

National Framework for Youth Development

(Medium-Term Youth Development Plan)

2005 - 2010

Philippines

Why is this important?

“By failing to plan, we plan to fail.”

~ Anonymous

IN AN IMPERFECT WORLD, where we will always have to deal with limited resources, time constraints, and budget cuts, **planning becomes necessary to ensure that we maximize all available resources and minimize costly mistakes.** It is a process that needs a substantial commitment of time and effort, but it is necessary for us to properly respond to our constituencies’ varied needs. Our programs will work only if we do them in an organized and concerted manner, and if we follow **a strategic framework that considers urgent needs, priority issues, available resources, and other psycho-social factors.**

This Document aims to help you do just that.

By providing you with **a framework for prioritizing, planning, implementing, and monitoring youth-centered programs all over the country,** we at the National Youth Commission (NYC) hope to help your organization become more responsive to our youth’s ever-increasing needs. We admittedly cannot fulfill these needs alone, so we need you to help us work more efficiently to fill the gaps that have kept young Filipinos from achieving their highest potential.

- ? We need the **government** to help us in the planning process, and to review and reform existing policies and laws—or to create new ones—to protect our rights and enable us to fulfill our responsibilities. We also need it to convene the various stakeholders and to implement various programs that respond to the Filipino youth’s issues and concerns.
- ? We need **civil society (including NGOs, religious organizations, and the academe)** to help us reach vulnerable communities, to complement the government in providing a wider range of services to young Filipinos, to share their knowledge and skills, to gain more influence on crucial matters, or to broaden successful pilot projects.
- ? We need the **business sector’s** support (especially with regard to much-needed skills and material/financial resources) to improve the quality of our projects and to encourage the business community to take on social leadership roles—especially where we, the youth (and their consumers!), are concerned.
- ? We need the **media’s** support and strong backbone to help us raise greater awareness on important issues, to promote values-driven messages to the youth, and to enable us to reach a wider audience.
- ? Finally, we need **OUR FELLOW YOUTH** to believe in this cause, to participate in the planning process, and to work passionately on important programs and projects that will improve the quality of life of young Filipinos all over the world. After all, it is only by doing our share would we be able to leverage the support that our partners and mentors are offering us!

(With thanks to: Making Commitments Matter—A Toolkit for Young People to Evaluate National Youth Policy)

What is this all about?

The **National Framework for Youth Development** (also known as the **Medium-Term Youth Development Plan (MTYDP) 2005-2010**) is anchored on, and consistent with, the Philippine Medium-Term Development Plan (MTPDP) 2005-2010 and the Philippine National Development Plan (Plan 21), which is the development plan of the Philippine national government until the year 2025. It is the result of a nationwide consultation process that sought to get the ideas and concerns of different youth-serving sectors from all over the country. The drafting of the National Framework for Youth Development began with the conduct of the **Youth Attributes, Participation, and Service-Providers (YAPS)** study, and culminated in a dialogue among the delegates of the National Youth Parliament to ensure that the goals, issues, and strategies embodied in this Document are truly representative of the youth.



The YAPS involved youth participants and representatives of regional and local youth-serving organizations in nine regions of the country. It analyzed the social and economic characteristics of youth in the country and identified trends in youth participation, dimensions of vulnerability, and other issues confronting young Filipinos. It also assessed the services and institutional capacities of various government and non-government agencies that implement youth policies and programs. The National Framework for Youth Development takes off from issues and challenges highlighted by the YAPS.

This Document should not be regarded as a sacred blueprint for youth development. Rather, it should be considered as a **guiding framework for implementing strategies and activities** that respond to the youth's **most pressing issues, concerns, and needs**. The Plan is not meant to be a comprehensive compendium of solutions; but a **springboard** from where local governments, enterprises, organizations and youth groups can begin to **implement programs and projects that work**.

It contains:

- ? A summary profile of Filipino youth
- ? An overview of young Filipino's issues, concerns, and needs
- ? Policy thrusts to address these needs
- ? Goals, strategies, and activities to fulfill the policy thrusts
- ? An implementation and localization guide
- ? Indicators for monitoring progress and evaluating/measuring success



Bring it home

The National Framework for Youth Development is not just for youth-serving organizations with nationwide coverage. It is meant for all kinds of youth-serving organizations (whether in the government, private sector, civil society, or youth sector) that seek to do youth development work ***anywhere and everywhere in the country.***

The NYC purposely consulted with various youth-serving sectors from all 16 regions of the country to uncover issues that need to be addressed at the national level, as well as to highlight policies, programs, and projects that may be implemented at the local level. The strength of this Document lies in its ability to guide local actions, but with an eye towards national progress.

After all, big change happens with small but meaningful steps, in communities like yours.

Chapter 1

**Who are the Filipino youth?
What are they like?**

1. A Profile of the Filipino Youth

Different organizations and institutions use different definitions for the term “youth”. **Republic Act 8044**, for instance, defines “youth” as persons **aged 15 to 30 years old**. Presidential Decree 603, on the other hand, defined “youth” as persons below 21 years old.

International organizations likewise have different definitions of the term “youth”. The World Health Organization and some government agencies define the youth to be those between 15 to 24 years old; while the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Children’s Fund (UNICEF), define “children” as young persons falling below 18 years old.

There is also a psycho-social definition of “youth”, which describes the adolescence and early adulthood phases of a young person’s life. In the adolescent phase, a young person is said to already have an integrated image of himself or herself as a unique person and to be in the process of constructing his or her personal identity. It is in this phase that the value of peer groups becomes increasingly important. In the early adulthood phase, on the other hand, it is assumed that a young person has already formed himself or herself enough to form close and lasting relationships, and also to make career commitments.*

RA 8044, however, seems to be the prevailing standard by which we define “youth” in the Philippines.

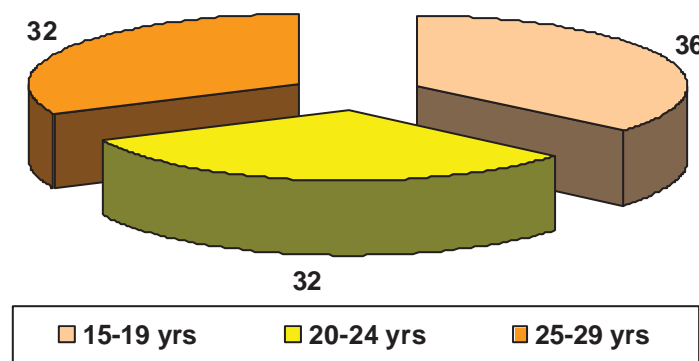
Population

Republic Act 8044 declares that Youth is “the critical period in a person’s growth and development, from the onset of adolescence towards the peak of mature, self-reliant and responsible adulthood; *comprising (a) considerable sector of the population from the age of 15 to 30 years.*” With this definition, the youth population in the country is estimated at **23.4 million** in 2004 (or **28.3% of the total Philippine population** of 82.7 million).

There are an almost equal number of males (50.1%) and females (49.9%). The number of younger youth (15-19 years) is slightly higher than that of the older ones.

Filipino youth are generally concentrated within or near the metropolitan areas—where they have access to services, facilities, and opportunities. Youth population has been highest in Luzon areas, particularly in Southern Tagalog (15%), National Capital Region (14%) and Central Luzon (10%).

**Distribution of National Youth Population
by Age Levels (in %, 2004)**



Life Course

Society expects young persons to go through a certain life course. This involves developments in educational level, economic or employment status, and socio-political positions as a person grows older. The following table shows how young persons are grouped according to their age and expected life course in the Philippines:

Age Group	Societal Expectations (The “Normal” Path)
15-17 years old The Youth-Child	<ul style="list-style-type: none"> ? Virtually still children by legal definition and psycho-emotional characteristics ? Economically dependent ? Expected to be either completing secondary education or starting college ? A member of the <i>Katipunan ng Kabataan (KK)</i> and can be elected into the <i>Sanggunian Kabataan (SK)</i>
18-24 years old Core Youth	<ul style="list-style-type: none"> ? Adolescents, making the transition to adult life ? At age 18, expected to be at least taking up his/her major in college ? By 22, expected to have completed college education ? Becoming more economically independent, practicing profession by 23 ? Could be married or starting a family ? Can vote and have more legal rights ? May be a member of a school organization
25-30 years old The Young Adult	<ul style="list-style-type: none"> ? Should have reached psycho-emotional maturity ? Completed college, may be pursuing graduate (master’s) or post-graduate (doctorate) studies ? Economically independent ? Married with children ? Can be elected into public office ? May be a member of community-based or civic organization

The chart on the following page illustrates the expected life course of Filipino youth.

*Taken from E. Maslang, *Presentation of the 2005-2010 Medium-Term Youth Development Plan (MTYDP)* at the National Youth Parliament, October 26 to 29, 2004.

Societal Expectations on the Life Course of the Youth in the Philippines (P. Baclagon, 2004)

Age	Formation and Education		Employment/ Economic Position		Social and Political Position					
30	Non-Formal /Informal Education	Post-Graduate	Family Business/ Self Employed/ Master's	Towards Prosperity	Can Vote With More Legal Rights Can be Elected to Public Office	Married With Children	Member of Civic/Religious Organization			
29										
28										
27										
26										
25		College		Major Subjects		Towards Stability		Starting Family/ Getting Married		
24						First Job				
23						Entering Labor Force			Possible Internship	More Allowance
22										
21										
20	Minor Subjects	Dependent on Parent	Legally Children Can be an SK	Single	Member of School/Youth Organization					
19										
18										
17	High School	Formal	Member of SK							
16										
15	Formal	Formal	Member of SK							
14										
Age	Formation and Education		Employment/ Economic Position		Social and Political Position					

The YAPS study revealed that many young people have not gone through the expected youth life course. Many get sidetracked or waylaid along the way, skipping to another stage (like having a family or getting employed) either unwillingly or unprepared. According to the same study, these circumstances are brought about by young persons' personal vulnerabilities and negative environmental influences.

2. The Filipino Youth's Vision

“You can seize only what you can see.”

**~ Dr. John C. Maxwell, best-selling author,
*The 21 Irrefutable Laws of Leadership***

A vision is an image of one's ideal state, the destination that one wishes to reach in Life's journey. Without it, all our strategies and actions would be meaningless, because what is the point in doing something that has no end, no purpose?

This is why the participants of various consultation workshops were asked to identify and agree on a common vision that will hopefully guide future policies, strategies, and activities regarding youth development in the Philippines. It is a statement of what Filipino youth desire and hope to be by 2010.

Filipino Youth's Vision for 2010

Empowered and enlightened youth

Actively participating in governance and decision-making
Self-reliant and confident,
Recognized as agents of change;

Globally competitive, productive, and well-informed
Patriotic, with a strong love for country and culture; and
Physically, mentally, and spiritually healthy

3. The Filipino Youth's Role in National Development

To fully realize this vision, Filipino youth have to be able to exercise certain rights and fulfill certain responsibilities. In the various consultation workshops that the NYC had conducted, participants identified the following **youth rights**:

- ? The right to quality education
- ? The right to employment and social protection
- ? The right to basic health services
- ? The right to participate in youth policy decision-making
- ? The right to be free from all forms of abuse and exploitation
- ? The right to be free from any form of discrimination
- ? The right to be informed and to avail ourselves of basic services and opportunities
- ? The right to live in a peaceful and sound environment
- ? The right to privacy and freedom of choice (to practice our respective religions)

As active citizens of the Philippines, young people also have responsibilities that they need to fulfill in order to actively contribute to national development. The same workshop participants identified the following as the **youth's primary responsibilities**:

- ? To perform our duties well as students, workers, etc.
- ? To represent the youth in policy-making bodies
- ? To participate in community development, and also in environment-related activities
- ? To establish health-seeking behavior
- ? To be law-abiding citizens
- ? To help maintain peace and order
- ? To maintain a healthy lifestyle
- ? To develop and maximize the use of our talents and potentials
- ? To practice self-discipline and social responsibility

These youth rights and responsibilities did not emerge from a vacuum. All over the world, various organizations and multilateral conventions have upheld the rights and responsibilities of young people as active participants of a global society. Following is a summary of these:

- ? The **Convention on the Rights of the Child**, adopted in November 1989, set the minimum legal and moral standards for the protection of children's rights.
- ? The **World Programme of Action for Youth to the Year 2000 and Beyond**, adopted in 1995, provided the policy framework and practical guidelines to improve the situation of youth in society.
- ? The **Braga Youth Action Plan**, held in Portugal in August 1998, set the agenda for youth participation in human development.
- ? The **Lisbon Declaration on Youth Policies and Programs**, adopted at the World Conference of Ministers Responsible for Youth in August 1998, focused on strengthening the national capacities regarding youth, and on increasing the quality and quantity of opportunities available to young people.

- ? The **Hague Forum of February 1999** provided the recommendations for the next phase of the implementation of the Programme of Action of the International Conference on Population and Development.
- ? The **Manila Declaration on Strengthening Participation in Sustainable Youth Employment**, adopted during the Fourth ASEAN Ministerial Meeting on Youth (AMMY 4) in September 2003, sought to provide young citizens of ASEAN nations with employment opportunities by strengthening youth leadership and skills training and enterprise creation.

A summary of international agreements on principles of and approaches to youth participation

Forum/ Convention	General Topic	Key Resolutions Related to Youth Participation
Convention on the Rights of the Child ? Adopted in November 1989	Sets minimum legal and moral standards for protecting the rights of a child	<p><u>In the Preamble:</u> Children “should be fully prepared to live an individual life in society, and brought up in the ideals proclaimed in the Charter of the United Nations, and particularly in the spirit of peace, dignity, tolerance, freedom, equality, and solidarity.”</p> <p><u>Article 12:</u> “State parties shall assure to the child who is capable of performing his or her views the right to express those views freely in all matters affecting the child...”</p> <p><u>Article 13:</u> “The child shall have the right to freedom of expression”</p>
World Programme of Action for Youth to the Year 2000 and Beyond ? Adopted in 1995	Provides policy framework and practical guidelines for action to improve the situation of youth in society	<ul style="list-style-type: none"> ? Definition of youth as 15 to 24 years old ? One of the 10 priority areas identified is: “the full and effective participation of youth in the life of society and decision-making” ? Proposes action to: <ul style="list-style-type: none"> ? Develop and strengthen opportunities of youth to learn their rights and responsibilities ? Promote the social, political, developmental, and environmental participation of young people, and remove obstacles that affect their full contribution in society ? Encourage youth associations and their activities through financial, educational, and technical support ? Foster national, regional, and international cooperation and exchange among youth organizations ? Strengthen the involvement of youth people in international fora, like considering the inclusion of youth representatives to the UN General Assembly

Forum/ Convention	General Topic	Key Resolutions Related to Youth Participation
<p>Braga Youth Action Plan ? Held in Portugal from August 2 to 7, 1998</p>	<p>An agenda for youth participation in human development</p>	<p>Requirements of youth participation for human development:</p> <ul style="list-style-type: none"> ? Adequately financed by both government and the private sector to become full and active partners in the development process ? Stake in the development process should be recognized ? Equal participation between men and women ? Empowerment of young women ? Empowerment of youth in development should be without social exclusion ? Participation includes decisions taken today about the resources of tomorrow ? Participation includes political decision-making, and the youth should be enabled to organize themselves ? Youth issues should be mainstreamed into all policy-making
<p>Lisbon Declaration on Youth Policies and Programs ? Adopted at the World Conference of Ministers Responsible for Youth in August 1998</p>	<p>Focused on strengthening national capacities regarding youth and increasing the quality and quantity of opportunities available to young people</p>	<ul style="list-style-type: none"> ? Ensuring and encouraging the active participation of youth in all spheres of society and in decision-making processes at the national, regional, and international levels ? Promoting education, training in democratic processes, and the spirit of citizenship and civic responsibility of young women and young men with a view to strengthening and facilitating their commitment to, participation in, and full integration into society ? Facilitating access by youth to legislative and policy-making bodies ? Upholding and reinforcing policies that allow independent and democratic forms of associative life ? Giving higher priority to marginalized, vulnerable, and disadvantaged young women and men ? Giving priority to the building of communication channels with youth ? Encouraging youth volunteerism as an important form of youth participation
<p>The Hague Forum ? February 1999</p>	<p>Provides recommendations for the next phase of the implementation of the Programme of Action of the International Conference on Population and Development (ICPD)</p>	<p><u>Key Action 21b:</u> "Priority should be given to programmes such as education, income-generating opportunities, vocational training, and health services, including those related to sexual and reproductive health. Youth should be fully involved in the design, implementation, and evaluation of such programs and plans."</p>

Forum/ Convention	General Topic	Key Resolutions Related to Youth Participation
<p>Manila Declaration on Strengthening Participation in Sustainable Youth Employment ? Adopted in Manila, Philippines on September 3 to 4, 2003</p>	<p>Provides young citizens of ASEAN nations with employment opportunities by strengthening youth leadership and skills training and enterprise creation.</p>	<p><u>Excerpts:</u> ? Improve the availability and quality of human resources training and leadership development programs designed specifically for ASEAN youth ? Ensure that all youth sub-sectors are given appropriate access to policy and program development both as beneficiaries and partners in sustainable employment ? Create a nurturing environment conducive for the development of young entrepreneurs ? Strengthen the participation of youth volunteer groups and organizations in the socio-economic development process so that they would be able to augment and complement government and non-government resources and efforts directed at youth development</p>
<p>International Congress on Population Development (ICPD) ? Adopted in Cairo, Egypt in 1994</p>	<p>Emphasizes the integral link between population and development</p>	<p>? Ensures the access of adolescents to appropriate services and information related to sexual reproduction and adolescent and youth health and development (AYHD) ? Protects and promotes the rights of adolescents to reproductive health care, education, and services; seeks to greatly reduce the number of adolescent pregnancies ? Urges the government to collaborate with non-government organizations (NGOs) to meet the special needs of adolescents and to establish the appropriate programs to respond to these needs</p>

In the Philippines, youth participation has been incorporated and enshrined in the following documents:

- ? **The Philippine Constitution (Article II, Section 13)**, which states that: “The State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism & nationalism, & encourage their involvement in public & civic affairs.”
- ? **The 1991 Local Government Code**, which provides for people’s participation in local development and the establishment of the Sangguniang Kabataan (SK).
- ? **The 1995 Youth in Nation-Building Act**, which provides a national comprehensive and coordinated program on youth development, and which established the National Youth Commission (NYC).
- ? **The Medium-Term Philippine Development Plan (MTPDP)**, which serves as the framework for national development.

The Sangguniang Kabataan (SK)

The direct provisions of the Local Government Code that relate to youth participation in governance are embodied in Book III, Chapter Eight, which provides for the establishment of a Sangguniang Kabataan (SK) in every barangay. The SK members are elected by the *Katipunan ng mga Kabataan* of every barangay, which is comprised of virtually all citizens of the Philippines who are 15 to 21 years of age, for as long as they have been staying in a particular barangay for at least six (6) months and are duly registered in the list of the Sangguniang Kabataan or in the official barangay list of the barangay secretary. Republic Act 9164 has reduced the age level of SK members from 15 to 21 years old to 15 and below 18 years old.

The key functions of the SK as provided in the Code are the following:

- ? To promulgate resolutions necessary to carry out the objectives of the youth in barangays
- ? To initiate programs designed to enhance the social, political, economic, cultural, intellectual, moral, spiritual, and physical development of members.

Other tasks related to the two above are: fundraising and coordination with barangay officials, other youth organizations, and national agencies with programs regarding youth development.

(Taken from the summary shown in the *YAPS 2004*, in the chapter on Youth Participation)

4. The Youth's Issues and Concerns (An Overview)

Young Filipinos' aspirations, priorities, and challenges revolve around themselves, their families, and their immediate environment. They are mostly concerned with issues related to **reproductive health and drug and substance abuse**, which are often connected to the risk-taking behavior of the youth and to family and societal dysfunctions. Media has also been a considerable influence in these areas.

Access to education and the quality of education are key issues among school-going age groups. The problem is more acute for those who are in the tertiary-level age group, as universities and colleges are concentrated in more urbanized areas and are not affordable to the low-income groups.

