



The participants of the Round Table Discussion on Democratic Governance and Innovations sharing their insights and experiences: (Inset) Mr. Gowher Rizvi, Director, Ash Institute for Democratic Governance and Innovation, John F. Kennedy School of Government, Harvard University.

## Manila LRIs attend Round Table Discussion on Democratic Governance and Innovations

Eleven (11) representatives coming from the Manila-based LoGoTRI-PhilNet member institutions, the Department of the Interior and Local Government (DILG), and Kennedy School of Government of Harvard University attended the *Round Table Discussion on Democratic Governance and Innovations with the Kennedy School of Government, Harvard University* last April 16 2004, at the LoGoTRI-PhilNet Conference Room, 8th Floor Agustin I Bldg., Emerald Ave., Ortigas Center, Pasig City.

The round table discussion was conducted to give a venue for the participating institutions to share their insights and experiences in implementing programs aimed at strengthening local governance. In line with this, the meeting aimed at drawing potential partnership agreements among the DILG, the LGA, local government leagues, and the academic institutions. The meeting adopted an exploratory discussion format, and a secretariat coordinated the conduct of the activity.

The Kennedy School of Government of Harvard University, which is a renowned institution in the field of governance, has shared their programs on innovations and awards as means to strengthen democratic bodies with the DILG and other local government stakeholders in the Philippines.

## PhilNet Joins LOGOTRI in the Local Government Leadership Development Program

Around forty six (46) participants from various member institutions of the LoGoTRI Philnet are expected to join their counterpart in LOGOTRI for Asia and the Pacific to a Coaches' Workshop on May 11 – 15, 2004 at the Waterfront Airport Hotel Mactan, Cebu.

The emergence of the coaching strategy in developing the capacities of local government units (LGUs) contributed to a more convenient means of providing technical assistance to

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## THE MILLENNIUM DEVELOPMENT GOALS

The Millennium Development Goals (MDGs), which was adopted during the Millennium Summit of the United Nations General Assembly, provide a benchmark for the Philippines and other UN member countries in setting its respective targets to eliminate poverty and ensure sustainable human development by year 2015.

Like the other 191 countries that signed the MDG in 2000, the Philippines committed to pursue its efforts to achieve certain benchmarks in improving the lives of the Filipinos, with a view to understanding better the issues and problems that stand in the way of attaining them. The Philippines has also sought to integrate the attainment of these goals into its medium-term development plans and mobilize resources for such goals in its fiscal programs, considering the countries scarce resources.

The Philippines commits itself to achieve the following eight key goals:

### Goal 1. Eradicate Extreme Poverty and Hunger

- Halve the proportion of people living in extreme poverty between 1990 – 2015
- Halve the proportion of population below minimum level of dietary energy consumption and halve the proportion of underweight children
- Halve the proportion of people with no access to safe drinking water or those who cannot afford it by 2015

### Goal 2. Achieve Universal Primary Education

- Ensure that all boys and girls complete full course of primary schooling

### Goal 3. Promote Gender Equality

- Eliminate gender disparities in primary and secondary education preferably by 2005, and all levels of education not later than 2015

### Goal 4. Reduce Child Mortality

- Reduce by two-thirds the mortality rate among children under five

### Goal 5. Improve Women's Reproductive Health

- Reduce by three quarters the maternal mortality rate (half by 2000, half by 2015)

- Increase access to basic reproductive health services to 60 percent by 2005, 80 percent by 2010, and 100 percent by 2015

### Goal 6. Combat HIV/AIDS, Malaria, and Other Diseases

- Halt and reverse the spread of HIV/AIDS
- Halt and begin to reverse the incidence of malaria and other major diseases

### Goal 7. Ensure Environmental Sustainability

- Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources
- Achieve significant improvement in lives of at least 100 million slum-dwellers

### Goal 8. Develop a Global Partnership for Development

- Develop further an open, rule-based, predictable, non-discriminatory trading and financial system; include a commitment to good governance, development and poverty reduction – both nationally and internationally
- Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debts sustainable in the long-term

## LoGoTRI Carries out Training on Best Practice Documentation



*The participants to the training discussing topics on documentation of best practices.*

Sixty four (64) authorized representatives of member local resource institutions attended the *Trainer's Training on Best Practices Documentation*, held on March 17-19 at the Grand Regal Hotel, Lanang, Davao City. The main objective of the training is to strengthen the capacities of stakeholders of local governance in documenting best practices. In particular, participants to the training learned and adopted essential technologies and tools in documenting best practices, which shall encourage local chief executives to replicate in their respective areas. The participants were also taught about strategies on sharing of existing tools and technologies in documentation, adoption of a common, simple and effective guide for the documentation of best practices which would facilitate replication, and learning the best way of presenting a best practice that would encourage LGUs to replicate.

