

LOCAL GOVERNANCE : *From University to Community*

(The CPU Local Government Mobile Training Team Experience)

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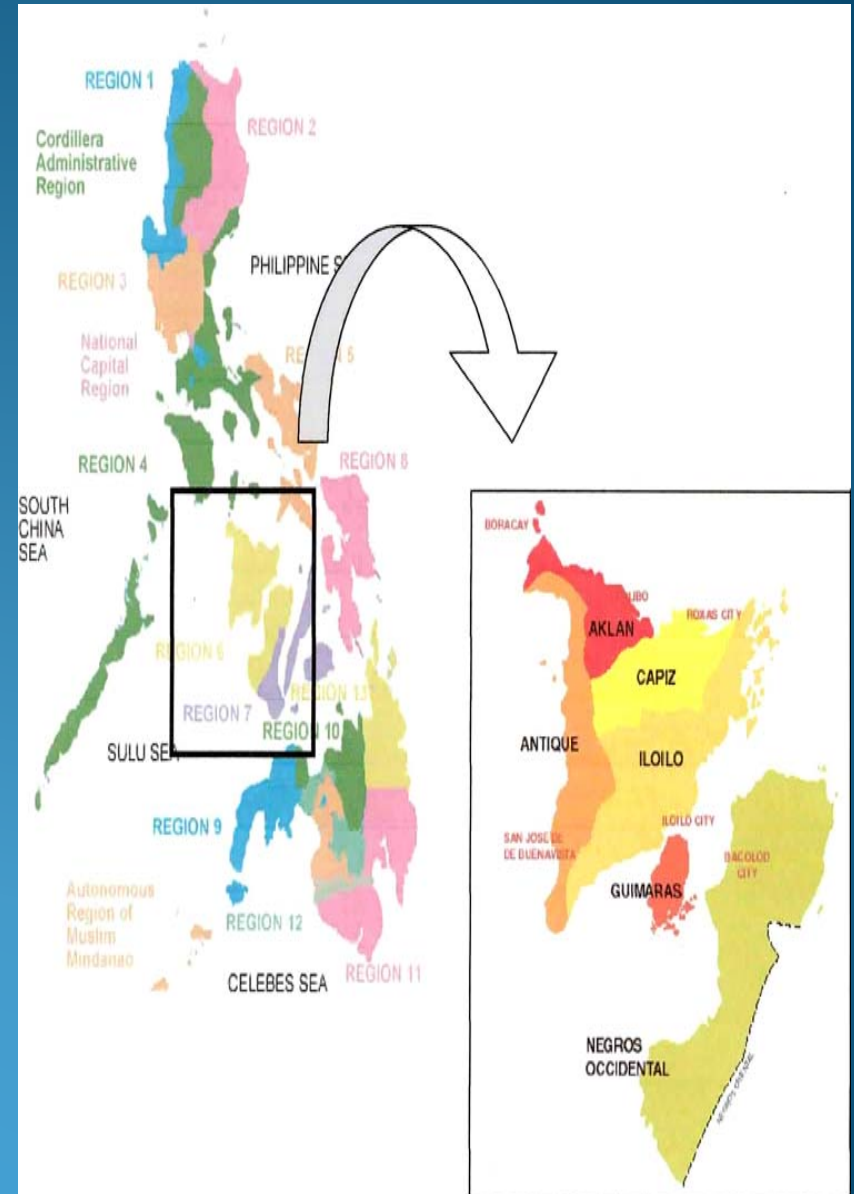
4th Asia-Pacific Regional Conference on Service Learning



Rationale

Many *barangay* (village) officials have not availed of the regular training programs offered by the government and NGOs.

1. financial constraints
2. considerable distance from the town proper



In response to this predicament, the Department of Social Sciences, Central Philippine University created the *“Local Governance Mobile Training Team”* in September 2002.



The “Team”

- Faculty members from the Social Sciences Department
- Students who are enrolled in BA Political Science and AB Public Administration.



Vision

To empower *barangay* officials through quality Christian education in local governance, thereby strengthening their Christian values, moral character as they serve God and the community.

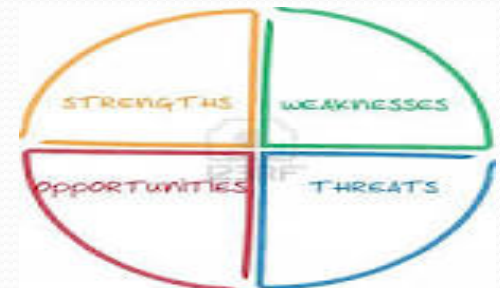
Mission

To provide training programs that would enhance *barangay* (village) governance.



Specific areas:

- *Barangay* Justice System as provided by Republic Act 7160
- Parliamentary Procedure
- Documentation of Meetings and Investigation
- Making a simple *barangay* ordinance/ resolution
- *Barangay* Development Plan
- Conducting SWOT Analysis



METHOD- OLOGY

WINTER 2014

governance

The approach is more on the *operational* aspects of *barangay* governance than on the academic.