Employment is mostly a problem of the 18-24-year-olds that enter the labor force. However, it is also an issue for 15-17-year-old youth that are employed and vulnerable to abuse and exploitation. Employment issues revolve around the need to find decent work and the lack of employability and employment opportunities in the country. This has been underscored by the large numbers of overseas Filipino workers, most of which fall within the Youth age brackets. It seems that the Philippine economy just cannot absorb young Filipinos who are entering the labor force.

Defining Young Filipinos' Issues and Concerns

Education	Involves the knowledge, skills, and learning processes of the youth
Employment	Involves the youth's engagement in economic activities
Health	Involves the intellectual, emotional, psychological, spiritual and physical well-being of the youth
Specific Youth Groups (SYGs)	Involves youth sub-sectors who have experienced and/or are vulnerable to experience discrimination, exploitation, abuse, and disintegration in society.
Participation	Involves the youth's involvement in decisions and actions that affect their lives
Values Formation	Involves the character-building of the youth
Institutional Responses	Involves organized support systems of the youth

There are also specific youth groups who have experienced—or who are vulnerable to experience—discrimination, exploitation, abuse, and disintegration in society. They have distinct situations and concerns that should be mainstreamed in the youth development process, specifically:

- ? **Youth in indigenous communities**, or those who belong to communities that have historically retained a strong sense of distinctive cultural heritage and identity. Their issues are more related to land rights and discrimination;
- ? **Abused and exploited youth**, or those who have been deliberately inflicted with physical injuries or are unreasonably deprived of basic needs for survival. They often have different psycho-emotional needs than youth who have not experienced abuse or exploitation.

- ? **Differently-abled youth**, or those with functional limitations or impairments in physical, mental, and psychological attributes. They need consideration and, yet, equal treatment from other youth and other members of society.
- ? **Youth in conflict with the law** and **juvenile delinquents**, or those who, because of social forces and economic necessity, have committed acts detrimental to themselves and to society, but who have the right to be protected and to be reintegrated to society
- ? **Drug-dependent youth** who need spiritual guidance and alternative ways of dealing with problems, idleness, and the tendency to seek thrill and adventure.
- ? **Abandoned/neglected youth**, or those who have no proper parental care or guardianship because their parents or guardians have either deserted them or have inadequately attended to their basic needs; and **street youth**, or those who have adopted the streets as their home or source of livelihood, or both. Both groups need nurturance, love, and support that families and homes can give.
- ? **Young victims of natural calamities**, or those who have been victims of natural and human-made tragedies and who hope to get their lives back to normal; and **youth in situations of armed conflict**, who long for peace.

Youth Participation



Key to youth participation and empowerment is **access**: young people should to be provided with equal access to opportunities (such as education and employment), services (such as health care) and information.

Key to youth participation and empowerment is also **equity**: all youth should be able to participate. Involving youth in the planning, implementation, monitoring and evaluating of youth-related policies, programs and services makes them more relevant, efficient and effective for their target group —young people!

Levels of Participation

- ? **Level 1** Information providing: youth are informed of the policy and activities that have been decided on by adults.
- ? **Level 2** Consulting, adult-initiated: adults decide when and on which topics youth are consulted.
- ? **Level 3** Consulting, youth initiated: youth can put subjects forward, but have no decision-making powers.
- ? **Level 4** Shared decision-making: adults and young people share decision-making powers.
- ? **Level 5** Autonomy: young people take initiative and conduct projects themselves.

(Taken from *Making Commitments Matter—A Toolkit for Young People to Evaluate National Youth Policy*)

Young Filipinos, in general, feel that they are adequately involved in decisions that affect their lives. The youth—regardless of gender and type of residence—are involved in, and have significant influence in, key activities and decisions that affect their lives at home, in school, and in the organizations to which they belong. **What they severely lack is involvement and influence in community and local affairs.**

Although the youth participate in government programs and projects during the implementation stages, **they are not involved in the more crucial stages of program/project development**, such as in project identification and selection, project planning, and evaluation. Moreover, youth in younger age groups are not as aware of social issues as youth in higher older age groups.

Collectively though, Filipino youth as a sector have been engaged in social transformation. Organized youth groups involve themselves in addressing a variety of issues, such as: students' rights, human rights, graft and corruption, and change in governance, among others. They have responded to these issues through different

ways, ranging from more conservative approaches like changing the system from within through peaceful means, to seeking to overthrow the system by joining the armed struggle. In the middle of the spectrum, there are school- and community-based volunteer youth groups that spend their time, energy, and resources engaging in social action.

Regardless of their manner of participation, **what is important is for young Filipinos to be active stakeholders in their development.** Government, the private sector, and civil society all have their own roles to play in youth development, but the youth must take it upon themselves to be the stewards of their causes. They must be vigilant in monitoring the progress of their identified issues, and proactive in creating and adopting means to address these. Every positive action, large or small, helps to make an impact in the quality of young people's lives.

Chapter 2

The National Framework for Youth Development

Principles, Policies, and Programs

Principles, Strategies, and Policies of Youth Development

“The State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being...”

~ The Philippine Constitution
(Article II, Section 13)

The policies, strategies, and courses of action proposed in this book have to conform with certain key principles in order to be fully responsive to the needs of the Filipino youth. They are the following*:

- ? Proposed policies, strategies, and courses of action must be **age-specific**.
- ? They must also be **gender-sensitive and responsive** to each gender’s specific needs.
- ? Proposed policies, strategies, and courses of action must be **culturally sensitive**, considering the different ethnic, religious, and cultural backgrounds that young Filipinos represent.
- ? They must also be based on, and adhere to, **human rights**.
- ? Finally, they must be **values-driven**, and should promote in young Filipinos a positive and health self-image, the love of God, family, and country, as well as social responsibility.

Integrative Strategies

After considering all the issues, concerns, and needs of young Filipinos that have been brought forth in the various consultation workshops, the courses of action identified in this book were made to revolve around the following integrative strategies:

Building youth-caring communities *where*:

- ? Youth are valued and respected in society.
- ? Opportunities are equally provided for the youth (regardless of gender, culture, or faith) to engage in activities that enhance life skills and livelihood skills.
- ? Families, schools, religious organizations, and other civil society groups work together in cultivating environments that support the youth.
- ? Government organizations integrate youth concerns in their structures, plans, and programs.
- ? Business groups view the youth not just as potential market segments, but also as co-investors in the future.

Developing community-caring youth *by*:

- ? Affirming and rewarding youth-initiated community development efforts
- ? Raising young Filipinos’ awareness on social issues

* These key principles were agreed upon by participants of the Roundtable Discussion held on 23 November 2004 between the National Youth Commission, representatives of various youth-serving government organizations (NEDA, POPCOM, DILG, DoLE, NCIP, NCWDP, CHED, DoH, TESDA, NYC), and a youth organization (YDWB).

- ? Providing opportunities for the youth to engage in community/socio-civic activities according to their individual and collective capacities and interests

Re-engineering youth service delivery mechanisms by:

- ? Designing “hip” or “cool” youth-oriented programs and approaches to service-delivery
- ? Strengthening youth-organizations and youth-serving organizations
- ? Creating synergy among youth service providers (national government agencies, local government units, non-government organizations, people’s organizations)
- ? Localizing youth development efforts
- ? Having a better and deeper understanding of the youth and their development concerns

Becoming more responsive to the needs of specific youth groups, such as:

- ? Youth in indigenous communities
- ? Abused and exploited youth
- ? Differently-abled youth
- ? Youth in conflict with the law and juvenile delinquents
- ? Drug-dependent youth
- ? Abandoned/neglected youth
- ? Street youth
- ? Young victims of natural calamities
- ? Youth in situation of armed conflict

Through crisis-response, curative, preventive, and developmental interventions.

Policy Agenda Statements

On Youth Education

1. **Enable** access to quality and responsive education at all levels.
2. **Develop** globally competitive youth.

On Youth Employment

3. **Decrease** youth unemployment and underemployment.
4. **Prevent** the exploitation of young workers and working children.

On Youth Health

5. **Ensure** the acceptability, accessibility, availability, and affordability of culturally and gender sensitive/responsive and user-friendly health services and facilities for adolescents and youth, especially in regard to adolescent health and youth development (AHYD).
6. **Reduce** the incidence of risk behavior among Filipino youth.

On Youth Participation

7. **Strengthen** youth participation in community and youth development activities, such as in planning, implementing, monitoring, and evaluating youth programs and projects.
8. **Integrate** the youth agenda and concerns in local and national development plans.

On Specific Youth Groups

9. **Eliminate** all forms of discrimination against youth.

On Youth Values

10. **Promote** a positive and healthy self-image, critical thinking, love of country, social responsibility, and the spirit of volunteerism among youth.

Policy Agenda:

1. Enable access to quality and responsive education at all levels.
2. Develop globally competitive youth.

Education remains to be a key concern among young Filipinos, especially in the face of continued poverty, rising unemployment, and the challenges and threats of globalization.

When young people were asked to identify their general issues and concerns regarding education in the Philippines, these they answered the following:

- ? Limited access to quality education and training, specifically in regard to information technology
- ? The increasing number of out-of-school youth (OSY) and the lack of educational and scholarship opportunities for them
- ? Low educational attainment among the youth
- ? The high cost of education
- ? Limited government funding for education and education-related concerns

Related to these are the following sub-issues:

- ? The high incidence of impoverished Filipino youth being pulled out of school and not completing their education to help their families earn a living
- ? The poor performance of Filipino students vis-à-vis students of other countries
- ? The decreasing number of competent teachers and education professionals
- ? The lack of information regarding the environment and environmental issues, as well as the youth's low participation in environmental preservation efforts
- ? For the older youth (above 18 years old), the need for special education programs for Specific Youth Groups (SYGs) and the youth's lack of knowledge on local culture and history



Did you know...?

From 1999 to 2001, only **less than a fifth (20%)** of those who enrolled in high education actually graduated.

The YAPS study provides some disturbing data to support these identified issues:

1. **More than 60 percent of schools are for the elementary than for the secondary, tertiary, and vocational levels.** Although vocational studies may be offered in some high schools, colleges, and universities, the total number of schools may still be insufficient to accommodate the majority of youth who are expected to be in school.
2. There has been a huge gap between the number of enrollees and the number of graduates. From 1999 to 2001, only **less than a fifth (20%)** of those who enrolled in high education actually graduated.
3. One of the main reasons for being out of school was “preoccupation with work/employment.” In the same study, it was revealed that **nine out of 10 youth were working students**, and that the primary cause for such was the inability of poor families to send their children to school.
4. **More females than males were able to graduate from college**, although more males have been in school from elementary to the early part of college.

Aside from these, the Department of Education (DepEd) and the Commission on Higher Education (CHED) have even more disturbing data to show that many Filipino students across the different school levels may not

have the competencies required for them to advance to the next educational level, or to handle the challenges of employment.

- ? According to diagnostic tests conducted by the DepEd in 2002, **only 40 percent (40%) of students in Grade Three have mastered the competencies in English, Science, and Math for that year level.** Grade Six students also performed poorly, with only **30 percent (30%)** mastering English, Science, and Math competencies for their grade level.

English, Math, and Science are considered to be the basic subjects, and students' competencies on these are usually the ones measured in standardized tests and school entrance exams.

- ? On May 24, 2004, the DepEd administered the High School Readiness Test to almost 1.4 million incoming public high school students. **The large majority (91.7%) scored 50 percent (50%) or less on this test**, revealing that they are not yet adequately prepared to tackle the high school curriculum, especially in terms of Reading Comprehension (English), Science, and Math.
- ? A CHED memorandum states that **the drop out rate for tertiary-level studies is 20.8 percent (20.8%)**, with more poor students (30.8 percent) dropping out of school than non-poor students (16.8 percent). Moreover, it claims that **"A large number of baccalaureate (college or university) graduates in the Philippines are regarded as unqualified or under qualified to handle professional work."**

Clearly, the issues surrounding education in the Philippines not only revolve around access, but—more importantly—quality.

Policy Strategies and Proposed Activities

To address these issues, youth and other youth-serving organizations all over the country have formulated the following youth education goals for 2005 to 2010:

- ? To increase the budget and resources for education.
- ? To improve the quality of education and make this accessible to all young Filipinos.
- ? To decrease the number of out-of-school youth (OSY).
- ? To ensure the availability of opportunities for young people to develop the skills, knowledge, and attitudes needed for employment.
- ? To increase the youth's appreciation for the value of education.

The proposed strategies to achieve these are as follows:

- ? Generate more resources for education.
- ? Rationalize scholarship grants to indigent youth and other deserving students.
- ? Strengthen community-based education and advocacy programs to promote the value and enhance the quality of education.
- ? Strengthen the provision of non-formal education and lifelong learning.
- ? Promote distance learning and make this more accessible to youth.
- ? Develop and enhance the teaching capabilities of teachers and other education professionals.
- ? Develop more culturally appropriate and culturally sensitive school curricula.
- ? Prioritize population-development education in all school levels to inculcate the impact of a large population on the education system and other sectors of the society.
- ? Include Population Education (POPED) in all school levels.

- ? Promote the convergence of education and training services among government organizations, non-government organizations (NGOs), enterprises and donors to:
 - ? Match school curricula with current job demands.
 - ? Determine priority tertiary-level courses that would suit the industry needs of the different regions (e.g., agriculture, manufacturing, engineering, etc.).
- ? Provide career guidance to young students.
- ? Promote the effective collaboration between parents, schools, and concerned government agencies and non-government organizations for the holistic development of children and youth.

Activities that may be done to support the following goals and strategies are listed below. They may be implemented by government agencies, NGOs, educational institutions, private enterprises, youth organizations, and other organizations that wish to advance education in the Philippines. These activities may also be implemented anywhere in the country, according to the particular needs of a region or community:

- ? Submit a resolution to Congress for the passage of a bill increasing the budget and resource allocation for education.
- ? **Find alternative means of generating resources for education, such as tying up with private sector and non-government organizations, civic and religious groups, etc.**
- ? Make more scholarship grants available.
 - ? Strengthen and improve the screening of scholarship applicants.
- ? **Implement community-based educational programs in identified barangays.**
 - ? **Institutionalize distance learning education, especially in colleges and universities**
 - ? **Train and deploy “para-teachers” and mobile teaching units in depressed communities and indigenous peoples (IP) communities, such as that done by Tuklas Katutubo, an organization of tribal youth and one of the winners of the 2004 Search for the Ten Accomplished Youth Organizations (TAYO).**
 - ? Organize extension services, such as seminars and workshops, that provide non-formal education (e.g., peer counseling, home visitation programs, etc.)¹
- ? Intensify research initiatives, and the monitoring of these, related to education and youth issues.
- ? **Strengthen education and training boards to plan for a unified, relevant, and efficient education and training system by:**
 - ? Monitoring and evaluating education programs.
 - ? Intensifying the registration and accreditation efforts of educational institutions.
 - ? Conducting regular training sessions for teachers.
 - ? Ensuring higher standards for the screening of future teachers.
- ? **Emphasize and improve Math, Science, and English education, especially at the elementary level.**
- ? **Institutionalize a curriculum on IPs and other cultural minorities.**
- ? Implement an “adopt-a-barangay” program among the private sector to ensure that school facilities are at par with set standards.
- ? Create and implement educational programs that are student-led, teacher-facilitated.
 - ? Related to this: create and implement an acceleration program to cope with the advanced need of gifted students.

Take it from them!



Tuklas Katutubo: Educating and empowering indigenous youth.

Tuklas Katutubo, one of the winners of the 2004 Search for the Ten Accomplished Youth Organizations (TAYO), prides itself for being the first national indigenous youth organization in the Philippines. It has over 3,000 members nationwide and works to serve the needs of the country's 110 tribes.

Balik Tribo, its project entry to the TAYO search, is a comprehensive community empowerment and educational immersion program that brings together indigenous youth for a five-day workshop that teaches them the value of peace and culture, environment, health, and education. People from various sectors are also invited to participate in *Balik Tribo*, as this gives them a chance to interact with their tribal peers, exchange ideas, and understand and appreciate life in tribal communities.

- ? Implement a functional literacy program.
- ? **Increase the education cycle (also known as the Bridge Program proposed by the Department of Education)**
- ? Promote on-the-job training (OJT), especially among technical and vocational institutions.
- ? Promote educational activities and materials that are fun and entertaining, such as:
 - ? Essay contests to invite young people to express, in their own words, what they value;
 - ? Videos, educational programs (on television), books, workbooks, and other educational materials.
- ? Ensure that nationally recognized speakers are present at educational and parent-teacher conferences.
- ? **Conduct a public advocacy campaign emphasizing the importance of education and literacy.**

Generating Resources for Education: As Easy as ABC

Meeting the educational needs of young Filipinos clearly requires more resources than educational institutions currently have—and much more than the government can provide. Between basic educational needs—such as school buildings, classroom facilities and equipment, books, and school supplies—to scholarship grants and financial assistance to deserving but needy students, the academe has a lot of requirements to source and account for. Clearly, this can only be done with the help of education's stakeholders: the private sector, civil society, and students themselves.

The Active Beginners' Club (ABC) of Siquijor State University (SSU) found themselves in a rather sorry state, with an enrollment of only 103 students, a lack of funding and textbooks, and the threat of the school's closure. Not wanting to sit idly and just wait for help to arrive, the students of SSU held different kinds of fundraisers to raise the resources that they needed to get a better education. They baked and made items to sell, held raffles and food sales, and mobilized their community to support the University.

Before long, ABC was able to raise enough money to donate 70 volumes of books for the library, Php20,000 in cash that the College of Maritime Education needed to purchase equipment, 170 new chairs, several electric fans, and the construction of a covered walk along the school's grounds. Later on, the students were able to raise funds for a mimeographing machine, computer units, a filing cabinet, a television set, and a fax machine for the College of Business Management.

There are many ways to generate resources and funds for education (and for other causes)—one only needs to exercise his/her creativity and seek the support of community members. Following are some tips of fundraising in general, as stated in the magazine *Youth in Action: Profiles of Youth Leading Change Around the World*, a publication of the International Youth Foundation (2002):

- ? Hold fundraising special events (e.g., raffles, lotteries, donation drives, concerts, sports activities/tournaments).
- ? Engage local celebrities and musicians in donating their time to perform at a special event.
- ? Brainstorm possible income-generating activities or products that can be sold (e.g., selling home-made greeting cards with drawings by children or youth, crafts, books, CD-ROMs).

Tuklas Katutubo (from previous page)

Aside from *Balik Tribo*, Tuklas Katutubo has pioneered many programs and initiatives for the country's indigenous youth. It undertakes research and documentation activities on indigenous peoples' culture and heritage, conducts leadership training and capability building seminars for its constituents, offers livelihood and recruitment programs for IP community members, conducts cultural presentations to different communities around the country, and also holds medical missions and relief service operations to IP communities in need.

For their outstanding work in promoting the cause of indigenous youth in the country, Tuklas Katutubo has been awarded The Outstanding Youth Service Award (TOYS) by the United Nations and UNESCO, and has also been appointed the IP representative of both the Department of Tourism (DOT) and the Department of Education (DepEd).

- ? Use office space, equipment, and staff skills to offer services to the public (e.g., a computer course, low-cost access to the Internet).
- ? Request that members (or beneficiaries and other community members) pay a monthly fee.
- ? Do not forget the importance of in-kind donations of supplies and equipment, and the *pro bono* services of experts (e.g., accountants, lawyers, public relations professionals).

The DepEd and CHED: Bridging education gaps

The poor performance of Filipino students on standardized aptitude tests underscores the urgent need to improve the educational system in the country. It may also indicate the need to expand the current basic education (elementary and high school) program, since **the Philippines is the only country in the world with a 10-year basic education curriculum.**

One measure that both the DepEd and CHED have proposed to improve the quality of education in the country is a “Bridge Program”—an intensive, one-year program offered in both the high school and tertiary levels that would equip students with the required English, Math, and Science competencies for their respective levels.

Under this program, students who fail to meet the quota in standardized tests (the High School Readiness Test for elementary students and the National Scholastic Aptitude Test for high school students) will be offered an extra year for them to gain the required English, Science, and Math skills that they would need to pass the normal high school or college curriculum. The Bridge Program would help them prepare themselves for the next educational level, and also increase their chances of future success in school and at work.