At the end of the training the participants were able to devise the major output of the activity, which is the documentation template that they shall adopt in their respective institution.

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### **PhilNet Joins..** (from page 1)

LGUs. The coaching technique is the core of the Local Government Leadership Program offered by the Royal Roads University of Canada in partnership with the Local Government Leadership Institute (LGLI). A group of Canadian mentors transferred the technology to the Department of the Interior and Local Government (DILG), and Local Government Academy (LGA) counterparts, which was first employed to other DILG and LGA training programs as well as to many local government operations and training.

## Siquijor State College: MAGICAL GOVERNANCE, EH!

*By: Josel B. Mansueto/Roel D. Taroc*

A pearl is a dust unwillingly caught in a shell. In due time, it becomes a priceless jewel. When opened, the small silvery stone sparkles at the touch of the sunlight.

The Siquijor State College (SSC) is like a pearl in the island. Its vision is not only for itself but also for the whole island. Its thrust diffuses light waves that cover the entire province.

On January 30, 2004, the institution came up with a holistic plan geared towards modernization, with the SSC in its core. Siquijor State College will be converted into a university equipped with state-of-the-art facilities and highly revolutionized curricula such as but not limited to mechatronics, robotics, and other engineering courses on top of the present program offerings. The revised curricula are designed to respond to the needs of the clientele, and the world economy. The institution envisions to produce graduates who are not only SMART but also globally competitive. This university system shall be the center of excellence and development not only in the Province of Siquijor nor in the Central Visayas but shall also expand nationwide, and eventually in the Asia-Pacific Region.

The SSC family headed by Dr. Dominador Cabanganan also visualizes a self-sufficient Siquijor Province in the next 25 years. Henceforth, SSC hopes to see the province advance in all aspects: agriculture, infrastructure, ICT superhighways, business, and industry among others.

It may sound too ambitious but it can surely be realized with the way SSC has transformed into an active catalyst in such a short span of time. Magical eh? Yeah, it's magical...One cannot help but wonder if there was truly a charm and powdery sparkling dust sprinkled over Siquijor State College!

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With this in mind, LGA is introducing the Basic Coaching Program to LOGOTRI and Philnet members to enhance their role not only as trainers but also as mentor, facilitators, and advisers. It also aims to strengthen the coaching skills of participants, increase the technical capacities of training institutions in designing and implementing local government programs, and use the coaching technique as a sustainable means of providing technical assistance to local officials. This will be done through structured learning experiences, lectures, group discussions or workshops, and role playing.

A group of Canadian and DILG-LGA mentors will manage the 4-day program.

## **BEST PRACTICE IN LOCAL GOVERNANCE:** *Achieving Universal Primary Education (Goal 2 of the MDGs)*

### **Day Care Workers Graduate into Early Childhood Education and Development Workers** *Nueva Vizcaya*

Before the year 2001, day-care workers were tasked mostly to take care of the children placed in their charge. Sure, they taught the little ones a few rhymes and told them a fairy tale or two. But that's all about all. There seemed to be no real learning that would prepare the children for stepping up the educational ladder.

This is probably why, later on, students particularly in the upland communities in Nueva Vizcaya performed poorly compared with their lowland counterparts. After all, a weak foundation in the pre-school years could arguably lead to serious learning difficulties in subsequent years.

