning. Define the elements of an action plan. Develop an action plan.	45 minutes	Local Situation and SK Development Planning	ACTIVITY : Small Group Discussion: -What is action planning? -How do you develop an action plan? -Why do you have to plan? -What is the format of a simple action plan? -What do you think are the five (5) top most issues (situations) affecting the youth in your areas. Please identify them. ANALYSIS AND ABSTRACTION: Lecturette on action planning, APPLICATION: Actual Preparation of an SK Development Plan given a Template	Facilitator	• handouts of local youth sit • other related materials • Manila paper • permanent markers/ pentel pens per group • masking tapes • pair of scissors • metacards
SESSION 3 11:00 – 12:00		60 minutes	Workshop on Action Planning	Workshop: SK Development Planning	Facilitator	
LUNCH 12:00-13:00		60 minutes	Lunch	Lunch and any other meals in the entire training should be served with utmost consideration in food restrictions (e.g. pork, etc.)	SK Secretariat	
1:00 – 2:00		60 minutes		Workshop: SK Development Planning		
PRESENTATION OF ACTION PLANS		105 minutes	Action Plans presentation	Presentation of Plan by Group (with judging)	Facilitator	

Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
2:00 – 3:45 (Working Break)				<p>Criteria for Judging:</p> <p>IMPACT of the Plan to the local community (improvement in literacy, sanitation, health, income, etc.) 30%</p> <p>SOCIAL MOBILIZATION (involvement of the community, especially the youth in planning, implementing and evaluating the program or project) 30%</p> <p>INNOVATIVENESS OF ADVOCACY (introduction/application of new strategies, uniqueness of services or products, promotion of unique or indigenous ways or materials) 20%</p> <p>SUSTAINABILITY AND REPLICABILITY 20%</p>		
DIALOGUE 3:45- 4:45	<p>Explain their respective Action Plans to the Local Officials.</p> <p>Discuss with the Local Officials its commitments on the Action Plans presented.</p>	60 minutes	Dialogue with Local Government Officials	<p>Acknowledgement of Local Officials and Dialogue Participants</p> <p>Presentation of Action Plans</p> <p>Open Forum</p> <p>Commitments from the Local Officials</p>	Facilitator	<ul style="list-style-type: none"> Wireless Microphone Sound System Podium Camera Presidential Table and Chairs Action Plans Laptop LCD Widescreen Printer Bond Papers Pens Stop Watch Meta Cards with Time Allocation Permanent Marker



Session / Time	Session Objectives	Time Frame	Content	Process	Person In-Charge	Resources Needed
INTEGRATION AND SYNTHESIS 4:45-5:00	Synthesize the 3-day training program.	15 minutes	Integration and Synthesis	Presentation of the objectives, modules, and training framework Shouting of the core messages by group.	Facilitator	
CLOSING ACTIVITY 5:00 -6:00	To formally close the ISKOLAR BOS Training Program. For the participants to recognize the importance of nationalism.	60 minutes	Prayer Reflection from the Participant Closing Message of LGU Official Pledge of Nationalism Distribution of Certificates and Tokens Photo Opportunity	Prayer Reflection from the Participant Closing Message Pledge of Nationalism -Option A: Commitment Wall -Option B: Network of Bodies Distribution of Certificates and Tokens Photo Opportunity	Facilitator / SK Secretariat	