Supplementing classroom education

The Bridge Program proposed by the DepEd and CHED is an example of institutional efforts to improve students’ performance in basic education. An alternative to this is the now-popular tutorial and review classes, which high school students usually take to prepare themselves for college entrance exams. However, because of the price of such review classes—which can go for as high as Php12,000 for a program of 12 sessions—only students from the middle to upper socio-economic classes may avail themselves of the benefits of these supplementary programs.

Two youth organizations have worked to supplement students’ classroom education, and have both been awarded as one of the Ten Accomplished Youth Organizations (TAYO) in 2003 and 2004.

The **University of the Philippines-Industrial Engineering Club (UP-IE)**, which was one of the TAYO winners in 2003, held a project dubbed **College Jump-Start Seminar (CJSS)**. It offered review classes, a mock entrance exam similar to the ones being given by universities, talks on college life and degree options, and college scholarships, and has successfully prepared public high school students from Quezon City for university studies. Of the 95 participants to the program, 27 passed entrance exams for the different University of the Philippines campuses.

The **University of the Philippines Los Baños Chemical Society (ChemSoc)**, on the other hand, was a TAYO finalist in 2004 because of its work in reviving students’ interest in Chemistry and the sciences. It holds Chemistry review classes, university-wide quiz competitions, and a national Chemistry fair that attracts hundreds of school-participants each year. Because of its good work, the number of Chemistry majors is expected to rise in coming years.

Both programs have been successfully run by students and have also garnered the interest and participation of supporters from the government and private sector. They are outstanding examples of what can happen when young Filipinos take the initiative to advance their own education and mobilize their own communities for positive actions that yield real results.



Roles of the various stakeholders in advancing youth education

? **Government**

- ? Policy reviewer, formulator, and advocate
- ? Trainer and provider of technical assistance
- ? Program implementer
- ? Evaluator of activities and programs

? **Academe**

- ? Main program partner and implementer
- ? Researcher and data-gatherer

? **Private sector and NGOs**

- ? Supporter of programs involving youth education
- ? Provider of technical assistance, scholarship grants, and other education-related resources
- ? Consultant and resource sector, especially regarding curriculum formulation towards values formation and future employment

? **Youth**

- ? Program partner and implementer
- ? Advocate for educational reform and improvement
- ? Monitor and evaluator of educational policies and programs

Policy Agenda:

3. Decrease youth unemployment and underemployment.

4. Prevent the exploitation of young workers and working children.

Unemployment is a reality for many young Filipinos. Many of them leave school early to look for work and help their families, yet many of them cannot find suitable employment. Even those who have completed college or who have gone to technical/vocational schools have difficulty getting jobs.

According to a survey conducted by the National Statistics Office (NSO), which was quoted in the YAPS study, there has been an increasing trend in youth unemployment over the years. The following table shows the relevant figures:

Philippine Employment Profile
(NSO Labor Force Survey as cited by the Federation of Free Workers, 2004)

Indicator	2003	2004
Household population over 15 years old	51,280,000	52,676,000
Percentage actively participating in labor force	65.7%	67.2%
Employment rate	89.4%	89.0%
Of those employed, underemployment rate	16.1%	17.5%
Unemployment rate	10.6%	11.0%

According to the same study, unemployment rate was highest among 20-to-24-year-olds.

Moreover, the unemployment rate of women has been consistently higher than that of males, and even higher than the overall youth unemployment rate. The YAPS also revealed that most of the unemployed youth come from urban areas (representing two-thirds of all unemployed youth).

Even those who have reached the tertiary level comprise a large segment of the unemployed youth population (39.5 percent in 2002). And out of the 2.537 million youth who had expressed their intentions to look for work on 2002, only 38.9% actively sought out jobs. According to the Department of Labor and Employment (DOLE), this may be because **“most of them do not possess the required qualifications for jobs that are available in the labor market.”**

And for those who are qualified to hold sustainable employment, a large number seek opportunities outside the country. According to the same study quoted in the YAPS, a significant number of OFWs belong to the 25-29-year bracket. **Six out of every 10 youth OFWs are female.**

When asked to identify their issues and concerns regarding youth employment, participants of the consultation workshops stated the following:

- ? The increasing number of youth, specifically college graduates between 20 and 24 years old, who are either unemployed or underemployed because of a lack of employment opportunities or the mismatch between graduates' competencies and industry needs
- ? Lack of competencies, skills and positive work attitudes among jobseekers
- ? Low appreciation of technical/vocational courses among employers
- ? The prevalence of discrimination in employee recruitment, particularly among women, gays and lesbians, SYGs, youth from indigenous and ethnic group and religious affiliations—particularly Muslims
- ? The prevalence of youth engaged in temporary employment that is characterized by a lack of security of tenure, subcontracting, a lack of access to social security and protection, poor bargaining power and limited protection by unions, and being paid less than their adult counterparts for the same amount of work



Did you know...?

The Department of Labor and Employment (DOLE) said that not all youth who should be active in the labor force are actively seeking jobs because **“most of them do not possess the required qualifications for jobs that are available in the labor market.”**

Related to these are the following sub-issues:

- ? The prevalence of child labor and children/youth engaged in hazardous occupations
- ? The increasing incidence of young workers' exploitation by employers, especially of young female OFWs (Overseas Filipino Workers) and victims of human trafficking

Brain drain, or the migration of youth to other countries to seek attractive job opportunities, was also identified as an issue, although it has also been acknowledged to contribute greatly to Philippine economy. News reports have said that, in 2003, OFWs from around the world brought in approximately \$8 million in remittances. Clearly, this figure cannot be overlooked, and the government will have to find a balance between keeping Filipino talent within the country through attractive local job opportunities, and supporting those who wish to find employment abroad.

Policy Strategies and Proposed Activities

To address the issues stated above, youth and other youth-serving organizations all over the country have formulated the following youth employment goals for 2005 to 2010:

- ? To decrease youth unemployment and underemployment
- ? To strengthen local job and enterprise creation and encourage more young Filipinos to take advantage of local job opportunities, while continuing to support young Filipinos who wish to take advantage of foreign job opportunities.
- ? To provide opportunities to both schooled and out-of-school youth for the development of their skills, knowledge, and attitudes for livelihood.
- ? To eradicate employment discrimination.
- ? To eradicate child labor.

The proposed strategies for achieving these are identified in the next page.

- ? Ensure youth employment via skills development, career guidance, and a values-oriented education system.
- ? Provide career guidance to young students.
- ? Institutionalize intensive training programs, such as those offered in the call center and customer care industry.

- ? Strengthen employment creation by promoting and developing comprehensive youth entrepreneurship programs and marketing support for these.
- ? Increase the availability of summer jobs and internships for students in both government offices and private enterprises.
- ? Conduct awareness campaigns on available local job opportunities.
- ? Intensify the implementation of DOLE youth Programs (NPACL, SPES, WAP and WYC) at the provincial and municipal levels.
- ? Strengthen advocacy efforts to protect the rights of young workers.
- ? Increase support for working students.
- ? Strengthen anti-child labor task forces at provincial and municipal levels.

Activities that may be done to support the following goals and strategies are listed below. They may be implemented by government agencies, NGOs, educational institutions, private enterprises, youth organizations, and other organizations that wish to advance education in the Philippines. These activities may also be implemented anywhere in the country, according to the particular needs of a region or community:

- ? **Implement the Government Internship Program (GIP), or its equivalent, in all government and private organizations.**
- ? Institutionalize intensive training programs, such as those offered by the call center and customer care industry.
- ? Provide community-based computer centers and provide computer literacy training for residents and community members.
- ? **Conduct training programs on entrepreneurship.**
- ? Organize youth cooperatives.
- ? Establish credit facilities for young entrepreneurs.
- ? Enable youth to participate in income-generating activities, especially those focused on agriculture.
- ? Conduct surveys, research, and industry consultations to get an update on the manpower needs of industries.
- ? Recognize outstanding employers, employees, and young entrepreneurs.
- ? Provide more support services (such as counseling sessions) for young OFWs.
- ? Enable working students to continue working and studying at the same time, by providing them with flexible class schedules, or by making late-afternoon/night classes available.
- ? Conduct job application seminars, workshops, and tours (job fairs).
- ? Advocate for improved salaries and benefits (e.g., at least minimum wage) to encourage young people to take advantage of local job opportunities.
- ? Conduct awareness campaigns on young workers' rights through symposia and other information dissemination activities.
- ? Monitor and review existing labor policies.
- ? Tap SSS and PhilHealth to provide information on social security protection for youth.
- ? Monitor and review existing policies on the rights of youth workers.



Did you know...?

4 Es of youth employment

- ? **Employability**
Education and training, support in transition work
- ? **Employment Creation**
Job-led economic growth, micro-enterprises, and micro-credit
- ? **Equity**
Equal access to opportunities for all, especially for the marginalized
- ? **Entrepreneurship**
Harness the creativity of youth entrepreneurs

- From the Youth Employment Network (YEN), an initiative of the International Labor Organization (ILO), the United Nations (UN), and the World Bank (WB)

Advancing Youth Employment in the Philippines

A sustainable livelihood is important for a young person's development and economic growth, as a steady, stable source of income allows him or her to be an active contributor to the national economy. Unfortunately, the employment outlook in the country is not so bright for many young Filipinos.

Because of this, the **Philippine Youth Employment Network (PYEN)** was established after the first Youth Employment Summit (YES) in Alexandria, Egypt. A non-profit, non-government organization with a vision of “an integrated, youth-led, multi-stakeholder of local, national, and international organizations, both government and non-government, working for sustainable community-based livelihood for the Filipino youth nationwide”, the PYEN aims to: create sustainable livelihood for Filipino youth in local communities nationwide; increase the capacity of local youth groups to undertake poverty alleviation programs; and build a strong and effective nationwide network of youth groups for monitoring and evaluation, as well as for advocacy activities.

Through a partnership with the ILO, the Consuelo Foundation, the DOLE, the NYC, the Technical Education and Skills Development Authority (TESDA), the Cooperative Development Authority (CDA), the Philippine Youth for Business Foundation (PYBF), the Employers’ Confederation of the Philippines (ECOP), and the Philippine Chamber for Commerce and Industry (PCCI), the PYEN successfully held the first National Convention on Youth Employment in May 2004, and has also piloted the Community-based Youth Entrepreneurship Program (CYEP).

The CYEP aims to harness the power of youth volunteerism by providing young Filipinos with skills and enterprise development training, access to micro-credit, and linkages to business mentors. Its pilot run in Barangay San Vicente, Quezon City successfully trained 15 young entrepreneurs, who have each developed their own business plans. From this, PYEN is taking the CYEP to Tondo, Taguig, and later on in Regions IV, V, VII, IX, and XI. It will also hold the second National Convention on Youth Employment in April/May 2005.

Take it from them!

Vintar 4H Club: When Enterprise Meets Inspiration



Vintar 4H Club, a finalist to the 2003 TAYO search and one of the Most Outstanding Young Farmer Organizations, rose from humble beginnings. It was organized in 1989 by a group of farmers’ children in Valencia City, Bukidnon who had not completed their education, had no steady sources of income, and dim prospects for their future.

Instead of being idle on the farm, the group cultivated a communal garden, in which they had planted different vegetables. They sold their first harvest and split the profits among themselves. Later on, they had earned enough to expand to different agricultural projects, such as: a fishpond with 2,000 tilapia fingerlines, a flower farm with differently colored daisies, and a swine farm.

The **Working Youth Center (WYC)** is another initiative, this time from the government sector, to develop young Filipino workers into productive and self-reliant citizens and effective leaders. A program of the DOLE Regional Offices, the WYC helps all working youth between the ages of 15 to 30 to organize themselves for their protection and benefit, receive training programs and employment opportunities, and be informed of government laws and regulations regarding employment. It also mobilizes different sectors to generate resources for youth employment programs.

To empower young Filipinos to be stakeholders in their own employment, the WYC also assists in the formation and operation of Working Youth Clubs around the country. These are groups of young employees and entrepreneurs who come together to develop and implement livelihood projects and advocacy and awareness programs for their communities. The WYC empowers the members of these Clubs to carry out their tasks through training programs that build their leadership and project management skills.

As of the first quarter of 2004, the **WYC has assisted almost 2,000 Working Youth Clubs, with a total of almost 55,000 members, nationwide. It has conducted almost 5,000 capability-building workshops, benefiting over 126,000 working youth, and it has spearheaded almost 800 livelihood projects, benefiting over 5,000 participants.** The WYC has also linked the national government to the people, translating national programs, projects, and policy thrusts into grassroots-level projects and programs from which young workers from all over the country may benefit. Its

Vintar 4H Club (continued)

Before long, the organization was even able to establish its own school for first-to-fourth year high school students in their community. At the time of its awarding as one of TAYO 2003's finalists, Vintar 4H's high school was serving 100 students, and was charging only Php250.00 a month, plus community service, as the students' tuition. It was a much-needed initiative, as the nearest school was 14 kilometers away.

Incredible? Perhaps. Impossible? These farmers' children have proven that it can be done.

efforts have earned the recognition of government agencies, LGUs, and NGOs around the country, attracting partners from these sectors as resource persons and providers of technical and livelihood assistance where needed.

Eradicating Child Labor

Child labor is another employment issue in the country that needs to be addressed right away. According to a DOLE report, the incidence of child labor increases at a rate of 3.8 percent per year, and youth involved in this are usually subjected to the worst of circumstances—from child slavery, forced labor, trafficking, debt bondage, and serfdom, to prostitution, pornography, and other forms of dangerous and abusive work. Because of this, the **National Program Against Child Labor (NPACL)** was established

with the DOLE as the lead agency, and with the support of the Department of Health (DOH), DSWD, Philippine Information Agency (PIA), Department of Interior and Local Government (DILG), Department of Justice (DOJ), National Bureau of Investigation (NBI), Commission on Human Rights (CHR), Trade Union Congress of the Philippines (TUCP), Lakas Manggagawa Labor Center (LMLC), ECOP, National Council for Social Development (NCSDFI), and Kamalayan Development Foundation, Inc. (KDF). In 1993, these groups formed the Sagip Batang Manggagawa Quick Action Team.

The **Sagip Batang Manggagawa (SBM) Project** has worked to establish community-based mechanisms for detecting, monitoring, and reporting the most hazardous forms of child labor, as well as Quick Action Team (QAT) Networks Centers to immediately respond to these cases. It has also provided physical and psychosocial services to child labor victims, technical assistance for the handling of both administrative and criminal cases against erring employers and recruitment agencies, as well as rescue and relief operations involving child laborers. It also facilitates the return of child laborers to their parents or guardians, and monitors and documents child labor cases in the country. From the time of its inception, **the SBM Project has already rescued over 2,000 child laborers and over 1,300 adult workers, and has conducted around 400 capability-building workshops that have benefited over 14,000 youth workers nationwide.**



Roles of the various stakeholders in advancing youth employment

? **Government**

- ? Convener of all concerned sectors
- ? Implementer of the Government Internship Program (GIP)
- ? Implementer and evaluator of training programs
- ? Provider of incentives to private sector firms that can provide credit facilities to young entrepreneurs
- ? Steward of youth workers' rights and prevent discrimination and abuse

? **Private sector**

- ? Implementer and evaluator of training programs
- ? Provider of credit facilities to young entrepreneurs and promoter of youth entrepreneurship
- ? Provider of technical assistance and relevant training regarding entrepreneurship
- ? Implementer of labor laws, policies, and programs
- ? Program partner

? **NGOs**

- ? Trainer and mentor of young people and youth groups for employment and/or entrepreneurship
- ? Policy advocate

? **Academe**

- ? Provider of incentives to working students and young people with entrepreneurial capabilities
- ? Program partner
- ? Trainer and provider of technical assistance
- ? Researcher

? **Youth**

- ? Program partner
- ? Program monitor
- ? Policy Advocate
- ? Implementer, especially of youth entrepreneurship programs

? **Media**

- ? Advocate

Policy Agenda:

5. Ensure the acceptability, accessibility, availability, and affordability of culturally and gender-sensitive/responsive health services and facilities for adolescents and youth, especially in regard to adolescent health and youth development (AHYD).

6. Reduce the incidence of risk behavior among Filipino youth.

When it comes to health, young Filipinos are mostly concerned about **sexual and non-sexual risk behaviors**, prominent of which are **engaging in pre-marital sex that results to teen pregnancies/early marriages** and **drug dependence respectively**—and, rightly so, as current figures on illegal drug dependence and sex-related risk behaviors among Filipino youth are quite alarming.

The latest data on youth sex and risk behaviors come from the **2002 Young Adult Fertility and Sexuality Study (YAFS3)**. According to this, the Philippines had **3.4 million drug dependents** as of 2002. More than half of them were within 15 to 27 years old. **That means almost 2 million young people in this country are hooked on illegal substances**—and this number may have already substantially risen as of this Document's publication. Moreover, it has been discovered that more males than females are victims of substance abuse; and that illegal drug use is closely associated with low standard of living, poverty, unemployment, idleness, disasters, armed conflicts, violence, and lack of education, among others.

Moreover, drug use and abuse has also been linked to such chronic illnesses, such as tuberculosis and mental disorder, as well as high-profile crimes, such as rape, incest, and murder. The fact that the Philippines is “geographically vulnerable” to the entry of illegal drugs because of its numerous shorelines poses even greater risks to Filipino youth.

Aside from drug dependence, most young Filipinos are also involved in two or more risk behaviors, with smoking and drinking being the top “risk behavior tandem”. The YAFS3 data show that 74 percent of young Filipinos had tried smoking, drinking, or taking drugs at least once. Of this number, **5 out of 6 adolescents smoke and drink regularly**. The remaining 14 percent is involved in smoking, drinking, *and* illegal drug use.

The charts on the next page show the incidence of risk behaviors among Filipino youth as of 2002.

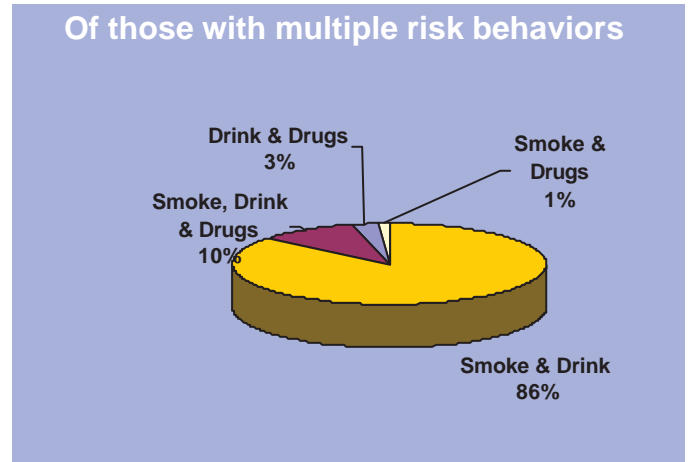
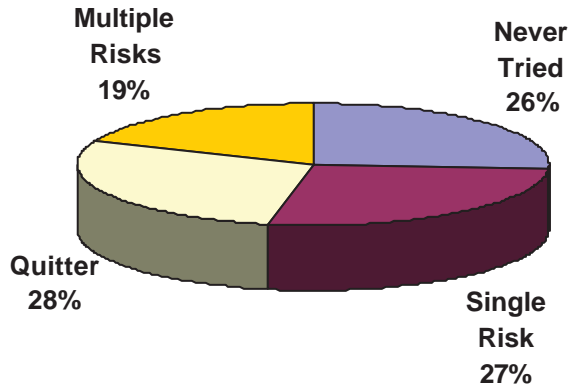


Did you know...?

Of the 16.5 million young people in the Philippines...