Today, the scene in day-care centers is different, more colorful, zapped with greater energy. The once unstructured learning activities have taken on a sharp, well-defined contour. And day-care workers have assumed a new name: early childhood education and development (ECED) workers. With the new designation came a whole package of changes, and roles. For one thing, day care centers in the province now follow a standardized curriculum that goes beyond developing the pupil's socialization skills. Numeracy, literacy, reading readiness, as well as fine and gross motor skills development are the staple contents of the new early childhood education and development program. Co-opted by the provincial government to help in this undertaking, St. Mary's University (SMU) produced standardized instructional material "to ensure uniformity of lessons." These materials are now being used in day-care centers throughout the province.

For another, some 421 day-care workers (90%) trained intensively in the four components of the ECED program to enable them to teach effectively and earn the title of ECED worker. Under the guidance of the SMU, the training included such ECED skills as day-care center structuring, lesson planning, strategies for young children, and classroom management. The participants, particularly those from the uplands, were monitored and evaluated rigorously to ensure they would be effective ECED workers when they returned to their classrooms. Their performance was assessed three ways: through (1) observation of performance in an actual classroom situation, (2) a standard index of evaluation, and (3) pupil's personal evaluation. SMU conducted the six-week training in two waves: the first in the summer of 2001 and the second in 2002. Funding support came from the *Ford Foundation*.

The impact of the training was readily felt. Graduates observed that they have learned a lot since, the training created changes, particularly in enriching the day-care program. The number of enrollees also increased when the parents of the children learned that the teachers were graduates of the summer training. Even more heartening is the fact that a number of training graduates went back to school to complete their studies via the Extended Tertiary Education Equivalency Accreditation Program (ETEEAP). Some day-care workers are college graduates but did not specialize in ECED; others are undergraduates. Through ETEEAP, they can earn a bachelor's degree in ECED by taking courses as well as getting credits for their experience, length of service, and seminars/trainings attended. Thirty-two (32) of the training graduates enrolled in the ETEEAP.

At this time, financial constraints in the barangays they are posted in may not allow ECED workers to get a raise in salary despite their increased competence. (Some receive a measly monthly salary of P1,500 while others get P50 a month per enrollee). These unsung heroes and heroines are unaware they may have to continue doing their job at great personal sacrifice. They say, however, that they are recompensed by one thought; they are now in a better position to shape the minds and hearts of their pupils. And who knows, one day the children they helped mold rise to become leaders of the province, or even the country.

*Source: Celebrating Participatory Governance in Nueva Vizcaya by  
Jimenez, Masulit, and Mendoza, SDRC - DLSU, Manila.*

## Description of the Template in Documenting Good/Best Practices

The Local Governance Training and Research Institutes Philippine Network (LoGoTRI-PhilNet) has crafted this template so that member institutions could adopt common guidelines in documenting best practices and facilitate replication by other local government units (LGUs). With this in mind, the template attempts to be “**USER-FRIENDLY**” to local chief executives (LCEs).

The specific objectives of developing this template are as follow:

1. To ensure that lessons learned provide useful inputs to the strategic concerns of the LGUs, notably: partnerships, enablement, participation; capacity-building; and networking;
2. To provide a link between substantive analysis and policy development, i.e. how the lessons learned can be used or applied for policy change and improvement;
3. To develop over time a set of tools to facilitate the sharing, dissemination and use by users of concepts/ ideas, processes, and lessons learned.

### Executive Summary (450 words or 1 page)

- Project Title
- Description
- Success Indicators
- Special Features Attributed to the Success
- Applicability to other LGUs

### I. Title

The title should reflect the thematic focus of the project/initiative, its location (province, city or municipality) and its scale of intervention. *Example: Mariculture Park in the Island Garden City of Samal, Mindanao.*

### II. Case Summary (250 words or ½ page)

A brief description, not exceeding 250 words (half a page), of the Best Practice focusing on:

- The Situation Before
- The Strategy or Process and the Key Actors Involved
- The Impact or Results of the process and of the partnership.