- Local dialect as the medium of instruction
- Example based explanations



governance

- Students address faculty members as “Manong” (traditional way of addressing someone older) and introduce themselves as “Ka”.
- Faculty members are not address by their university titles

Barangay Justice System / Parliamentary Procedure

Methodology:

1. *Lecture* in the Local Dialect





2. *Role-Playing* by students depicting some common village problems usually brought to the attention of *barangay* officials for intervention and resolution.

- Procedural and behavioral flaws
- Humorous role-play to capture attention



The local officials are divided into groups and their goal is to identify flaws in the conflict resolution process:

- Behavioral
- Procedural



Group outputs are evaluated and critiqued by the local officials themselves and by the end of the session the participants are expected to formulate a common output based from the various presentations.

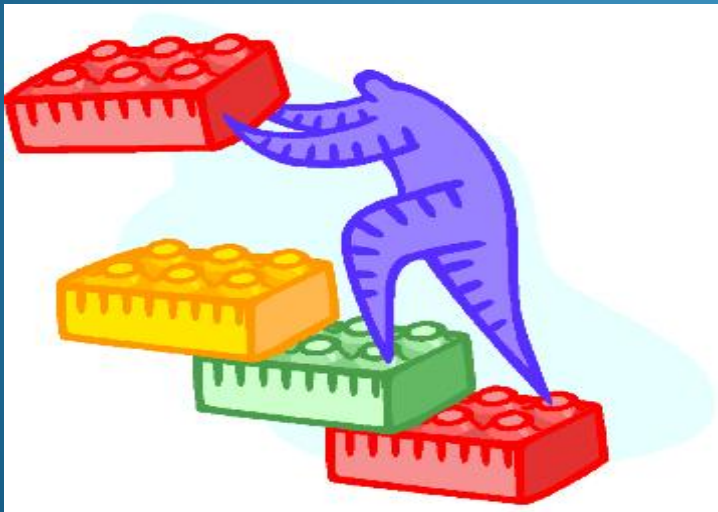


3. Inter-Barangay case study competition in Parliamentary Procedures and Barangay Justice System based on the role-play presented by the students.



For:

- Documentation of Meetings and Investigation
- Making a Simple Barangay Ordinance / Resolution
- Barangay Development Plan
- Conducting SWOT Analysis



Methodology:

1. Example based Lecture
2. Group Exercises
3. Critiquing of Outputs

Evaluation

- ☐
- ☐
- ☐
- ☒
- ☐
- ☐
- ☐



The Community

- At the end of the Workshop the respondents are asked to describe the methodology of the learning process.
- These are some common reactions coming from participants:

- “We enjoy watching the role-play of the students”
- “We appreciate your going to our *barangay* and sharing your knowledge”
- “That was new to us and we did not know that”
- “I hope you can conduct more training sessions”
- “Its nice to laugh and learn at the same time”
- “The students were shy”



- “Can we request for some more training sessions”
- “Your students are beautiful”
- “Not Boring”
- “We are happy that we now know how to make an ordinance / resolution”
- “It’s not really that difficult as we used to believe”
- “Central Philippine University is truly generous”



The Students

Post critiquing is done during the first meeting after the activity. The students are required to submit their reaction papers which focus on:

1. *Barangay* (Village) Politics: Strengths and Weaknesses
2. Linking Theory and Practice



Some common reactions coming from the students:

- “The dominant applicable they here is you scratch my back I’ll also scratch your back”
- The degree of political polarization is very much reflected in *barangay* politics
- “Patron- client culture is so alive in this *barangay*”
- “Democracy will never wok in this *barangay*”



Some common reactions coming from the students:

- Elitism may also mean “In the world of the blind the one eye is the king”
- Voting behavior may simple mean “Whom the elders have decided the members should support”
- “Newly elected young *barangay* leaders are generally highly enthusiastic to have strong link with Central Philippine University”
- “Political alienation is felt by *barangays* whose leaders belong to the opposition party of the town mayor.”



ISSUES AND CONCERNS

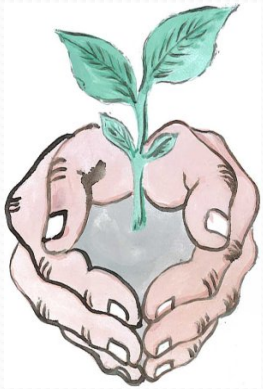
- The *Local Governance Mobile Training Team* is not yet institutionalized and needs further improvements.
- It is dependent on volunteerism from faculty members who are willing to share their expertise during their weekend rest.
- The university must formulate a scheme that hopefully will motivate more faculty members to join the “Team”.
- In some cases the service learning was dormant because those who used to volunteer either have resigned or were promoted to some higher positions.

ISSUES AND CONCERNS

- Institutionalizing “Service Learning” would mean integrating it in the institutions strategic plan and providing substantial budget allocation.
- This can be further enriched by making service learning a mandatory faculty service and a requirement for their promotion.

“Volunteers do not necessarily have the time; they just have the heart.”

- Elizabeth Andrew



Let us have that kind of heart...

**GOVERNANCE
MATTERS**
In Challenging Times



Madamu guid nga Salamat!!!



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