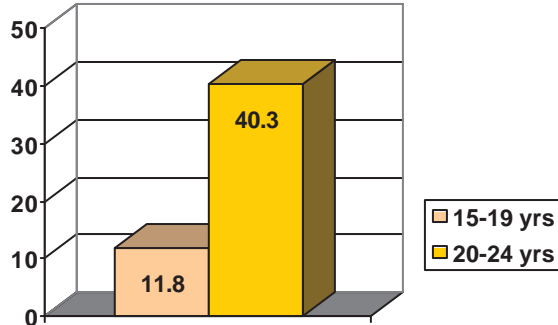
- ? **1.8 million** have tried using dangerous drugs
- ? **9.2 million** have tried smoking
- ? **11.6 million** have drunk alcoholic beverages

Types of Risk-Behavior Combinations (YAFS2, 2002)

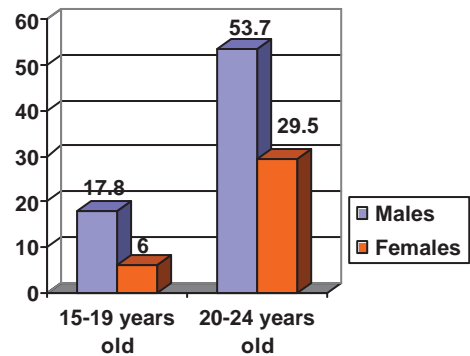


Young Filipinos are also actively engaged in sexual risk behaviors, such as pre-marital sex, commercial sex activity or sexual activity with pay, and extra-marital sexual activity. The same study quoted above revealed that 23.1 percent of all youth respondents have had pre-marital sex, with more males (31.3%) having done so than females (15.7%). The figures increase as one goes up the age scale, as the following chart shows:

The Incidence of Pre-Marital Sex, In General (YAFS3, 2002)



By Age and Sex



Moreover, YAFS3 also revealed the following:

- ? **Only 21 percent practiced contraception** during their first premarital sexual intercourse
- ? A third (34.8 percent) have had sex with more than one partner
- ? **Four percent (4%) approves of abortion**
- ? **Twelve percent (12%) has, at one time or another, thought of committing suicide**
- ? **Incidence of pre-marital sexual activity remained higher among males and among members of the older age group (20-24 years)**

This study also showed that situations or characteristics that contribute to such risk behaviors are: low educational attainment, being out of school, and being in unstable marital conditions (such as having been separated, widowed, or in a live-in marital arrangement).

These figures only verify the issues and concerns that young Filipinos have identified for themselves, found in the next page.

- ? The increasing number of young people exposed to illegal drug and substance abuse (specifically shabu, marijuana, and rugby);
- ? The increasing prevalence of other sexual and non-sexual risk behaviors, such as pre-marital sex, smoking, and excessive drinking.
- ? The increasing number of youth exposed to or affected by HIV/AIDS.
- ? The increasing number of teenage pregnancies
- ? The increasing prevalence of abortion
- ? The increasing number of maternal deaths among young mothers
- ? The increasing prevalence of suicide

According to the YAPS 2004 study, the University of the Philippines Population Institute (UPPI) in 2003 conducted another study that supports the above figures. It reveals that **62 percent (62%) of reported STD cases** and **29 percent (29%) of HIV/AIDS cases** involved the youth. Furthermore, **youth pregnancies** accounted for **30 percent (30%) of all births**, 6 percent (6%) of spontaneous abortions, and **3 out of 4 maternal deaths**.

These figures underscore the need for young Filipinos to be more aware of health issues, **develop a healthy sense of self-respect**, and understand the possible consequences of their risk behaviors. More than engaging in sports and other leisurely activities to distract themselves from drugs and other risk behaviors, **young Filipinos must learn to make healthy decisions and actively pursue a positive lifestyle that contributes to their overall health development.**

In view of the stated facts, emerging issues and problems on health development are the following:

- ? The lack of basic health services and access to health facilities
- ? The lack of information on health concerns among the youth

Related to these are the following sub-issues:

- ? The increasing number of cases of violence against children (e.g., rape)
- ? The increasing number of commercialized sexually exploited teenagers
- ? The continued conservatism of responsible sectors with regard to sex education
- ? Limited funds for youth health projects and the lack of LGU-funded adolescent and youth health development projects
- ? Limited access to potable water
- ? For the 15-to-17-year-olds, an important concern is the need for quality education and training in regard to reproductive health education and the effective implementation of the Population Education Program

Reproductive health rights surfaced as an issue during the various regional consultations for the National Framework for Youth Development. This issue deepened the discussion on youth sexual risk behaviors and raised various responses to the concern such as abstinence and safe sex. The increasing prominence of youth engaging in sexual risk behaviors as presented by recent data equally presents an urgent concern for the youth and service providers to address this. Given the various interventions raised, the need for a values-based approach in responding to the issue is widely acknowledged.



Did you know...?

- ? **3.8 million young Filipinos** have engaged in pre-marital sex, with almost **80 percent** of them practicing **unsafe or unprotected sex**
- ? **2 million** have thought of committing suicide, with **0.5 million unsuccessful suicide**

Policy Strategies and Proposed Activities

To address these issues, youth and other youth-serving organizations all over the country have formulated the following health goals for 2005 to 2010:

- ? To make potable water more accessible to young people and communities.
- ? To provide at least 50 percent of the targeted youth in each region with basic health services and information, including on AHYD.
- ? To decrease the number of youth exposed to illegal drug and substance abuse, specifically shabu, marijuana, and rugby.
- ? To decrease the prevalence of other sexual and non-sexual risk behaviors among the youth, and therefore decrease the number of HIV/AIDS cases, teenage pregnancies, abortions, and other related cases.
- ? To increase the youth's awareness of the disadvantages of the identified risk behaviors (i.e., smoking, drinking, taking illegal drugs, pre-marital sex).
- ? To address the lack of LGU funding for youth health-related projects by seeking partnerships with private corporations, NGOs, SK units, and other institutions that may be able to support localized youth health projects.
- ? To produce accurate, relevant, and interesting educational and advocacy materials on AHYD and other crucial health issues that will help young Filipinos understand and respond to these issues.

The proposed strategies to achieve these are as follows:

- ? Strengthen linkages/partnerships among concerned government agencies, LGUs, NGOs, people's organizations (POs) and faith-based sectors to effect policy support and allocation of resources for AHYD programs.
- ? Provide acceptable, accessible, and affordable culturally and gender sensitive/responsive and user-friendly health services and facilities for adolescents and youth, especially with regard to sexuality and drug dependence.
- ? Strengthen and reinforce the implementation of the existing policies and laws on AHYD.
- ? Identify health services and create health packages that are suitable to young persons.
- ? Integrate youth psychological health services in local health centers.
- ? Provide youth with access to basic health services and information.
- ? Ensure the strict implementation of solid waste management programs at the school and barangay levels.
- ? Strengthen efforts to reduce the demand for illegal drugs
- ? Strengthen anti-drug advocacy efforts
- ? Integrate adolescent and youth health development education in school curricula.
- ? Strengthen advocacy efforts for adolescent and youth health.
- ? Integrate positive values and self-respect into sports development activities
- ? Design and implement monitoring tools for youth health, particularly relating to these issues and youth behaviors
- ? Institutionalize functional guidance counseling services at the secondary and tertiary levels of education.
- ? Strengthen advocacy efforts for the provision of adolescent health services, including sexuality education or counseling.
- ? Empower women through effective information and educational campaigns or social support services (e.g., PhilHealth insurance) for wider access and to and effective use of available services. Similarly, promote programs for women and men to address issues of gender sensitivity, adolescent health, and the prevention of violence against women and children.

Activities that may be done to support the following goals and strategies are listed below. They may be implemented by government agencies, NGOs, educational institutions, private enterprises, youth organizations, and other organizations that wish to advance youth health in the Philippines. These activities may also be implemented anywhere in the country, according to the particular needs of a region or community:

- ? Intensify advocacy efforts to sensitize national and local policy-makers and stakeholders to generate their commitment and support to the AYHD program.
- ? Strengthen inter-agency linkages and coordination for the effective delivery of health services.
- ? Effectively tap government, non-government, and private funding for health projects.
- ? Establish and improve user-friendly, culturally and gender sensitive/responsive adolescent/youth centers.
- ? Enact local policies to allocate budgetary support for these youth health programs and projects.
- ? Enact laws and policies on adolescent health to ensure that they have access to health and sexuality information, education and communication and the comprehensive reproductive health services.
- ? Advocate to LGUs on the need for potable water.
- ? Mobilize SK funds for basic health programs for young people, including programs on adolescent and youth health development.
- ? Establish health facilities and centers catering especially to young people, and to address their identified youth issues.
- ? Establish networks of teen centers and rehabilitation centers.
- ? **Provide community-based peer-counseling services, especially for youth at risk, similar to that being done by the Peer Counselors' Circle of Foundation University.**
 - ? Related to this: Develop a mechanism for sustaining peer counseling and peer education programs.
- ? Integrate adolescent and youth health education in school curricula especially in the areas of sex and sexuality.
- ? Conduct orientations, training seminars and workshops, and fora that address the identified issues.
- ? Institutionalize lectures and lessons on the identified issues in schools, and include them in the school curricula.
- ? Implement tighter measures to prohibit tobacco, alcohol, and illegal substance use among youth.
- ? Pull out cigarette stalls from school canteens and school premises (in coordination with LGUs). Also, regulate the sale of tobacco products in areas near schools.
- ? Strictly implement the no-smoking policy in public places, especially near schools and other areas frequented by young people.
- ? Promote a holistic healthy lifestyle that goes beyond sports

Take it from them!

Peer Counselors Circle of Foundation University: Peer Pleasure

An excerpt from TAYO 2, the official publication of the second TAYO Search (2004)

In the Foundation University of Dumaguete City, the problem was that there were not enough people to listen to all the problems of the vast student populace. There were only two counselors available to lend a sympathetic ear to over 3,000 students.

The Peer Counselors Circle was thus born in 2000 after several responsible, sincere, and committed students were called upon **Peer Counselors Circle (continued)**

to form the core of the new group.

The club's Vice-President, Sheila Tuale, recalls of that time, "The school had a problem. Dropout cases had increased; there were unwanted student pregnancies and even suicide cases." Those who answered the call to help their peers jumped in head-first and dove immediately into guidance and counseling training. Before long, they began to counsel the students...

These peer counselors who were talking the talk were soon walking the walk. They became instrumental and vital in the school's guidance program. Aside from facilitating the guidance classes of all the freshmen students, they have also assisted in teaching the school's sex education program. They have also conducted research, study habits, and goal setting seminars, as well as values clarification, decision making, and human resources training... As if that were not enough, the Peer Counselors Circle even conducts outreach programs off-campus by visiting barangays and offering counseling services...

and physical fitness.

- ? Develop youth programs that focus on building and strengthening life skills and value formation.
- ? Regulate media exposure of sexual exploitation and other related risk behaviors among youth.
- ? Collaborate with parents, schools, religious groups, and communities, as well as with other youth-serving organizations, to successfully implement community-based programs and advocacy efforts.
- ? Ensure that information and communication materials that will be produced related to these issues are youth-friendly and relevant to the target audiences.
- ? Establish monitoring and evaluation systems and processes related to these issues, especially at the community level.
- ? Establish a databank to document cases and success stories related to these issues; enable access to relevant information on how to address youth health issues at the community level; and encourage local governments and communities to replicate successful programs or projects.

Mobilizing communities and youth volunteers for quality health care

Aside from inadequate hospitals and health care facilities and equipment, the country also has to grapple with the rising number of health care professionals who leave the country in search of greener pastures. For years now, the Philippines has been sending doctors, nurses, physical therapists, caregivers, and other health care professionals abroad, leaving Filipinos back home with less access to quality health care.

One viable solution to this problem is to mobilize medical students, youth volunteers, and medical organizations to help communities with no access to quality health care facilities. Two entries to the TAYO search in 2003 and 2004 were recognized for having done just that.

Kapansan ay Akibat sa Kaunlaran ng Bayan (KAAKBAY), a winner of the TAYO search in 2003, was established in the late 90s by Michael Velilla, a licensed physical therapist from Davao Doctor's College, who saw that only a small number of Filipinos has access to rehabilitation services. He sought the help of the San Lorenzo Ruiz Socio-Economic Development Foundation (SALORSED), an NGO based in Davao City, as well as of other medical professionals in the area, to be able to practice his profession for the benefit of under-resourced communities. Soon after, other licensed Physical Therapists and interns from Cagayan Capitol College and Davao Doctors' College joined his cause.

This led to the formation of the KAAKBAY Rehabilitation Center, which provides physical therapy treatment and other related services to marginalized communities in and around Davao City. With the support of the SALORSED, the New Zealand Embassy, and other physical therapy and caregiver schools, KAAKBAY has been able to treat thousands of patients in the area.

The **Mu Sigma Phi Fraternity** of the **University of the Philippines-Manila**, a finalist to the 2004 TAYO search, has a similar mission, but its members provide medical care to far-flung communities outside of Manila. From its inception in 1933, the fraternity's medical students had been conducting medical missions within Metro Manila, but that changed when a member from Oriental Mindoro encouraged the group to look beyond the metropolis. In his province, people had very little access to health care; children had insufficient immunization; the incidence of miscarriage was high; young individuals frequently suffered from intestinal parasitism; and there was no functioning health center nearby that could attend to Mindoro residents' and native Mangyans' medical and emergency needs.

The first medical mission in Mindoro, done in coordination with a local NGO and with donations from various groups, treated around 1,300 patients. For the second medical mission, Mu Sigma Phi not only treated 1,700 patients, but its members also offered health education to the local community health workers and barangay councils. Since then, the fraternity has adopted communities in Oriental Mindoro for its projects and has treated over 3,600 patients more.

Saying “no”, in kids’ voices

The power of peer counseling is that young people are educated and counseled on sensitive issues by fellow youth with whom they can relate and in whom they trust, in a language and voice that is familiar to them. They are not given the “during-my-time” sermons frequently used by the elders; and they are not condemned outright for engaging in risk behavior. When young people counsel their fellow peers, they understand the feeling, thoughts, and motivations behind the actions.

The **Jordan Youth Movement** of Guimaras province recognized this and established a program to help young people in their community cope with challenging life issues. Aside from being in a child-friendly municipality in the first place (Jordan has been declared a child-friendly municipality by the UNICEF, and even has its own Children’s Code that looks after children’s rights and development), the Jordan Youth Movement has emphasized the rights and responsibilities of young community members, and has mobilized Jordan’s youth to look after their own.

Its flagship program, Advocate Children on Trends and Issues that Value Education (ACTIVE), was a series of talks and dialogues that discussed a wide range of topics, from leadership and communication, to adolescent reproductive health, AIDS, teenage pregnancy, and early marriage. What made the forum unique was that its facilitators and resource speakers were all trained youth leaders who spoke to the audience in their language, and on their terms. To be a self-perpetuating community, ACTIVE “alumni” are trained to be future facilitators, moderators, and resource speakers.

Jordan Youth Movement and Peer Counselors Circle are only two of the many youth organizations that provide peer counseling services to veer young Filipinos away from risk behavior. Certainly, there are many more out there whose efforts are just as laudable. **What is important is for communities and peer groups (barkadas) to recognize the roles that they play in shaping youth attitudes, and their responsibility in correcting risky behavior.** By stepping up to this challenge, young people will be able to form communities that stand up for and protect each other from the dangers of a misguided youth.

Roles of the various stakeholders

? **Government**

- ? Policy maker, reviewer, and advocate
- ? Program implementer, as in the case of the Department of Health (DoH) and the Department of Social Welfare and Development (DSWD)
- ? Provider of technical assistance and research, as in the case of the Population Commission (POPCOM) and the University of the Philippines Population Institute (UPPI).

? **Civil society (including NGOs, the academe, and faith-based groups)**

- ? Program implementer
- ? Policy advocate
- ? Community educator and mobilizer

? **Sangguniang Kabataan (SK) and youth**

- ? Program implementer, especially of advocacy efforts, peer counseling programs, etc.
- ? Policy reviewer and advocate

? **Media**

- ? Disseminator of information and advocate
- ? Program partner

? **Private sector**

- ? Advocate
- ? Supporter of media and other programs that educate youth consumers regarding the identified issues
- ? Program partner

Policy Agenda:

7. Strengthen youth participation in community and youth development activities, such as in planning, implementing, monitoring, and evaluating youth programs and projects.

8. Integrate the youth agenda and concerns in local and national development plans.

Young Filipinos, in general, feel that they are adequately involved in decisions that affect their lives. The youth—regardless of gender and type of residence—are involved in, and have significant influence in, key activities and decisions that affect their lives at home, in school, and in the organizations to which they belong. **What they severely lack is involvement and influence in community and local affairs.**

Although the youth participate in government programs and projects during the implementation stages, **they are not involved in the more crucial stages of program/project development**, such as in project identification and selection, project planning, and evaluation. Moreover, youth in younger age groups are not as aware of social issues as youth in higher older age groups.

The YAPS study says the following about youth participation:

“... FGDs conducted reveal that the Filipino youth have (a) significant and high level of participation at home, in school, and in their organizations... Youth organizations have been responding to a wide array of issues. These issues cover concerns of the youth, as well as broader national concerns. They have participated in conventional and radical actions in addressing these issues... **The challenge is to institutionalize support for these organizations and weave their individual experiences that can support and spur initiatives throughout the country.**”

When asked to identify their issues and concerns regarding youth participation, participants of the consultation workshops stated the following:

- ? Growing apathy among the youth regarding national issues and other community affairs
- ? The low participation of youth in community development activities, and in environmental and cultural preservation and protection
- ? Lack of awareness on laws and policies concerning youth participation at the international level
- ? The limited participation of the youth in the planning and evaluation stages of local government projects
- ? The widespread perception of the Sangguniang Kabataan (SK) as an inactive/non-performing entity. Related to this is the perceived corruption in the SK as a function of the negative influence of elder officers
- ? The weak governance of student councils regarding the implementation of student's rights and welfare

For their part, national government agencies have programs and services that address the different needs and problems of the youth. **However, much should still be done to strengthen institutional support for youth participation.** Adequate financial, physical, and human resources for youth development interventions must be provided. Inter-agency coordination and collaboration, especially regarding youth-centered programs,

should be further promoted. The potential resources and expertise that can be accessed through the private sector and civil society should be maximized.

The YAPS study reveals the following information about institutional responses to youth concerns:

- ? There is a gap in service provision, regulatory function, and national planning in addressing youth participation
- ? There is a need for mechanisms that would institutionalize effective coordination and collaboration among the Agencies
- ? There is a need for strategies to enhance youth participation in all government programs, projects, and activities for youth promotion
- ? It is imperative to create a policy environment that would encourage the prioritization of youth concerns in the Agencies' development agenda
- ? There is a need to build strategic alliances with the private sector and civil society in order to tap support for youth development
- ? Even if services have not been so much felt by a majority of the youth, local government units or LGUs and civil society groups claim that they give priority attention to the youth
- ? There is an acknowledgment among local service providers that there is still much to be done to meet youth needs/concerns
- ? Civil society, especially the Church-based groups, is significantly active in youth development
- ? Organizational respondents are much more aware of the SK than the youth they seek to represent. They also believe that SK effectiveness can be further enhanced
- ? Knowledge about the mandated role of the SK is still lacking. Both organizations and the youth see that the SK has a role in providing a good example to the youth
- ? Improving access to quality education is the least youth need responded to by organizations, yet they see education as an important element in their vision for the youth
- ? Collaboration among youth-serving organizations is seen as a key to the attainment of the youth vision
- ? The youth's important role in attaining organizational visions is affirmed
- ? Organizations see women as taking more active roles in promoting youth development efforts

These only verify the following issues and concerns, which have been brought up by participants of the consultation workshops:

- ? The disparate definition of "youth"
- ? The lack of comprehensive data on the current youth situation in the country
- ? The lack of a clearly articulated youth development framework
- ? The lack of resources and coordination in the implementation of youth programs
- ? Non-prioritization of youth matters
- ? The ineffective use of scarce resources for youth programs
- ? The incapability of LGUs to respond to youth needs and concerns

Roles of youth-serving agencies

Youth-serving agencies and organizations must step up their efforts to respond to the increasing needs of the youth and perform these mandated roles:

- ? Policy formulation;
- ? Program development and implementation;
- ? National planning;
- ? Service provision;
- ? Research/monitoring and evaluation;
- ? Networking and mobilization; and
- ? Other regulatory functions.

Policy Strategies and Proposed Activities

Did you know...?