### III. Description (450 words or 1 page)

A brief description, not exceeding 450 words (approximately one page), of the following:

- o **Key Concepts and Ideas of the practice**, for example: “combining poverty reduction with environmental health and recycling”;

- o **Key strategy or processes used for operationalizing/ implementing the ideas or concept and translating them into tangible impact.** These strategies or processes could typically fall into the following categories:

- Decentralization, including a clearer definition of the respective roles and responsibilities of partners/ actors involved;
- Participation and partnership
- Enablement and empowerment;
- Capacity-building; and
- Networking and the use of information, technology, financial resources, etc.;

- o **Strategy/Processes** Present the main Implementation Stages / Milestones in chronological order. Each key implementation stage should be detailed with related sub steps and activities. For each main step and/or sub step, the following should be presented:

- **Laying the groundworks**

*Committees created; Training activity; Small infrastructure / equipment to put in place; Education campaign to the citizens; etc*

- **What procedures, tools, techniques, systems or structures need to be in place**

*Examples: an Executive order; committee TOR or procedures; specific forms to collect information about citizens; a specific computer program; training modules and materials; setting up agricultural technology for demonstration purposes; the reconfiguration of office space; etc*

- **Who needs to be involved / Why?**

*(LGU staff, volunteers, institutional partners, etc)*

- Describe the involvement of other institutional partners, organizations, the community.
- What was their respective role? How is it complementary to the LGU's contribution to the project?

- **What budget is required and when?**

*Estimate or provide actual costs for each component, which required a specific budget allocation.*

- **Other resources required**

*Examples: facilities, equipment, human resource, meeting halls, etc*

- **Lessons Learned**

*continuation on page 6...*

Description... (from page 5)

## What Worked / What Didn't

Throughout the implementation of the project, the implementers may have learned from errors and successes. These lessons learned become valuable information for other LGUs wanting to replicate the exemplary practice.

For example:

- Some critical pre-requisites needing to be in place
- What should be the ideal timing of a specific activity?
- Ensuring community or political support

### o Contributing Internal and External Factors:

*Contributing internal and/or external factors of change or evolution to the impact of the initiative, including: new partners; new strategies; leadership; changes in attitudes and/or behavior; new laws, policies or regulations; scaling up, etc.*

## IV. Analysis (1000 words or 2 pages)

An analysis of catalysts, opportunities and constraints, lessons learned and other key ingredients that underlie the changes, success and sustainability of the initiative. This part should not exceed 1000 words (two pages). Although many of these issues are contextual by nature, they should be generalized as much as possible to illustrate generic issues such as: lack of local authority autonomy and how the opportunity afforded by an innovative partnership was able to overcome the problem.

Key ingredients for success should include, where appropriate:

- Role of Leadership/Coordination
- Transfer of Ideas, Processes, and Technology
- Innovation and How it was Introduced
- Gender Equality and Social Inclusion
- Monitoring and Evaluation
- Systems/Structures
- Budget
- Opportunities and Limitations

## V. Conclusion and Assessment (250 words or ½ page)

A brief assessment, not exceeding 250 words (approximately half a page) focusing on lessons learned and their policy and/or capacity-building implications. This part should provide clear and compelling reasons why others should seriously consider adopting similar ideas, strategies and processes which would, for example: foster effective partnerships and participation; enable/empower people and their organizations

to put those or similar ideas to practice; build individual or organizational capacity, etc.

- Describe any general lessons learned about the whole project and their influence on subsequent planning.
  - Were these lessons used later to change policies/strategies/plans, and so on
  - What aspects should be changed, avoided?
- Describe the exemplary value of this activity, and the elements that make it so.
- Indicate what type or class of LGU would most benefit from this project? What specific conditions or target group can benefit from such a project?
- Describe which are the generic aspects/components of the project (easily transposable to other contexts) and which ones might require more adaptation to the specific conditions of another LGU/context
- Where relevant, identify what is the core activity or component and which components may or may not be implemented in another LGU (for example, an agricultural demo farm where some of the technologies presented might have a stronger impact than others, 2 or 3 technologies may be complementary but others, while adding value, are not critical to the results or context)
- If the project was implemented over a long period of time, provide an indication of the minimum amount of time required to replicate it.
- Identify any known cases of successful replication of this practice by other LGUs so far

## VI. Photos and Illustrations (maximum of 4 pages)

Use photos (at least 4) and available illustrations to describe the process and the accomplishments (e.g. photos of training sessions, community participation, illustration used in advocacy campaign, equipment provided, renewed infrastructures, etc.). Photos can be included in the Implementation Steps section or the Results section.