- ? That the most commonly implemented youth program among government agencies is the **on-the-job training/internship program**
- ? The youth programs with the largest budget allocations are:
 - ? Highly specialized training in relation to science and technology;
 - ? International youth exposures; and
 - ? Recognition and awards to outstanding youth and youth organizations.
- ? The youth program with the lowest budget allocation is **youth health**.
- ? **A lot of dubious local and international conferences are held throughout the year.** To protect themselves from scams, youth representatives to such activities may verify their details with the NYC.

To address these issues, youth and other youth-serving organizations all over the country have formulated the following youth participation and institutional response goals for 2005 to 2010:

- ? To ensure the attainment of a common vision for young Filipinos.
- ? To integrate youth agenda and concerns in local and national development plans.
- ? To strengthen the participation of youth in community, environment, cultural, and youth development activities.
- ? To increase the youth's participation in the planning and evaluation stages of local government activities.
- ? To strengthen the Sangguniang Kabataan (SK)'s participation in national and local development and institute reforms in the system to make it more responsive to the needs of the youth sector.
- ? To enhance the SK's and other youth groups' capabilities to perform their tasks and to effectively respond to the varied needs of the youth sector.
- ? To increase youth awareness of laws and policies related to youth participation, rights, and responsibilities.

- ? To strengthen student governments' governance on students' rights and welfare.
- ? To maximize and ensure the effective and efficient use of resources for youth programs.
- ? To develop age-specific and gender-based youth policies and programs that are appropriate to the specific and distinct needs and situation of young Filipinos.
- ? To ensure the effective implementation of programs that respond to the needs of the youth, and improve coordination between implementing bodies.
- ? To enhance the capabilities of service providers to effectively manage youth cases
- ? To ensure the timely and comprehensive assessment of the youth situation in the Philippines.
- ? To implement the National Framework for Youth Development and localize its strategies and proposed courses of action.

The proposed strategies that may be done to achieve these goals are as follows:

- ? Generate and allocate sufficient resources for the implementation of youth programs.
- ? Advocate for youth participation, rights, and responsibilities.
- ? Build strategic alliances with the private sector and civil society for youth development support and strengthen the participation of all stakeholders on youth programs and projects.
- ? Enhance the capabilities of service providers (whether public or private) to effectively manage youth cases.
- ? Mandate youth-serving agencies to implement a comprehensive youth program.
- ? Conduct periodic assessments for youth program planning and monitoring.
- ? **Strengthen the Sangguniang Kabataan (SK) as an institution and also strengthen its participation in national and local government.**
- ? Promote and facilitate the increased participation and involvement of the youth in the family, community, and society.
- ? Institutionalize youth participation in local governing and executive councils.

- ? Increase the youth's awareness of laws and policies related to youth participation, rights, and responsibilities.
- ? Institutionalize venues for youth participation in schools, and advocate for and institutionalize students' rights.

TAYO and OSKAR: Rewarding young Filipino achievers

The Ten Accomplished Youth

Organizations (TAYO) is an annual search that aims to recognize, reward, and encourage youth efforts in nation building. The first TAYO search was held in 2002, and culminated in an awarding ceremony in April 2003.

It has since become the Philippines' foremost award for outstanding youth organizations, choosing its winners based on innovative programs or projects that have benefited communities everywhere.

On its first year, most of the TAYO winners had projects focusing on environmental preservation and wildlife conservation. In the second TAYO search, the causes that organizations represented were more diverse, and there was also equal representation among the country's four major regions: NCR, Luzon, Visayas, and Mindanao.

TAYO is undertaking its third search, and will accept entries until January 31, 2005.

OSKAR (Outstanding Sangguniang Kabataan Awards and Recognition), on the other hand, is another institutional recognition program that aims to recognize the SK's contribution to national development, as well as to recognize SK leaders who have developed and implemented sustainable projects and programs. It is open in the SK (Barangay) and Federation categories.

Because the SK is a government body, OSKAR judges its entries based on the following areas:

- ? Legislation and governance
- ? Environment protection, conservation, and preservation
- ? Entrepreneurship and livelihood
- ? Health, anti-drug, and education services
- ? Community immersion
- ? Promotion of physical fitness
- ? Infrastructure

The first search ended in September 2004, and is expected to be an ongoing search that will promote good governance among SKs.

Activities that may be done to support the following goals and strategies are listed below. They may be implemented by government agencies, NGOs, educational institutions, private enterprises, youth organizations, and other organizations that wish to advance youth participation in the Philippines. These activities may also be implemented anywhere in the country, according to the particular needs of a region or community:

- ? Agree on a single definition of "youth".
- ? Consult with young Filipinos and youth groups regarding a common vision and mission that will be shared with as many young people as possible.
- ? Mandate the SK to allot a percentage of the SK budget to recognize outstanding organizations in each barangay.
- ? Ensure the representation of the NYC during budget calls in Congress and youth-serving agencies.
- ? Advocate for the inclusion of the NYC in the Regional Social Development Council.
- ? Collaborate with private sector and civil society organizations to generate resources (financial, material, human) for youth development programs.
- ? Create youth desks/focal points in government agencies and train these to ably respond to youth issues and concerns.
- ? Convene NYC national advisory councils.
- ? Create local youth development councils and mandate them to monitor the performance of youth-serving agencies, such as what was done by the Bohol Youth Councils.
- ? Advocate for the strict compliance with Joint Memo Circular 001, Series of 2003 (NEDA, DBM, and NYC)
- ? Mandate all youth-serving organizations to implement the National Framework for Youth Development 2005-2010.
- ? Conduct regular assessments of the National Framework for Youth Development's implementation.
- ? Conduct focus group discussions and studies to assess the current situation of young Filipinos throughout the country. Use the findings of these to properly develop youth programs and localize them according to each community's specific needs.
- ? Review policies and develop local ordinances pertaining to the SK.
- ? **Refine the SK's mechanisms and expand its leadership role to promote and ensure youth welfare and development.**

- ? **Enhance the SK's performance and capabilities through skills development, training workshops, and other related activities.**
- ? Coordinate with the Department of Interior and Local Government (DILG) for the monitoring and evaluation of SKs to promote transparency and accountability.
- ? **Recognize and support the SK's achievements, and those of other youth organizations.**
- ? Integrate environmental concerns in school curricula.
- ? Conduct information campaigns on laws, policies, and programs on youth participation, rights, and responsibilities.
- ? Provide avenues for the continued discussion of youth issues and concerns in schools and barangays.
- ? **Organize youth groups and mobilize them for the conservation and protection of the environment.**
- ? Coordinate the activities of out-of-school and in-school youth within communities through schools, religious organizations, and other youth organizations.
- ? Promote and encourage youth volunteerism for other causes.
- ? Publish youth-related materials to inspire and motivate young people towards positive action.
- ? Advocate for youth participation in and through media.
- ? Organize an evaluation committee to recognize the achievements of young individuals and groups.
- ? **Create an Office of Youth Affairs in all LGUs, or promote membership in Local Youth Development Councils.**
- ? Appoint youth representatives to SDCs and RDCs.
- ? Establish a Youth Development Center in each barangay.
- ? Encourage youth membership in Barangay Disaster Coordinating Councils.
- ? **Promulgate laws to include the youth in first aid, mass evacuation, and disaster management operations, as what is being done by Philippine Rescue 2000**
- ? Advocate for and institutionalize youth rights in schools.
- ? Strengthen the implementation of the National Service Training Program (NSTP).
- ? Institutionalize student councils and student publications in all educational institutions.
- ? Strengthen student councils' governance on students' rights and welfare.
- ? Ensure students' participation and representation in school boards.
- ? **Advocate for the passage of a Magna Carta for Students' Rights in all schools, similar to the Magna Carta for Students' Rights passed by the student councils of the Ateneo de Manila University and the De La Salle University.**

Take it from them!

Philippine Rescue 2000 and Watershed Management Youth Council: Going Out of Their Comfort Zones

Many people, including the youth themselves, grossly underestimate the power and potential that young people have. Two recent winners to the TAYO 2004 search have proven that, indeed, young Filipinos are a potent social force that may be tapped to undertake even the most challenging—and even life-threatening—of tasks.

Excerpted from TAYO 2, the official publication of the TAYO 2004 search

Philippine Rescue 2000 was founded in 1998 by Michael Angelo Bustamante, then the Operations Manager of Bombo Radyo-Cagayan de Oro. He wanted to concretely respond to the calls for help that he had been learning about through his job, but knew that the local government would not be able to support comprehensive emergency- and disaster-relief operations in the area. After getting 20 of his friends on board, Michael launched an organization that would later on go to save hundreds, even thousands, of lives.

From that small group, Philippine Rescue 2000 went on to recruit members from the different barangays of Region 10. They went through rigid training in Basic to Advanced Cardiac Life Support, Search and Rescue, Water Safety and Rescue, Standard First Aid, Airplane Crash and Emergency Landing Search and Rescue Management, Rope Rescue, Handling of Trauma Patients in Technical Situations, Emergency Medical Technical Training, and Fire Safety and Fighting.

Now, Philippine Rescue 2000 has over 2,000 members, all below 30 years old. They have participated in a variety of search and rescue operations that have involved anything from vehicular accidents, to fires, plane crashes, floods, bombings, and other such incidents. Their work has taken them to various parts of the country, and they have also been recognized by various organizations

Young Students' Framework for Community Development

Many youth organizations undertake projects to respond to the needs of their constituents and fellow community members, or to reach out to communities in need.

However, only a few of them would have a sustainable framework for medium-term development, and none of them have been awarded with the distinction that the **De La Salle University-Manila Student Council (DLSU-Manila SC)** now carries.

At the TAYO 2004 awarding ceremonies held in July 2004, the DLSU-Manila SC won the much-coveted **United Nations Millennium Development Goals Award** for its outstanding work in developing a five-year community development framework that ensures its beneficiaries' sustainable growth, at least for the medium-term. This framework is shown here, for other youth organizations and communities to learn from, and possibly replicate.

A Framework for Community Development from the De La Salle University-Manila Student Council

Taken from the DLSU-Manila Student Council's entry form to the 2004 TAYO search and TAYO 2, the official publication of TAYO 2004.

The DLSU-Manila SC's five-year community development program involved these four aspects:

- ? **H**ealth and housing
- ? **E**ducation and environment
- ? **L**ivelihood and local governance
- ? **P**eople's protection and participation

Their beneficiary community, Barangay 91 Zone 9 in Libertad, Pasay City, Metro Manila, was divided into committees and groups:

- ? Children's group (Kaluskos Musmos)
- ? Youth group, in coordination with the local SK
- ? Adults' group

Simultaneous planning and implementation of projects was done across the different key areas. Each project was headed by different SC officers, and was implemented together with the barangay

HEALTH

- ? Coordination with the Barangay Health Center

Philippine Rescue 2000 (continued)

Nationwide. Some of the awards they have received include: Best NGO, awarded by the Police Regional Office 10 at Camp Alagar, Cagayan de Oro City; and a Distinguished Humanitarian Award from the Presidential Action Center.

Some of the Philippine Rescue 2000's heroic efforts have included the following:

- ? Retrieval of at least 189 fatalities out of over 300 people who had been killed in flash floods in Camiguin Province, off Cagayan de Oro
- ? Search and retrieval operations following the crash of Cebu Pacific flight 387 off Mt. Sumagaya, Claveria, Misamis Oriental
- ? Search and rescue operations following the bombing of MV Mediatrix in Ozamiz City
- ? Civilian rescue during the MILF attack in Kauswagan, Lanao del Norte

The Watershed Management Youth Council's feats were not as life-threatening, but were also challenging and heroic.

In 1999, Davao City's primary water sources fell under a serious threat. A 6.7-hectare banana plantation, complete with all its chemicals, pesticides, and eroding soil, was established inside the Mt. Apo Natural Park, on a sloping riverbank right beside a river. Its owners put up a cable car that ran across the river, and were dumping "impregnated plastics" along the riverbanks. In the words of the Watershed Management Youth Council (WMYC), "(The) plantation was literally violating every rule stated in the National Integrated Protected Area System, or NIPAS, Law. Despite all these, everyone just ignored it."

The violations and their possible effects—including the local government's apathy to the matter—were so glaring that the WMYC knew that they had to take matters into their own hands. With this, its members formulated and passed a petition to the Sangguniang Panglungsod (SP) on July 1, 2001, lobbying for the stoppage of the operation of the banana plantation. Five months later, they sat through the first SP Environmental Committee hearing, which was also attended by various government agencies, LGUs, NGO, and other concerned citizens. The WMYC knew that it

- ? Medical and dental missions (with the aid of various hospital groups, i.e., the DOH, the Philippine General Hospital, etc.)
- ? Increasing the inventory of medicines found in the Barangay Health Center

EDUCATION

- ? Computer literacy program – This program aims to equip the barangay with basic computer skills that will make its members computer-literate and give them an edge in terms of securing employment. It takes nine sessions to complete.
- ? Workshops to hone the talents and develop the skills of the Kaluskos Musmos children
- ? Bead-jewelry-making
- ? Basketball and volleyball clinics/tutorials (with the participation of the DLSU-Manila varsity players)
- ? Arts and crafts workshop
- ? Singing, dancing, and acting lessons (with the participation of the DLSU-Manila Harlequin Theatre Guild)
- ? Graduation ceremonies for participants of various workshops
- ? Tutorials on General Education Courses (Math, Science, English, Filipino, Makabayan) and skills enhancement (reading, writing, listening, and public speaking)
- ? Catechism and Lenten retreats (in coordination with the DLSU-Manila Lenten Pastoral Office)

ENVIRONMENT

- ? Waste management seminars
- ? Cleaning of canals and side streets
- ? Clean and Green projects and campaigns

LIVELIHOOD

- ? Coordination with the Cooperative Development Authority – Pasay City Chapter
- ? Exploratory talks for mothers in order to start their cooperative
- ? Vocational training for mothers (i.e., bead-jewelry-making, pillow-making, candle-making, food processing, etc.)
- ? Cooperative establishment by some members of the barangay, where they pooled their resources to be able to provide gardening services and sell plants and flowers

Watershed Management Youth Council (continued)

was up against giants, and that their battle was going to be long and hard, but they held on to their cause.

Along with its petition, WMYC also consulted with barangay councils, then created a network of different organizations involved in environmental activities. Then, they conducted a signature campaign which gathered 10,000 signatures.

Finally, after almost 10 hearings, the WMYC successfully convinced the Davao City Council to pass a resolution calling for the immediate stoppage of the banana plantation's operations. The resolution was released on July 10, 2003, and the plantation was ordered to vacate the Natural Park shortly thereafter. Then, the DENR was called upon to rehabilitate the area.

Philippine Rescue 2000 and Watershed Management Youth Council are only two examples of the legacies that young people can leave behind. Their efforts to create significant and long-term impact in their chosen fields and causes will yield positive results if young people are given enough opportunities to participate in all aspects of nation-building, and if they themselves take on the challenge of leaving their comfort zones in pursuit of a greater good.

Strengthening the Sangguniang Kabataan (SK)

The Sangguniang Kabataan is an oft-misunderstood institution that has been perceived by many to be unresponsive, inefficient, and corrupt. However, it also has great potential to advance the causes of young Filipinos around the country, and is a testament to the Philippine government's efforts to include the youth in nation-building. Therefore, it should be strengthened to enable its officers and members to be true public servants and stewards of the youth vision; and it should be protected from corruption and malicious interests.

As of the writing of this document, a bill is being discussed in the House of Representatives to strengthen the SK, entitled: **An Act to Strengthen the Sangguniang Kabataan, Amending for that purpose Certain Provisions of Republic Act No. 7160, otherwise known as the Local Government Code of 1991, and for other purposes.** Some of its provisions and amendments are as follows:

- ? The Katipunan ng mga Kabataan (KK), from where SK officials are elected, shall be composed of youth from at least 15 to 23 years of age—instead of the former 15 to 17 years of age.
- ? Candidates for SK should be at least 18 to 23 years of age and a resident of the barangay for at least one (1) year prior to the election.
- ? At least ten percent (10%) of the general fund of the barangay shall be set aside for the SK and the SK shall have fiscal autonomy in its operations as to disbursements and encashment of their income and expenses.
- ? All SK budgets should be based on the Annual Development Plan (ADP) which is formulated with the consultation of the KK, and shall be submitted to the Office of the SK Federation President within the first week of January of every year.
- ? Each SK is prescribed to follow the following budget allocation:
 - ? Green Brigade 10 percent
 - ? Livelihood 20 percent
 - ? Capability Building 20 percent
 - ? Anti-Drug Abuse Campaign 10 percent
 - ? Annual Dues 2 percent
 - ? The remaining 38 percent shall be allocated depending on the needs of the barangay youth.
- ? The SK Chairman who is elected as Pederasyon President shall automatically serve as an Ex-Officio Member in special bodies, such as the Local Health Board, Peace and Order Council, Local Development Council, and Local Tourism Council. As such, he or she shall have the same powers, discharge the same duties and functions, and enjoy the same privileges as the regular members of these special bodies.
- ? The SK Chairperson and/or SK Federation President in each federation level shall receive a monthly honoraria corresponding to that received by other members of the Sanggunian in which he/she sits as an ex-officio member.
- ? All SKs shall be exempted from the NSTP.
- ? In case an SK Chairperson has been absent without leave for more than three (3) consecutive months, such SK shall be investigated and subject to appropriate action by the SK Federation.
- ? The president of the SK Federation who shall be elected as the SK Regional Director shall serve as ex-officio member of the Regional Development Council (RDC) and the Regional Tourism Council.
- ? The SK Chairman who is elected as President of the Pambansang Pederasyon ng mga Sangguniang Kabataan shall automatically serve as Ex-Officio Commissioner of the NYC, and shall be entitled to the same rank, compensation, rights, and privileges of a department Assistant Secretary.
- ? The Pambansang Pederasyon ng mga SK shall maintain its own secretariat for efficient coordination and shall be independent of all government offices and agencies in its operations. It shall likewise submit an annual report including financial statement of all its funds to the President of the Philippines, through the National Youth Commission (NYC).
- ? The NYC shall monitor the SK
- ? The Buwan ng Kabataan shall be held every May of every year.

In addition to the provisions of the proposed bill, several notable suggestions and recommendations to strengthen the SK have been raised for consideration, such as:

- ? SK elections shall be run by barangay officials and held on a day separate from the barangay elections.
- ? SK candidates should belong to an organization duly registered with the barangay and the NYC at the time of their candidacy.
- ? An Advisory Council of the Sangguniang Kabataan shall be created at the national level, composed of representatives from the NYC, DILG, National Anti-Poverty Commission, DepEd, CHED, DOLE,

DSWD, DOH, TESDA, Department of Environment and Natural Resources (DENR), Philippine Drug Enforcement Agency (PDEA), Department of National Defense (DND), and SK alumni.

- ? All SK elected officials who are currently studying must be enrolled in the school or university located within or nearest the municipality, city, or province where the barangay is situated.

Establishing Local Youth Development Councils (LYDCs)

The establishment of Local Youth Development Councils in all cities and municipalities nationwide is being proposed in the House of Representatives to strengthen the NYC's linkage with its constituents at the grassroots level. Once established, it is expected to formulate policies and implement youth development programs, projects, and activities in their respective areas of jurisdiction and in coordination with various government and non-government organizations.

Following are some highlights of the Local Youth Development Act of 2003, which, when passed, will be a substitute bill to House Bill Nos. 622, 1415, 2738, 4341, and 4973.

General Objectives

- ? To develop and harness the full potential of the youth as responsible partners in nation-building;
- ? To encourage intensive and active participation of the youth in all government and non-government programs, projects, and activities affecting them;
- ? To harmonize all government and non-government initiatives for the development of the youth sector; and
- ? To supplement government appropriations for youth promotion and development with funds from other sources.

Specific Objectives

- ? To broaden and strengthen the services provided by national government agencies, local government units, and private agencies to young people;
- ? To provide information mechanisms on youth opportunities in the areas of education, employment, livelihood, physical and mental health, capability-building, and networking;
- ? To increase the spirit of volunteerism among the Filipino youth, particularly in the maintenance of peace and order and the preservation, conservation, and protection of the environment and national resources within their locality;
- ? To provide monitoring and coordinating mechanisms for youth programs, projects, and activities; and
- ? To provide a venue for the active participation of the youth in cultural and eco-tourism awareness programs.