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## Exploratory Meeting on the Philippine Human Resource Development Facility held

Hassall & Associates International, an Australian consulting firm, which is currently bidding to be the Australian Managing Contractor (AMC) for the Philippine Human Resource Development Facility (PHRDF) met with the LoGoTRI-PhilNet member institutions, specifically those based in Manila, to explore possible partnership agreements last March 31, 2004,

*continuation on page 8...*

## PHOTO GALLERY



### Board of Directors Plans 2nd Meeting

Pursuant to the internal guidelines of the Board that meetings be held on a quarterly basis to discuss and update the body on the developments relevant to the Network, the 2<sup>nd</sup> BOD meeting is scheduled on May 15, 2004, at the Waterfront Hotel in Mactan, Cebu.

The meeting aims to discuss the following matters:

- LoGoTRI-PhilNet program proposals;
- LoGoTRI-PhilNet Accreditation System;
- LoGoTRI-PhilNet Committees;
- LoGoTRI-PhilNet Documentation Program;
- Operations Manual;
- Mindanao PhilNet Secretariat;
- Financial reports; and
- BOD resolutions.

All eleven (11) Directors of the LoGoTRI-PhilNet Board and four (4) representatives from the Network's Secretariat are expected to attend the meeting.

## PROFILE OF A LOCAL RESOURCE INSTITUTION

Starting this issue, a corner will be allotted for the profile of a local resource member institution. The LoGoTRI-PhilNet Newsletter publication team aims to familiarize the readers about the basic information of its members. This Special Issue features the DLSU-SDRC.

### Name of Institution:

De La Salle University – Social Development Research Center (DLSU – SDRC)

### Head of Institution:

Ms. Exaltacion Lamberte, PhD.

### Address:

10th Floor Angelo King International Center, Arellano Ave. Corner Estrada Street, Malate, Manila, Philippines

### Classification:

Center for Social Science Research

### Mandate:

To conduct research about, build capacities for, and promote public awareness and discussion of emerging social issues about quality of life, social development, and the nation's growth.

### Mission:

To serve as a hub in the Philippines and Asia-Pacific region for Research and advocacy, and to form a bridge between the academic community on the one hand, and the society and community it is serving on the other.

### Vision:

To enable Filipino and Asian and Pacific peoples to enjoy an improved well-being and decent life conditions in an environment worthy of human dignity and respect, through excellence in research, knowledge creation and utilization, and leadership in social policy, program development, and advocacy.

### Mission Objectives:

- 1) To provide analyses of socio-cultural and economic issues to support efforts in advocating, crafting, and fine-tuning plans and policies for sustained social development and improved quality of life in the Asia-Pacific region. Research is interdisciplinary, multidisciplinary, and thematic;
- 2) To build, disseminate, and use knowledge about ways effecting and sustaining quality growth and social
- 3) To help build capacities among local leaders and communities;
- 4) To organize and participate in networking and collaborative activities among institutions and organizations performing similar or related research and capacity building activities.

### Programs:

Research, Capacity Building/Training, Research Dissemination/Data Utilization/Publication, Linkages and Networking, Visiting Researcher Program

### Contact Information and Details

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*Exploratory... (from page 6)*

at the LoGoTRI-PhilNet Conference Room, 8th Floor Agustin I Bldg., Emerald Ave., Ortigas Center, Pasig City.

The forum aimed at attaining the following objectives:

- Learn more about the objectives, operations and planned future directions of the LoGoTRI-PhilNet program and its member organizations;
- Share experiences of LoGoTRI-PhilNet members in the human resource development field in the Philippines;

- Explore the capacity and potential for LoGoTRI-PhilNet members to act as service providers to the Philippine Human Resource Development Facility; and
- Explore ways in which the PHRDF might support the development of the LoGoTRI-PhilNet initiative and strengthen capacity among its member institutions.

Around nine (9) representatives coming from the Manila-based LoGoTRI-PhilNet member institutions and Hassal & Associates International attended the exploratory meeting.

## Feedback

The LoGoTRI-PhilNet is a duly accredited institution by the Securities and Exchange Commission (SEC) since February 13, 2004 with registration number CN 200402026. PhilNet also holds account number 0672107172 at Land Bank, Capitol Branch, Pasig City.

Please direct your news and other information regarding the network to:

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