Organizational Structure

The Local Youth Development Council shall be created in every city and municipality, which shall be responsible for the formulation of policies and the implementation of youth development programs, projects, and activities in their respective areas of jurisdiction, and in coordination with various government and non-government organizations.

It shall be composed of the following

- ? City/municipal mayor as chairman;
- ? City/municipal planning and development officer;
- ? City/municipal local government operations officer;
- ? City/municipal social welfare and development officer;
- ? City/municipal health officer;
- ? Schools division superintendent or his/her duly designated representative in the locality;

- ? Two (2) youth organization representatives: the president of the Pambayan or Panlungsod na Pederasyon ng mga Sangguniang Kabataan; federation of youth organizations or federation of student councils;
- ? Two (2) youth-serving organization representatives: church-based; community-based.

Functions

- ? Formulate youth policies and component programs in coordination with youth-based government agencies;
- ? Coordinate and harmonize youth activities and development programs in the locality;
- ? Develop strategies and provide support for the development and coordination of youth projects;
- ? Accredite establishments that provide discounts to the youth;
- ? Provide assistance in the promotion of youth programs, projects, and activities;
- ? Assist in the identification and nomination of qualified participants to different youth-related programs, projects, and activities;
- ? Conduct fund-raising programs and solicitations;
- ? Recommend youth programs and project proposals;
- ? Accredite trainers for training and capability-building programs;
- ? Solicit books and receive donations;
- ? Come up with a local youth situationer;
- ? Establish youth centers as may be necessary;
- ? Monitor the implementation of youth programs and projects;
- ? Nominate its delegate to the National Youth Parliament; and
- ? Perform other functions as may be provided by law.

Roles of the various stakeholders in promoting youth participation

? **Government**

- ? Convener of all concerned sectors
- ? Policy advocate
- ? Program monitor
- ? Provider of technical assistance—especially in regard to the SK

? **NGOs**

- ? Policy advocate
- ? Program partner
- ? Mentor and educator on youth participation and issues

Policy Agenda:

9. Eliminate all forms of discrimination against youth.

There is a need to pay special attention to specific vulnerable youth groups (SYGs), also known as “youth with special needs” or “children/youth in need of special protection”, because of the prevalence of discrimination and abuse against young people in our society.

According to the YAPS study, the Department of Social Welfare and Development (DSWD) reported in 2003 that **21,165 children and youth were found to be in need of special protection**, with females (50 percent) slightly outnumbering the males (49 percent). This may seem like a rather small number for a population of over 80 million, but this number only represents the *reported* cases. **Hundreds, possible even thousands, more cases go undocumented every year.**

The same study said that the most commonly occurring types of cases for SYGs are: **sexual abuse, children in conflict with the law, neglected and abandoned youth, and street children.** Rape constitutes 58 percent of sexual abuse cases, with more females than males being victims of sexual and physical abuse. On the other hand, more males are found to be in conflict with the law. Some of them spend most of their lives on the streets.

Following is a table that shows relevant information pertaining to SYG cases:

**Cases of SYG, By Case and Gender
(DSWD, 2003)**

Type of Case	Total	Male (%)	Female (%)
Total	21,165	49.6	50.4
Abandoned	1,134	52.2	47.8
Neglected	2,500	48.6	51.4
Voluntarily surrendered	220	55.4	44.5
Sexually abused	4,097	1.2	98.8
Rape	2,395	1.2	98.8
Incest	1,189	0.7	99.3
Act of lasciviousness	513	2.3	97.7
Sexually exploited	311	11.9	88.1
Victims of pedophilia	51	58.8	41.2
Victims of prostitution	257	0.4	99.6
Victims of pornography	13	46.2	53.8
Physically abused/maltreated/battered	1,370	45.0	55.0
Children in conflict with the law	3,950	88.6	11.3
Children in armed conflict	208	51.9	48.1
Affected	156	52.6	47.4
Involved	52	50.0	50.0
Victims of child labor	268	37.3	62.7
Victims of child trafficking	66	24.2	75.8

Type of Case	Total	Male	Female
Street children	2,434	66.3	33.7
Victims of illegal recruitment	30	10.0	90.0
HIV victims	-	-	-
Children in detention	1	-	1
Children with disability	324	47.2	52.8
Children of indigenous peoples (IPs)	207	46.4	53.6

A total of 233 young persons belonging to SYGs were interviewed for the YAPS 2004 study. The following table shows their breakdown, and shows the different categories of these special youth groups:

Distribution of Youth Participants by Special Youth Groups (YAPS, 2004)

Type of SYG	Number (N=233)	Percent
Youth with disability	48	23
Indigenous youth	42	20
Abused/exploited youth	33	16
Youth offender	31	15
Drug dependent youth	22	10
Youth farm worker	14	7
Youth worker (informal economy)	6	3
Abandoned/neglected youth	4	2
Youth in situation of armed conflict	4	2
Street youth	4	2

- ? **Youth with disability** are defined by the National Statistics Office (NSO) as those who are restricted from performing, or who lack the ability to perform, an activity in a way that is considered normal for a human being. Disabilities may result from physical, mental, or sensory motor impairments, such as partial or total blindness, muteness, speech defect, handicaps, or mental retardation. According to NSO statistics in 2000, **more females than males, and more 15-to-19-year-olds, were among the disabled youth.** Most of them were afflicted with mental dysfunction and visual impairment.

Youth disability was highest in the Cordillera Autonomous Region (CAR) and Region IV (Southern Tagalog). It was lowest in the Autonomous Region of Muslim Mindanao (ARMM) and some parts of Mindanao.

- ? **Indigenous youth** are descendants of the original inhabitants of the Philippines, who have somehow managed to resist centuries of colonization and, in the process, have retained their own customs, traditions, and life ways (Dunuan, 2001, as cited by the National Museum).

According to a study conducted by the Children and Youth Foundation of the Philippines in 2001, there are about 110 indigenous tribes in the Philippines, scattered in 65 of the country's 85 provinces, and making up 16 percent of the nation's population. **Of the 11.6 million indigenous peoples (IPs) in the country, 2.3 million are between 15 and 24 years old.**

The IP population is highest in Region XI (Southern Mindanao), and lowest in Regions V (Bicol), VI (Western Visayas), and VII (Eastern Visayas).

- ? **Abused and exploited youth** are those who have suffered maltreatment, whether habitual or not, and includes the following:

- ? Psychological and physical abuse, neglect, cruelty, sexual abuse, and emotional maltreatment;

- ? Any act by deeds or words which debases, degrades, or demeans the intrinsic worth and dignity of a human being;
- ? Unreasonable deprivation of one's basic needs for survival—such as food and shelter; and
- ? Failure to immediately give medical treatment to an injured child/youth, resulting in serious impairment of his/her growth and development or in his/her permanent incapacity or death (Section 3 (b) of Republic Act 7610)

“Exploitation” refers to the hiring, employment, persuasion, inducement, or coercion of a child/youth to perform obscene exhibitions and indecent shows, whether live or in video or film, or to pose or act as a model in obscene publications or pornographic materials, or to sell or to distribute these (Implementing Rules and Regulations of RA 7610, as cited by the Council for the Welfare of Children).

Of the total youth abuse cases, more youth were victims of **illegal recruitment, sexual exploitation, and unfair labor**. The incidence of child and youth abuse cases was **highest in the National Capital Region (NCR) and Region III (Central Luzon)**, and lowest in CARAGA.

- ? **Youth in conflict with the law** are defined by Presidential Decree 603 as those who are over nine years old, but below 21, at the time they committed the offense.

In 2003, the DSWD handled **more male (90.71 percent) than female cases** of youth in conflict with the law. These were more prevalent in **NCR, Region XI (Southern Mindanao), and Region VII (Central Visayas)**. Most of the offenses committed by these youth were criminal cases revolving around crimes against property and crimes against persons.

- ? According to YAPS 2004, **reported cases of drug dependence and abuse among youth made up 3.2 percent of the total youth population in 2003**. Youth between 15 and 34 years old were more involved in drug and substance abuse compared with their older and younger counterparts. Also, more male than female youth were victims of drug and substance abuse.
- ? **Child/Youth labor** is quite prevalent in the country. According to the 1997 National Survey of Working Children, **one out of six children was engaged in child labor**. Many of them were boys (65 percent), unpaid family workers (60 percent), exposed to hazardous environments (60 percent), and not attending school (30 percent). Although more recent data related to this issue are not available, it is generally known that the problem persists in the country today.
- ? **Youth and families in situations of armed conflict** were most prevalent in **CAR, ARMM, Regions IX (Western Mindanao), X (Northern Mindanao), XI (Southern Mindanao), and XII (Central Mindanao)**. According to DSWD data quoted in YAPS 2004, **54 percent of youth who were actually involved in armed conflict were aged 15 to 17 years old**; while those from the same age bracket who were simply affected by it constituted 36 percent.
- ? **Street youth were found to be most prevalent in NCR**. A study conducted by the De La Salle University, the United Nations Children's Fund (UNICEF), and NPSC in 2000 estimated the number of street children in selected major cities around the Philippines, and found that metropolitan areas with the *smallest* number of street youth were Baguio, Naga, and Olongapo. The whole Luzon island group had the lowest estimated number of street youth.

All these groups have very specific needs that stem from the situations they find themselves in. The list on the following page summarizes these needs, as expressed by participants of the YAPS 2004 study:

Specific Youth Group	Needs and Concerns
Indigenous youth	Land Understanding from other people Sports Livelihood* Education* Right to practice their rituals and traditions* Opportunities to participate in "mainstream" society
Abandoned/neglected youth	Establishment of youth organizations that cater to their needs
Street youth	House and lot
Youth offenders	Basic needs Sports
Drug dependents	Sports God
Youth in situations of armed conflict	Basic needs School building

Aside from these, youth belonging to SYGs have also identified the following issues and concerns:

- ? Limited access to education, health, and employment services and opportunities
- ? Discrimination

Each group also identified its particular issue or concern, as follows:

For differently-abled youth

- ? Discrimination
- ? Increasing dependency on social services

For youth in armed conflict

- ? The absence of peace and order in their immediate surroundings
- ? Violation of human rights
- ? The continuous recruitment or mobilization of youth as combatants

For abused and exploited youth

- ? The increasing incidence of abuse and exploitation among the youth
- ? The lack of health services and programs for prostituted minors and youth

For youth in conflict with the law

- ? Violation of human rights

For indigenous youth

- ? Tribal affiliation discrimination
- ? An unresponsive educational system, which threatens the loss of cultural knowledge and value systems
- ? Problems on ancestral land ownership

* From Tuklas Katutubo, an organization composed of youth from different tribes who are working to educate IPs about their rights and integrate them with mainstream Filipino society.

Policy Strategies and Proposed Activities

To address these issues, youth and other youth-serving organizations all over the country have formulated the following goals concerning SYGs for 2005 to 2010:

- ? To integrate specific youth groups (SYGs) into mainstream society.
- ? To increase the youth's access to education, health, and employment services and opportunities—regardless of gender, socio-economic status, faith, cultural background, or physical ability.
- ? To eliminate all forms of discrimination against the youth.
- ? To make available formal and non-formal education programs for SYGs
- ? To strengthen young Filipinos' participation in peace and development efforts.
- ? To decrease the number of youth placed in detention centers.
- ? To eliminate prostitution among minors and youth.
- ? To improve the health conditions of prostituted minors and youth.
- ? To ensure that the available facilities and services are suitable for the quality education and/or rehabilitation of SYGs.
- ? To create or formalize procedures and guidelines on dealing with youth in conflict with the law.

The proposed strategies for achieving these are as follows:

- ? Promote the rights of SYGs through information IEC and media.
- ? Provide community-based education, health, and livelihood services and opportunities for SYGs.
- ? Provide educational assistance to SYGs, especially abused youth.
- ? Provide psycho-social interventions to SYGs, when needed.
- ? Develop the capabilities of service providers to effectively manage youth cases and address the specific needs of SYGs.
- ? Integrate the life and culture of indigenous peoples (IPs) and cultural minorities in school curricula.
- ? Provide more facilities and resources, including interpreters, for differently abled youth.
- ? Adopt more reformatory (rather than punitive) measures to handle youth in conflict with the law.
- ? Promote the health, welfare, and rights of SYGs.
- ? Adopt IEC strategies to stop the recruitment and exploitation of youth combatants.

Take it from them!

SUPACA: Children Against Child Abuse

Excerpted from TAYO 2, the official publication of the TAYO 2004 search

Sugbuanong Pundok Aron Sugpuon ang Child Abuse (SUPACA) was born out of some young Cebuano students' realization that child abuse was rampant even in their progressive, metropolitan community.

The organization's main thrust is to advocate for and protect children's rights, and to educate their peers about these. It conducts training sessions on leadership and team building, child rights laws (specifically, the Convention on the Rights of the Child, the Child and Youth Welfare Code, and the law on Special Protection for Children), and the technology of participation; as well as room-to-room campaigns, small group discussions among student leaders, symposia, and poster- and essay-making contents.

From its school-based activities, SUCAPA went on to conquer the airwaves. Its radio program, *Kids on Air*, airs every Saturday over Angel Radio; and its TV program, *Kapihan sa Kabataan*, is shown by the PIA over SkyCable every Tuesday at 5:00 p.m. Four of its members are also part of the Cebu Bureau of the Kabataan News Network, a national program supported by the Probe Team and the UNICEF.

The founding members' efforts are now being multiplied by eight SUPACA chapters around Cebu City, as well as by a community of out-of-school youth in Sitio Alaska, Mambaling, Cebu. All of these chapters have their respective activities and officers, who congregate at the annual SUPACA Confederation and election of officers.

SUPACA's members are a cut above the rest. Apart from being recognized as a "best practice" by the Save the Children-IK for enabling young people to participate in governance and nation-building, some of its members have also been included in the National Anti-Poverty Commission Children's Sectoral Council, Ten Outstanding Cebuano Youth Leaders, Outstanding Boy Scout of the Philippines, and the Cebu City Commission for the Welfare and Protection of Children.

Take it from them!

Kabataang Gabay sa Positibong Pamumuhay – Pag-asa Youth Association of the Philippines: Rebuilding Young, Shattered Lives

Excerpted from Youth Rocks!, the official publication of the TAYO 2003 search

Kabataang Gabay sa Positibong Pamumuhay (KGPP) was established in 1999, from among the leaders of the Pag-Asa Youth Association of the Philippines (PYAP). The latter is a community-based organization of out-of-school youth who are clients of the DSWD.

Although KGPP now focuses on issues related to child and sexual abuse, its programs actually encompass economic productivity, personality enhancement, and leadership training and social responsibility enrichment.

Its TAYO award-winning project is the HIV/AIDS Youth Advocacy Package (HAYAP), which aims to reach out to the youth and communicate “the HIV/AIDS message in a child-friendly and appropriate way.” It provides peer-to-peer training sessions on sexually transmitted diseases (STDs), HIV, and AIDS, and seeks to restore the youth’s faith and trust in their community. The small group interaction component of HAYAP, on the other hand, provides children and families with accurate and correct information concerning STDs, HIV, and AIDS.

“Every time we open up the issue of child prostitution or sexual abuse of children in forums and conferences, (these issues) are most likely to be taken for granted and not (considered) an issue,” John Piermont Montilla of KGPP laments.

The organization is composed of youth volunteers who undergo peer-counseling seminars that enable them to interact effectively with their target clientele. These peer counselors are also involved in various youth-related activities geared towards creating a youth-friendly community.

Young sex workers look up to KGPP members as older brothers and sisters on whom they can rely, and with whom they can open up without fear of discrimination.

- ? Promote dialogue between SYGs and other young Filipinos to decrease tension and possible discrimination.

Activities that may be done to support the following goals and strategies are listed below. They may be implemented by government agencies, NGOs, educational institutions, private enterprises, youth organizations, and other organizations that wish to advance the rights of specific youth groups in the Philippines. These activities may also be implemented anywhere in the country, according to the particular needs of a region or community:

- ? Advocate for the causes of SYGs and make their realities recognized by other Filipinos all over the country.
- ? Promote their rights through media.
- ? Train and develop youth advocates to promote and address the specific issues of SYGs.
- ? **Provide community-based education, health, and livelihood services and opportunities for SYGs.**
- ? **Provide basic services and legal and medical assistance to SYGs, when needed.**
- ? Facilitate their participation in youth development.
- ? **Conduct mobile training programs for SYGs.**
- ? Strengthen the training, development, and deployment of para-teachers and health workers to communities with SYGs.
- ? Popularize and replicate psycho-social interventions for SYGs.
- ? Continuously train educators to handle special cases in schools (e.g., differently abled youth, physically challenged and abused youth)
- ? Conduct cultural exchange activities to promote understanding between and among SYGs and other young Filipinos.
- ? Monitor the compliance with existing laws and policies on handling cases of SYGs.
- ? Create youth organizations representing various tribes and promote cultural exchange and understanding.
- ? Develop home-based study programs for youth belonging to conflicting tribes.
- ? Implement diversion programs for youth in conflict with the law and youth at risk.
- ? Create separate detention centers for youth offenders.
- ? Integrate youth in conflict with the law in home and community life by collaborating with youth-serving agencies.
- ? **Advocate for the passage of the Juvenile Justice Bill**
- ? Strictly implement anti-trafficking laws to prevent child labor and prostitution.

- ? **Provide counseling services to abused youth and prostituted youth and minors.**
- ? Create an organization of foster parents to encourage alternative homes for abused children.

Integrating SYGs into mainstream society: The Tuklas Katutubo and TISAKA Experience

It is difficult enough to belong to any kind of minority—whether cultural, political, or socio-economic; but it is even more difficult to try to integrate oneself into “mainstream” society and assert one’s rights. The experiences of Tuklas Katutubo and TISAKA, both winners to the TAYO 2004 search, show that such integration is possible as long as young people understand their rights, accept their responsibilities, and try to galvanize others to support their cause.

The case box on Page 21 of this document shows how Tuklas Katutubo, an organization of tribal youth, was able to bring indigenous youth together to learn more about their rights, responsibilities, and areas of participation. It also shows the impact that the organization has already made, having acquired 3,000 members from all over the country, and having assisted over 60 of the Philippines’ 110 tribal groups. The organization has a long way to go in terms of fully integrating indigenous youth into the mainstream, but their efforts have paved the way for greater intercultural understanding, as well as the integration of IPs’ concerns in national governance initiatives, and is bound to have a lasting impact for generations of Filipinos to come.

TISAKA, or Tingog sa Kasanag (“Voices of Enlightenment”), on the other hand, has been working to address a sensitive issue that many Filipinos simply choose to ignore. It aims to educate prostituted women about their rights and other skills, so that they can hopefully get decent, honorable employment and get themselves out of the sex trade. The organization initiates public information and educational programs on women’s health, dialogues with police and government authorities on law enforcement and women’s problems during raids, and provides skills training on assertiveness, legal rights, and peer counseling. TISAKA also offers medical and legal referral assistance to its members.

Getting their work done was a huge challenge, but the women of TISAKA have persevered amidst society’s scorning eye. Of the group’s 203 members, 25 have already moved on from the sex trade. Other organizations are now inviting TISAKA’s members to be part of discussion panels and forums; and even students are signing up to be TISAKA’s interns as part of school practicum projects. The organization has also joined forces with other women’s rights organizations, forming a support group called WWW.PWAP (Women Working with Prostituted Women Against Prostitution).

Protecting Youth in Conflict with the Law through a Juvenile Justice Bill

Much still needs to be done to protect youth in conflict with the law from discrimination, abuse, and the improper administration of justice. The country’s legal system has often been criticized for adopting punitive, instead of reformative, measures for youth offenders, and this has contributed to the public’s growing mistrust for the justice system. However, there may soon be a bright spot in the area of justice for youth delinquents through a bill currently being proposed at the House of Representatives (as of the writing of this book) to establish a “juvenile justice system and delinquency prevention program.” Following are some of the highlights of this bill:

- ? Title: An act establishing a comprehensive juvenile justice system and delinquency prevention program, creating the Office of Juvenile Justice and Delinquency Prevention (OJJDP) under the Department of Justice (DOJ), appropriating funds therefor and for other purposes – covers different stages involving children and youth in conflict with the law, from prevention to rehabilitation to reintegration.
- ? A child up to 12 years old at the time of the commission of the offense shall be exempt from criminal liability. However, he or she shall be subjected to a delinquency prevention program. A child between 12

and 15 years old shall likewise be exempt from criminal liability, unless he or she has acted with discernment, in which case, the child shall be subjected to a delinquency prevention program and shall be proceeded against in accordance with the Act. The exemption from criminal liability does not include exemption from civil liability.

- ? Community-based services and programs should be developed for the prevention of juvenile delinquency, particularly where no agencies have yet been established.
- ? No child shall be subjected to harsh or degrading correction or punishment measures at home, in school, or in any other institution.
- ? No child shall be deprived of his or her liberty unlawfully and arbitrarily. The arrest, detention, or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time.
- ? Children detained in facilities shall be guaranteed the benefit of meaningful activities and programs which would serve to promote and sustain their health and self-respect, to foster their sense of responsibility and encourage those attitudes and skills that will assist them in developing their potential as members of society.
- ? Neither capital punishment nor life imprisonment without possibility of parole or release shall be imposed for any crime committed by children.

Rights of an Accused Child

- ? To be presumed innocent until proven guilty according to law;
- ? To be informed promptly and directly of the charges against him or her, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defense;
- ? To have the matter determined without delay by a competent, independent, and impartial authority or judicial body at a fair hearing according to law, in the presence of legal or other appropriate assistance, and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age situation, his or her parents or legal guardians;
- ? Not to be compelled to give testimony or to confess guilt; to have the adverse witness examined and to obtain the participation and the examination of the witness on his or her behalf under conditions of equality;
- ? If considered to have infringed the penal law, to have the decision and any measure imposed in consequence thereof reviewed by a higher competent, independent, and impartial authority or judicial body according to law;
- ? To have the free assistance of an interpreter if the child cannot understand or speak the language used;
- ? To have his or her privacy fully respected in all stages of proceedings.

Duties and Functions of the OJJDP

- ? To oversee and supervise the implementations of the Act;
- ? To advise the President, through the Department Secretary, on all matters and policies relating to juvenile justice and delinquency prevention programs;
- ? To assist agencies concerned with the administration of juvenile justice in the development of regulations in accordance with policies and provisions of this Act;
- ? To conduct and support evaluations and studies of the performance and results achieved by delinquency prevention programs and activities of the local government units and other government agencies, and of the prospective performance and results that might be achieved by alternate programs and activities supplementary to or in lieu of those currently being administered;
- ? To implement national juvenile delinquency programs and activities among national government agencies, and other activities which may have an important bearing on the success of the entire juvenile delinquency effort;
- ? To develop a comprehensive three-to-five-year plan for juvenile justice, with the participation of government agencies concerned, NGOs, and youth organizations;

- ? To collect relevant information and conduct a continuing research in relation to juvenile justice, analyze the data gathered for use in the improvement of the administration of juvenile justice, and set up a mechanism to ensure that children themselves are involved in research and policy development;
- ? To review and appraise periodically the trends, problems, and causes of juvenile delinquency and crime as well as the varying particular needs of juveniles in custody;
- ? To formulate and recommend policies, programs, and strategies in consultation with children themselves for the prevention of juvenile delinquency, as well as treatment and rehabilitation of children in conflict with the law;
- ? To conduct inspections, through duly designated persons, on a regular basis in detention and rehabilitation facilities and to undertake spot inspections on their own initiative;
- ? To conduct training sessions for the personnel of the agencies involved in the administration of the juvenile justice system and delinquency prevention;
- ? To coordinate with the Council for the Welfare of Children and other agencies involved in juvenile justice in all its activities and functions; and
- ? To publish an annual report on the implementation of the Act.



Roles of the various stakeholders in protecting SYGs

Government

- ? Policy advocate
- ? Policy reviewer and policy maker
- ? Trainer
- ? Researcher
- ? Program implementer (in the case of the DSWD, DOLE, and other affected government agencies and organizations)

? **Civil society (especially NGOs, the academe, and faith-based organizations)**

- ? Policy advocate
- ? Resource provider
- ? Community mobilizer
- ? Mentor and counselor, especially for troubled youth
- ? Program partner, as in the case of educational institutions and organizations who would help to integrate youth from SYGs into the mainstream
- ? Program monitor

? **Youth**

- ? Program partner
- ? Advocate
- ? Organizer and community mobilizer
- ? Researcher

? **Media**

- ? Advocate, especially in regard to the rights of SYGs
- ? Program partner, as in the case of ABS-CBN and Bantay Bata 163 (a hotline for abused children)

Policy Agenda:

10. Promote a positive and healthy self-image, critical thinking, love of country, social responsibility, and the spirit of volunteerism among youth.

Although youth participants to the consultation workshops generally had a positive perception of themselves, some of them have a negative projection of the Filipino youth's situation in the future. Worse, only a handful of them could identify ways of attaining their vision for the future. According to the YAPS, "They could not match vision with action." This is perhaps a reflection of how young Filipinos all over the country feel about themselves and their future.

Clearly, there is a need to help young people cope with their current situation and with the changes that are happening around them. The issues identified in the earlier sections of this document—especially those relating to drug dependence, risk behaviors, and the incidence of youth abuse and exploitation—only emphasize young Filipinos' need for guidance. The youth are overwhelmed by their present realities and need help. But since they currently do not have access to services, facilities, and programs that can help them cope with their problems, they turn to drugs, sex, and other risk behaviors instead.

When asked about their values-related issues and concerns, participants of the consultation workshops shared these answers:

- ? The need for youth to be exposed to life skills training in order to grow up as mature and responsible members of society.
- ? Young people are highly influenced by media, thus the need for media organizations and advertisers to help promote positive images and messages among young Filipinos.
- ? Young people are highly influenced by peers, hence, the importance and value of peer counseling, and the need to shape *barkadas* as positive peer groups.
- ? The existence of a generation gap between youth and their parents, thus the need to restore trust and respect between generations and promote family values.
- ? The erosion of cultural and moral values, as evidenced by the different issues discussed in the previous sections of this document.
- ? Among youth aged 15 to 17:
 - ? The prevalence of youth growing up in dysfunctional families
 - ? The tendency to abuse the freedom given to them by parents and other adults
 - ? The prevalence of discrimination among youth from minority groups
- ? Among youth aged 15 to 24:
 - ? The youth's apparent disregard for history and patriotism
 - ? The growing feeling of apathy and a lack of purpose among young people
- ? Among youth aged 18 to 24:
 - ? Insufficient knowledge on adolescent and youth health development and responsible parenthood

These issues and concerns are mirrored by the results of focus group discussions (FGD) held during the YAPS 2004 study. The next page summarizes the issues and concerns brought out by FGD participants:

- ? The youth's vision centered on work, studies, and the need for social and emotional security.
- ? Urban youth expressed their desire for world peace, urban and tourism development, and for more diplomatic solutions to conflicts. They particularly noted the need for youth to have a "voice in Congress."
- ? Rural youth, on the other hand, pointed to some basic needs to constitute a "vision": eating; good health; long life; shelter; and recreation. The need for emotional security was also evident in their wanting to be with family and friends, and in having a romantic relationship with someone special.
- ? Regardless of age and gender, young people generally consider their parents—specifically, their mothers—as their role models. Other role models that they had identified were: national heroes or leaders (among youth 15 to 24 years old), God and known religious persons (among youth 25 to 30 years old), celebrities (among youth 15 to 17 years old), and teachers (among youth 18 to 24 years old).
- ? However, some of them have a negative projection of the youth's situation in the future, and even seem resigned to the idea that it will worsen.

To empower young Filipinos and enable them to deal with present and future realities, youth programs must not only provide them with their basic needs (such as food, shelter, education, or livelihood), but must also strive to shape youth values and cultivate a new culture of self-respect, critical thinking, love of country, and social responsibility. Ultimately, youth programs must strive to mold principle-centered and values-driven individuals who are capable of steering their own lives (and the country) in a positive direction.

Policy Strategies and Proposed Activities

Following are the goals and strategies that youth and youth-serving organizations had identified in order to address the above issues and concerns:

- ? To enhance life skills among the youth and promote their positive and healthy self-image.
- ? To promote young Filipinos' critical thinking abilities.
- ? To help restore the trust and relationship between parents and children.
- ? To instill love of country and encourage social responsibility and volunteerism among young Filipinos.
- ? To promote responsible media messages regarding youth and adolescents.

Take it from them!

GenRev Student Network: All Revved Up

Taken from TAYO 2, the official publication of the TAYO 2004 search.

GenRev was formally established in September 2002, when 30 high school and college students and young professionals decided that they wanted to help revive God's word in schools, and to awaken students to the "explosive power of the Catholic faith."

Realizing that they had to be creative "and not follow existing structures" in order to reach as many young people as possible with limited resources, the team did a little research and decided that the best way to reach young Filipinos today was through technology.

Creating a website is easy, but creating an online community that young people would want to be part of is not. Kiddo Cosio, GenRev's representative to the TAYO 2004 awarding ceremony, said that they used a "strategy of humor, craziness, youthspeak, and extreme friendliness" to deliver its serious message. Aside from having an attractive homepage, GenRev.net offers online devotionals, youth-related articles and features, Bible studies, inspirational weblogs, personal and customizable profiles, on-site email and personal messaging services, free downloads, and public message board access. Through the site, young people from everywhere and from all walks of life discuss everything from school and family problems, to sex and relationships, career direction, drug addiction, and even depression and suicide. With over a million hits a month, it has, indeed, become a thriving online community.

Some of its amazing feats include:

- ? Setting up a website, "with practically zero budget", using amateur web designers from Manila and programmers from Cebu.
- ? Getting a million hits on its first month alone—and without a marketing

The proposed strategies for achieving these are as follows:

- ? Enhance community-based family centers that will offer family services, peer counseling, and other related services.
- ? **Integrate life planning education (LPE) in the high school and college/university levels of education.**
- ? Institutionalize family education in the college/university level of education.
- ? Enhance family relationships by helping to strengthen communication and interaction among family members.
- ? Promote adolescent and youth health development.
- ? **Advocate for social responsibility and responsible decision-making.**
- ? **Encourage youth volunteerism.**
- ? **Shape a new culture of honesty, patriotism, respect, discipline, and service among young Filipinos.**
- ? **Promote the healthy influence of peer groups (*barkadas*).**
- ? **Promote and strengthen inter-faith dialogue to gradually break preconceived notions regarding religious and minority groups.**
- ? Monitor the youth's media influences and manage youth-friendly messages in media.
- ? Collaborate with institutions (schools, faith groups, communities, media, and youth-serving enterprises) to develop positive youth images.

Take it from them!

- strategy, at that
- ? Growing its membership to 4,607 members (or 15,000% growth) within its first year
- ? Having members that come from 900 schools in 25 countries
- ? Winning as the Best Website for 2005 in the 25th Catholic Mass Media Awards
- ? Having over 10,000 average unique visits per month
- ? Having over 350 members join the GenRev community per month

The secret to GenRev's success? Probably some support from family and friends, a little bit of luck, and a whole lot of Divine Inspiration.

Activities that may be done to support the following goals and strategies are listed below. They may be implemented by government agencies, NGOs, educational institutions, private enterprises, youth organizations, and other organizations that wish to advance the rights of specific youth groups in the Philippines. These activities may also be implemented anywhere in the country, according to the particular needs of a region or community:

- ? Advocate family communication and togetherness.
- ? Institutionalize family centers that will provide family counseling and other related services in barangays.
- ? Develop a Human Resources Development (HRD) program for youth that will enhance youth's self-awareness, social skills and sense of community.
- ? Encourage, and provide avenues for, dialogues between youth and adults.
- ? Allocate SK funds to conduct life skills training for the youth.
- ? Develop "value cultivators" among family and community members.
- ? Conduct curriculum development activities to integrate LPE and family education in schools, colleges, and universities.
- ? Provide parental counseling, especially to parents of troubled youth.
- ? Conduct recollections, retreats, and family workshops that strengthen values within and among families.
- ? Recognize outstanding volunteer youth organizations.
- ? Organize gatherings of youth organizations that would promote a peer-to-peer support system.
- ? Advocate social responsibility and an awareness of the consequences of decisions made by young Filipinos.
- ? Manage youth organizations and peer groups as tools and venues for promoting positive values.
- ? Conduct inter-faith dialogues, or dialogues among different youth groups, including cultural minorities.
- ? Strictly review and monitor existing media policies.
- ? Recognize family- and youth-oriented programs in tri-media.
- ? Strictly implement MTRCB (Movie and Television Rating and Classification Board) and VRB (Video Regulatory Board) regulations regarding media ratings and content.



Roles of the various stakeholders

Government

- ? Policy advocate
- ? Policy reviewer and policy maker
- ? Trainer
- ? Award-giving and recognition body

? **Civil society (including NGOs, faith-based organizations, etc.)**

- ? Advocate of strong, positive values
- ? Manager of community-based centers and community mobilizer
- ? Mentor and counselor, especially for troubled youth
- ? Program partner
- ? Policy advocate
- ? Program monitor

? **Youth**

- ? Program partner
- ? Advocate

? **Media**

- ? Program partner, especially in regard to developing, producing, and communicating positive images and messages to young Filipinos
- ? Advocate of strong, positive values

Chapter 3

Putting It to Work

Implementation, Monitoring, and Evaluation

1. Implementing the Programs

The NYC, as the premier youth policy-making body in the country and as young Filipinos' representative in public affairs and governance, shall lead other government agencies and private organizations in advocating for the implementation of the National Framework for Youth Development (also referred to in this chapter as the MTYDP). It shall also coordinate with youth-serving organizations to achieve the youth vision.

For the NYC to properly implement the MTYDP, it needs to establish and strengthen institutional mechanisms and systems. As such, the NYC shall do the following:

- ? Strengthen the National Advisory Council or National Monitoring Committee for the MTYDP and for the consolidation of youth plans;
- ? Facilitate and advocate for the creation of Regional Monitoring Committees;
- ? Institutionalize the Local Youth Development Councils;
- ? Issue directives, memoranda, and IRR on the MTYDP to different government agencies;
- ? Design a social marketing and advocacy program for the implementation of the MTYDP;
- ? Conduct periodic updates on the MTYDP implementation;
- ? Allocate sources of funds and resources for the implementation of the MTYDP;
- ? Monitor and evaluate the extent of the implementation of the MTYDP;
- ? Facilitate the strengthening of inter-agency networks;
- ? Document model cases, best practices, and success stories of local youth organizations and their programs; and
- ? Accredite and monitor youth organizations.

Furthermore, the NYC will localize the MTYDP at regional, provincial, or municipal levels.

Other youth-serving organizations and stakeholders of youth development, on the other hand, are asked to perform the roles that have been identified for them throughout this document. The NYC is only the steward of the MTYDP; it is its partners that breathe life to the MTYDP and make it viable.

Localizing the MTYDP

Consultation workshops held throughout the country's 16 regions revealed the many and varied concerns that young Filipinos face today. Many of these issues and concerns are being felt by youth across the country—for instance, the need to improve the quality of education, youth unemployment and underemployment, and the need for improved health care.

However, some needs are felt more acutely in some communities than in others. Because of this, **local governments and community-based organizations have a larger role to play in implementing the MTYDP and in ensuring youth development at the local level.** The national government cannot do it alone, and so it must rely on local partners—such as government agencies, non-government organizations, people's organizations, religious organizations, educational institutions, families, community organizations, and youth groups—to **identify and prioritize the issues and concerns** that must be addressed at the community level.

The problems and challenges that youth face today seem large and overwhelming when shown from a distance, as this book does. **But by focusing on the issues that are closer to home and by addressing them one step at a time, the problem-solving process actually becomes more manageable.** Problem areas can be identified better; resources can be mobilized faster; and creative solutions can be implemented more efficiently. Before long, communities around the country would have been empowered to address their own concerns and work towards their own

development, using ideas that may have been taken from, or inspired by, the courses of action proposed in this Document.

What are the steps in localizing the MTYDP?

1. Identify the indicators that will be used to select an area.
2. Finalize the selected areas.
3. Coordinate at the regional level through RACs; at the provincial level through the Governor's Office and Provincial Planning Office of each identified province; and at the municipal level through the Mayor's Office and the Municipal Planning Office.
4. Coordinate with the various stakeholders and form networks for the proper implementation and localization of the MTYDP. These stakeholders include:
 - Local government organizations
 - NGOs
 - Religious organizations and churches
 - Schools
 - Youth organizations
 - Private sector organizations
 - Media organizations
5. Conduct meetings
 - Convene the RACs
 - Convene the targeted municipal youth councils per region
6. Formulate a Local Youth Situationer with the help of the RACs and municipal youth councils
 - Sources of data for a regional youth situationer:
 - YAPS (NYC, 2004)
 - MTYDP Regional Consultation Workshop Outputs (NYC, 2004)
 - 5th National Youth Parliament Workshop Outputs (NYC, 2004)
 - Data from regional youth-serving organizations
 - Regional youth organizations
 - Sources of data for a municipal youth situationer
 - Regional Planning Office
 - Municipal Planning Office
 - Municipal Library
 - NGOs working in the area
7. Formulate a Local Youth Development Plan (LYDP)
 - Data sources for a regional LYDP: National Framework for Youth Development 2005-2010 and outputs of RAC workshops
 - Data sources for a municipal LYDP: National Framework for Youth Development 2005-2010 and outputs of municipal advisory council (MAC) workshops
8. Formulate an advocacy plan for the LYDP at the regional and municipal levels (through RACs and MACs)
9. Identify a Center for Youth Development Excellence, and build networks with "expansion areas"
10. Establish a Local Youth Center at the regional and municipal levels, whose functions shall be the following:
 - Maintain and monitor youth database;
 - Monitor and evaluate local youth programs and projects;
 - Advocate local youth programs and policies;
 - Mobilize local youth to respond to youth issues and concerns;
 - Establish youth networks; and
 - Maintain youth information networks.

2. Monitoring Progress and Evaluating Success

*“Ang hindi lumington sa pinanggalingan
ay ‘di makakarating sa paroroonan”*

~ An old Filipino saying

Monitoring and evaluation (M&E) are distinct yet interrelated processes that are crucial in efficiently and effectively implementing the MTYDP. In this section is a proposed M&E scheme that specifies how extensively the MTYDP should be implemented, and what indicators should be used to monitor and evaluate its implementation. It will gather data from the documents kept by youth-serving organizations, as well as from evaluation studies that will later on be undertaken by independent consultants. This makes it easier for stakeholders of youth development to collect, consolidate, process, analyze, and report youth data.

The NYC will not evaluate the performance of individual agencies, but will consolidate available youth data in order to monitor and evaluate the implementation of the MTYDP, and thus continue creating relevant policies and effective programs for young Filipinos.

Objectives

The MTYDP monitoring and evaluation scheme specifically seeks to:

1. Obtain quantitative and qualitative data on the situation of the Filipino youth;
2. Determine the policy, program, and service responses of youth-serving organizations to the needs and concerns of young Filipinos; and
3. Identify guideposts for policy formulation and program development.

Scope

The MTYDP-M & E scheme will do the following:

1. Monitor policies, programs, projects, and related activities for the youth;
2. Determine the extent of the implementation of the MTYDP; and
3. Assess youth-related policies, programs, projects, and activities.

Guiding Principles for MTYPD- M & E

1. Integration

This M & E scheme will consolidate youth-related policies, programs, and initiatives from the local to the regional and national levels.

2. Accessibility and transparency of information

Data generated from and by the M & E will be made available to anyone who requests for it.

3. Systematized processing

The NYC will periodically monitor, update, and classify the information obtained through the M & E scheme. It will also ensure that sectors and organizations involved in youth work follow a systematized and organized monitoring and reporting process.

4. Efficiency through the utilization of appropriate Information Technology

All those involved in the M & E processes must be continuously trained in the appropriate Information Technology systems to ensure that they will effectively gather, analyze, and report data regarding the MTYDP. Concerned departments and organizations must also ensure that they have up-to-date computer software and hardware to efficiently gather, analyze, and report data.

Monitoring and Evaluation Framework

1. Policy Direction for the Youth

The M & E scheme is anchored on the vision for Filipino youth, which was stated at the beginning of the National Framework for Youth Development 200-2010:

Empowered and enlightened youth

Actively participating in governance and decision-making
Self-reliant and confident,
Recognized as agents of change;

Globally competitive, productive, and well-informed
Patriotic, with a strong love for country and culture; and
Physically, mentally, and spiritually healthy

This vision was translated into concrete action steps (goals, strategies, and indicators), which will be the focus of monitoring and evaluation.

2. Policy Goals and M & E Indicators

The following section details the policy agenda and strategies for the youth and gives its corresponding monitoring and evaluation indicators:

Monitoring and Evaluating Youth Education

Policy Agenda

1. Enable access to quality and responsive education and all levels.
2. Develop globally competitive youth.

M & E Indicators

Monitoring	Evaluation
Indicators in education at various levels and delivery systems	During the period covered, increase/ decrease of youth in the following:
? Formal Education	? Gross enrollment ratio
? Elementary	? Net enrollment ratio
? Secondary	? Completion rate
? Tertiary	? Graduation rate
? Vocational-Technical Education	? Average promotion rate
? Alternative learning/ Non-formal	? Average repetition rate
? Education	? Average school leaver rate
	? Transition rate

	<ul style="list-style-type: none"> ? Average failure rate ? Retention rate ? Average drop-out rate
Student financial assistance of the government (scholarship grants, student loans) for indigent youth	<ul style="list-style-type: none"> ? Increase/ decrease in the percentage and number of indigent youth getting financial assistance. ? Increase/ decrease in government budget for student financial assistance programs.
Guidance and counseling services provided in every school	<ul style="list-style-type: none"> ? Compliance of Guidance and Counseling Offices with minimum standards set by DepEd and CHED in their respective levels. ? Increase/decrease in the number and percentage of youth availing themselves of the services of Guidance and Counseling Offices ? Increase/ decrease in the number and percentage of crimes/ delinquencies committed by youth
Budget and resource allocation for education	<ul style="list-style-type: none"> ? Increase/ decrease in budget and resource allocation for education ? Increase/ decrease in per-student cost
Quality of education <ul style="list-style-type: none"> ? Type of community-based education & advocacy programs undertaken to upgrade the quality of education ? Updated list of job demands ? Number of youth who availed of non-formal education & life-skills courses ? Number of youth who dropped out of school ? Type and frequency of coordination between schools and parents' & community associations ? Nature and frequency of coordination between schools and business groups or institutions 	<ul style="list-style-type: none"> ? Higher education <ul style="list-style-type: none"> ? Number of accredited programs ? Performance of graduates in licensure examinations. ? Percentage of faculty with advance degrees ? Basic Education (use indicators of DepEd) <ul style="list-style-type: none"> ? Number of teachers who have upgraded their teaching knowledge, skills, and relationship with students. ? Number of youth recognized for excellent performance in academic and professional fields at the local, national, or international levels.

Monitoring and Evaluating Youth Employment

Policy Agenda

3. Decrease youth unemployment and underemployment
4. Prevent exploitation of young workers and working children

M & E Indicators

Monitoring	Evaluation
<ul style="list-style-type: none"> ? Number of youth provided entrepreneurship, career guidance, skills enhancement and capability building services ? Number of youth who have availed of DOLE services ? Number of rescue operations conducted ? Type of employment programs developed & implemented by local & national youth-serving agencies; no. of youth participants in each program ? Type and frequency of conduct of local employment awareness campaigns ? Type of training programs developed & implemented in response to emerging job demands/opportunities; no. of youth participants per program 	<ul style="list-style-type: none"> ? Number of employed youth ? Functional anti-child labor task forces (with regular programs/ activities, work systems & procedures, resources, etc.); reduced incidence of child labor; protection for youth workers ? Structure and mechanism for partnership between schools & private corporations; no. of youth actually employed in these corporations after graduation ? Incidence of sexual exploitation, human trafficking, discrimination reduced (if not eliminated) ? Number of youth who enrolled & completed technical and vocational courses ? Number of youth who participated in small and medium-scale enterprises

? Type of assistance provided to working students ? Number of youth taken for summer internship jobs ? Rate of employment, unemployment, and underemployment	
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Monitoring and Evaluating Youth Health

Policy Agenda

5. Ensure the acceptability, accessibility, availability, and affordability of culturally and gender-sensitive/responsive health services and facilities for adolescents and youth, especially in regard to Adolescent health and Youth development (AHYD).
6. Reduce the incidence of risk behavior among Filipino youth.

M & E Indicators

Monitoring	Evaluation
? Number of adolescents/youth provided culturally, gender-sensitive ARH information, counseling, services and health facilities ? Number of culturally, gender-sensitive, youth friendly centers to be established and improved ? Number of male and female adolescents/youth served by youth centers ? Types of adolescents/youth training conducted on community-based, school-based, workplace-based development activities ? Number and types of training for parents, service providers, youth serving professionals and adolescents/youth on adolescent/youth sexual health conducted ? Developed, produced and disseminated IEC/advocacy materials on adolescent/youth health and gender-sexuality awareness ? Number of researches and research utilization conducted ? Number of research findings and researches utilized ? Allocated funds for the adolescents/youth programs and projects	? Number of adolescents and youth that benefited from ARH information, counseling and services ? Number of culturally, gender-sensitive/responsive and youth friendly centers established and improved ? Number of participants who gained and applied training knowledge and skills ? Local laws and policies enacted in support to the gender-based adolescents/youth programs and projects ? Incidence of pre-marital sex, teenage pregnancy, abortion, early marriage, sexually transmitted diseases (STDs), HIV/AIDS
? Number of youth who availed themselves of basic health services (medical and dental) ? Nature and frequency of coordination between/among health agencies/ organizations ? Type of advocacy campaigns on youth health undertaken; number of youth reached and who participated in campaigns ? Type of health programs on youth health developed and implemented ? Type of assistance provided to local health centers/institutions to increase their capability for effective health service delivery and management ? Number of youth who are trained as peer educators ? Number of LGUs that implemented water development system	? Number of youth who stopped using drugs ? Number of drug-related cases reported and resolved ? Number of youth participants in sports activities who developed positive health attitude ? Number and location of community health institutions that effectively manage & deliver health programs for youth ? Number of youth actually reached and assisted by peer educators ? Number of youth who practiced solid waste management

Monitoring and Evaluating Youth Participation

Policy Agenda

7. Strengthen youth participation in community and youth development activities, such as in planning, implementing, monitoring, and evaluating youth programs and projects.
8. Integrate the youth agenda and concerns in local and national development plans.

M & E Indicators

Monitoring	Evaluation
? Number of youth groups organized	? Increased youth groups organized/membership.
? Frequency of conduct of awareness campaigns on laws (International and national), policies on youth rights and participation.	? Increased awareness of youth on their rights and responsibilities
? Number of Capability Building programs on planning, implementation, monitoring and evaluation of programs and projects conducted.	? Acquired skills on project development process.
? Number of IP youth participating in Ancestral domain/ Lands concerns	? Increased participation of IP youth in Ancestral Domain/lands development activities
? Number of IP youth participating in environmental concerns.	? Number of youth sitting in school boards
? Number and location of schools that provide for students' representation in school board.	? Youth agenda and concerns integrated in local and national development plans; implementation of youth agenda monitored and evaluated
? Frequency of conduct of dialogues/ consultation on youth issues and concerns; number of youth participants.	? Integration of youth rights and responsibilities in the school curricula; number of youth who became aware of their rights and responsibilities
? Type and number of youth-friendly structures created at local and regional levels; number of youth reached	? Integration of environment-related and entrepreneurship courses in school curricula; number of youth who participated in environment and entrepreneurship activities
? Number and location of schools that provide for students' representation in school board	? Number of SKs and youth organizations recognized for their outstanding achievements/contributions
	? Number of youth who volunteered for community outreach/development activities
	? Number of youth who participated in local governance/decision-making
	? Number of youth who participated in regional and international activities

Monitoring and Evaluating Specific Youth Groups (SYGs)

Policy Agenda

9. Eliminate all forms of discrimination against youth.

M & E Indicators

Monitoring	Evaluation
? Number and location of specific youth groups organized.	? Enacted and fully implemented laws and policies that promote and uphold the rights and welfare of specific youth groups.
? Frequency of conduct of IEC activities to promote the rights and welfare of specific youth groups.	? Integrated indigenous life and culture in school curricula
? Capability enhancement programs/ activities for youth.	? Reduced incidence of exploitation and

? Type and number of programs for specific youth groups developed and implemented; number of youth reached who participated in each program (education, health, livelihood, values, participation, etc.)	discrimination of specific youth groups. ? Increased participation of specific youth groups in community and institutional program undertakings. ? Number of specific youth groups who developed and demonstrated capacities for self-growth and decision making.
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Monitoring and Evaluating Youth Value Formation

Policy Agenda

10. Promote a positive and healthy self-image, critical thinking, love of country, social responsibility, and the spirit of volunteerism among youth.

M & E Indicators

Monitoring	Evaluation
? Number and type of family support programs developed and implemented. ? Type and frequency of coordination with local institutions to undertake youth image building activities. ? SK allotted funds for life skills training among youth. ? Number of community members trained to serve as 'value cultivators' ? Number and type of inter-faith activities undertaken; number of youth participants.	? Number of youth who developed positive values and attitude towards self, others and community; number of youth volunteers. ? Integrated of family education courses at the tertiary level. ? Number of youth who gained self-confidence and sense of social responsibility. ? Institutional monitoring of and advocacy of responsible media ? Number of youth who patronized national cultures and arts. ? Enhanced relationships between youth and significant adults.

3. Assumptions and Focus

The MTYDP – M&E instrument was built on the following assumptions:

- ? Each participating agency has its own program monitoring and evaluation system/scheme.
- ? They will make data available and accessible for consolidation by the NYC.

Focus of MTYDP Monitoring

NYC monitoring will focus on the following:

- ? The accomplishments of implementing agencies, and whether targets were met in relation to the objectives and goals stated in the MTYDP;
- ? The general strategies used to meet the objectives stated in the MTYDP;
- ? General issues, problems, and concerns affecting program implementation; and
- ? Specific recommendations to more effectively achieve the goals of the MTYDP.

It will not focus on:

- ? The effectiveness of *specific* programs of each implementing agency;
- ? Details of budget and resource allocation and utilization per program; and
- ? Details of program management and operation.

M & E Components

1. Monitoring the MTYDP

The NYC shall focus on monitoring the progress of the MTYDP's implementation. It will do the following, in line with this overall objective:

a. Establish relevant data on Filipino youth

The MTYDP would not have been formulated properly without current and relevant data about young Filipinos. Therefore, it is important for the NYC—as well as for other youth-serving organizations—to have current and relevant information about the Filipino youth *at any given time*. Our society is an ever-changing one, and youth-serving organizations will only be able to address the needs of young Filipinos if they have relevant and accurate data on which to base their policies, programs, and projects.

In this regard, it becomes the NYC's role to ensure that the youth profile and situationer are regularly updated.

b. Provide relevant information if and when necessary

Youth-serving agencies and organizations need to document their activities in relation to the MTYDP. To help them do this, the NYC shall furnish each participating agency with a copy of the monitoring instrument and the monitoring scheme. In return, these agencies will make all relevant data and information available to the NYC, when needed.

After this, the NYC will consolidate all data and information, and will furnish its program partners at various territorial levels (i.e. national, regional, provincial, city/municipal) with these, upon their request.

c. Process information

The MTYDP Secretariat of the NYC shall process, consolidate, and analyze all data related to the MTYDP. It will also charge of preparing the necessary reports. To help them perform these functions, they will be furnished with a data banking/processing manual, based on a selected computer program.

The MTYDP Secretariat must also distribute copies of the M & E to members of the Inter-Agency Committee before submitting it to the Office of the President. They must also allow access to this report, should other interested parties (individual researchers, other institutions) request for it.

d. Prepare the MTYDP Annual Report

The MTYDP Secretariat will prepare an Annual Report that contains information on the implementation of the MTYDP. They will have this reviewed and approved by NYC officials before disseminating it to the public.

e. Disseminate the MTYDP Annual Report

The NYC shall disseminate copies of the MTYDP Annual Report to all NYC program partners and other interested groups—such as members of the legislature, youth-serving organizations, private sector, youth organizations, and the local government units. Private individuals, upon request, may also be furnished with copies of the Annual Report.

f. Use relevant output to improve the implementation of MTYDP strategies, or to reformulate the MTYDP

The NYC shall use these monitoring results/outputs as a reference for evaluating, updating or reformulating the MTYDP.

2. Evaluating the MTYDP

The MTYDP shall be evaluated on two levels: (1) on the level of being able to accomplish measurable targets and objectives; and (2) on the level of achieving young Filipinos' vision of being "empowered, globally competitive, patriotic and healthy Filipino youth". Of course, it is easier to evaluate the implementation of the MTYDP based on the first level.

To do this, the NYC shall evaluate the MTYDP in close coordination with its partner agencies and organizations. It shall tap funding support for this process, and may tap its partner agencies, or an independent third party, to conduct such evaluations. It is assumed, however, that these youth-serving agencies have already initiated an evaluation of their respective programs. Thus, the results of the evaluation process may serve as inputs to further evaluate and improve the MTYDP.

Evaluation will be done using a set of criteria or indicators, which was drawn up from the MTYDP regional consultation workshops.

Depending on fund availability, evaluation may be done in two stages: first, during the mid-term period (or after three years) of the MTYDP's initial implementation; and second, towards the final stage (or during the sixth year) of the MTYDP's implementation.

The following are the steps in evaluating the MTYDP:

a) Preparing the evaluation design and instruments

The MTYDP evaluation design designed by the NYC will specify the following:

- Objectives;
- Data collection techniques;
- Sampling scheme and sample selection;
- Schedule; and
- Budget requirements.

Aside from the evaluation design, the NYC will also develop interview instruments, and will have these reviewed and approved by the Monitoring Committee.

b. Coordinating with area offices and agencies concerned

The NYC shall facilitate the coordination of evaluation activities, to ensure the smooth flow and conduct of the evaluation.

c. Collecting the data

The Monitoring Committee will use a combination of data collection techniques to gather accurate and relevant data about the MTYDP's implementation. Such techniques may include: reviews of monitoring reports, individual interviews, and focus group discussions (FGDs). .

d. Processing the evaluation data

The Monitoring Committee will process the data using appropriate computer software program/s and data analysis (statistical) tools.

e. Validating the initial findings and observations

The Monitoring Committee will conduct validation sessions in order to gather additional feedback and data that will enrich and support the preliminary data.

f. Preparing the evaluation report

The evaluation report shall include the findings, analyses, and specific recommendations for effectively realizing the vision of and for the Filipino youth.

g. Disseminating the evaluation report

The evaluation report will be packaged and disseminated to the partner agencies, and may be made available as well to interested individuals and groups upon their request.

Monitoring and Evaluation Instruments

There will be three sets of monitoring and evaluation instruments, to be administered at certain periods of MTYDP implementation. A copy of each instrument is attached to this document. These instruments are as follows:

1. Institutional/Agency Profile Instrument

This instrument will be administered before and towards the end of implementing the MTYDP for 2005-2010. It will focus on the following:

- Roles and functions
- Scope and coverage
- Youth issues being addressed
- Program strategies and corresponding targets
- Resources

A directory of youth groups and youth-serving agencies/institutions will also be produced to serve as a reference for any future work related to the MTYDP's implementation, monitoring, and evaluation.

2. Monitoring Instrument

The monitoring instrument will be administered annually, and will focus on youth issues being addressed by youth groups and youth-serving agencies/institutions. Specifically, the monitoring instrument will aim to gather the following data:

- ? Youth issues and concerns being addressed
- ? Planned activities, targets, and corresponding budget for the year
- ? Actual activities undertaken, targets reached, and budget used
- ? Implementation systems and processes
- ? Factors that facilitate the hinder effective plan implementation
- ? Suggestions for more effective implementation of youth programs and projects

If available, the NYC will request for copies of annual reports of youth-related programs of the identified groups, agencies, or institutions.

3. Evaluation Instrument

The proposed evaluation instrument will be administered towards the middle and final phases of the MTYDP's implementation. An outside consulting firm may be tapped to conduct the evaluation. Initially, the evaluation will obtain the following data:

- ? Youth issues and concerns being addressed
- ? Relevance, efficiency, and effectiveness of program strategies
- ? The extent to which youth program goals/objectives are achieved
- ? Resource utilization
- ? Changes in the youth situation (education, health, employment, values, participation, etc.)
- ? Factors that facilitate and hinder effective program implementation

Should a consulting firm be tapped to conduct the evaluation, it may propose the methods and techniques that will be used to obtain the needed data. However, it may be best to use a regional sampling scheme, to measure the extent to which the regional action plans have been accomplished.

M & E Structure

An inter-agency structure may be set up to assist the NYC in monitoring and evaluating the MTYDP's implementation.

1. Composition

The M & E Committee shall be composed of representatives from identified youth organizations and youth-serving agencies/institutions.

A consultation meeting may be held among these groups to choose 10 to 15 members of the Monitoring & Evaluation Committee. The participants will determine the term of office of the Committee members.

Preferably, the nominee should have experience in monitoring and evaluating youth programs in her/his own agency/institution. S/He should be able to commit to attending the periodic meetings of the Committee.

2. Functions

Committee members shall perform the following tasks:

- Discuss and finalize the M & E scheme and instruments, and ensure that they are applied properly;
- Coordinate M & E-related activities with concerned groups, agencies, or organizations;
- Provide technical support to NYC staff; and
- Draw out implications from M & E data and propose appropriate interventions (for policy and program development purposes).

3. The MTYDP and Beyond

Can't you feel it burn in the heart of the young...
We're fighting for a new way to say
Carry on,
The trumpets sound off the countdown for a
New day's dawn,
The future of all is alive in the heart of the young...

~ *In the Heart of the Young*, a song by Winger

If the many issues and concerns that the youth have raised throughout this process seem overwhelming, it is perhaps only because young Filipinos are now more aware of their needs and have found a way to express them. More importantly, they have found a way to address their issues, first on the level of discussion and debate, and next on the level of concrete action.

Throughout the country, young people and those working for the youth have been coming together in real dialogue—identifying problems and challenges, determining root causes, looking for new and creative solutions to old challenges, and earnestly seeking alternative ways to generate resources for their programs and projects. The MTYDP is a concrete result of this process.

Beyond the MTYDP, and outside of government efforts, young people have already begun the process of revolutionizing youth development and of empowering themselves to produce real, concrete results.

A group of soccer-playing out-of-school youth in Bukidnon got tired of seeing their caves vandalized, and organized efforts to rehabilitate their caves and clean up their town's shorelines. A group of high school students in Cebu refused to take child abuse sitting down, mobilizing communities, government agencies, and even the media against child abuse. A group of animal enthusiasts from Manila has traveled around the country to educate young children about Philippine wildlife and the environment, attracting even the international cartoon family *The Wild Thornberys* to their educational efforts. An organization of tribal youth has been traveling around the country, educating indigenous peoples about their rights, new livelihood opportunities, and means for integrating themselves into mainstream Filipino society. These organizations have been recognized by the search for the Ten Accomplished Youth Organizations (TAYO), but many more are out there, working passionately for causes they truly believe in.

Talk to us!

If you have questions, ideas, or concerns about the contents of this book, or about moving forward with youth initiatives, contact the NYC through **telefax # 781-2373** or visit its **website: www.youth.net.ph**

Youth volunteerism and social responsibility is alive and well in the Philippines, but the MTYDP 2005-2010 hopes to kick it up a notch, as they say.

Of course, this document is not infallible; but it is a good start and should be a work in progress. It should only be the beginning of an exciting and dynamic process of working to improve young Filipinos' lives.

Positive change has already begun. What the country needs now are people like you, who are reading this book, to see it through.