

# Project Citizen Philippines

The LeadCom Education for Democracy Program



## A brief introduction to Project Citizen

Project Citizen is an international program for increasing the democratic participation, political efficacy, and civic engagement levels of the youth. It is an approach that systematically embeds education for democracy in the classroom, while simultaneously providing a venue for students to participate in community problem-solving and applying their lessons in citizenship in real life.

Thus, Project Citizen aims to connect the classroom learning of students on democratic citizenship with activities such as research that immerse them in the community, and expose them to the dynamics of public policy formulation, implementation and evaluation.

The project is intended to provide students with a venue to apply their conceptual understanding of politics. It is also intended to enhance the students' skills in research. While in the process of fulfilling curricular aims, the students are also expected to provide the community with viable policy alternatives and concrete action plans that address a particular problem area. In this way, citizenship training is reinforced through the synthesis of civic knowledge, skills and dispositions. At the end of the process, students are expected to:

- Understand democratic policy making processes
- Learn how to monitor and influence public policy
- Develop concrete skills and the foundation needed to become responsible, participating citizens
- Develop effective, creative communication skills
- Develop more positive self-images and confidence in exercising their rights and responsibilities

## Outcomes of the Activity

By taking part in Project Citizen, students will “learn by doing” the work of active citizens in their community. By completing their tasks, they should learn about the existence and roles of multiple stakeholders in the policy process, which branches, agencies, and levels of government have the authority and responsibility to deal with the problem they have chosen to work

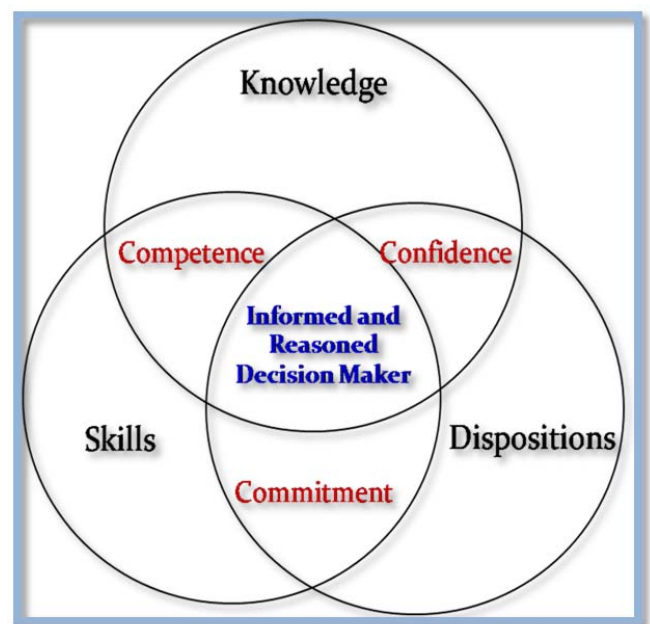
*“I know of no safe depository of the ultimate powers of society but the people themselves; and if we think them not enlightened enough to exercise their control with wholesome discretion, the remedy is not to take it from them, but to inform their discretion”*

*-- Thomas Jefferson, 1820*

on, and how to monitor and influence the political process in their community.

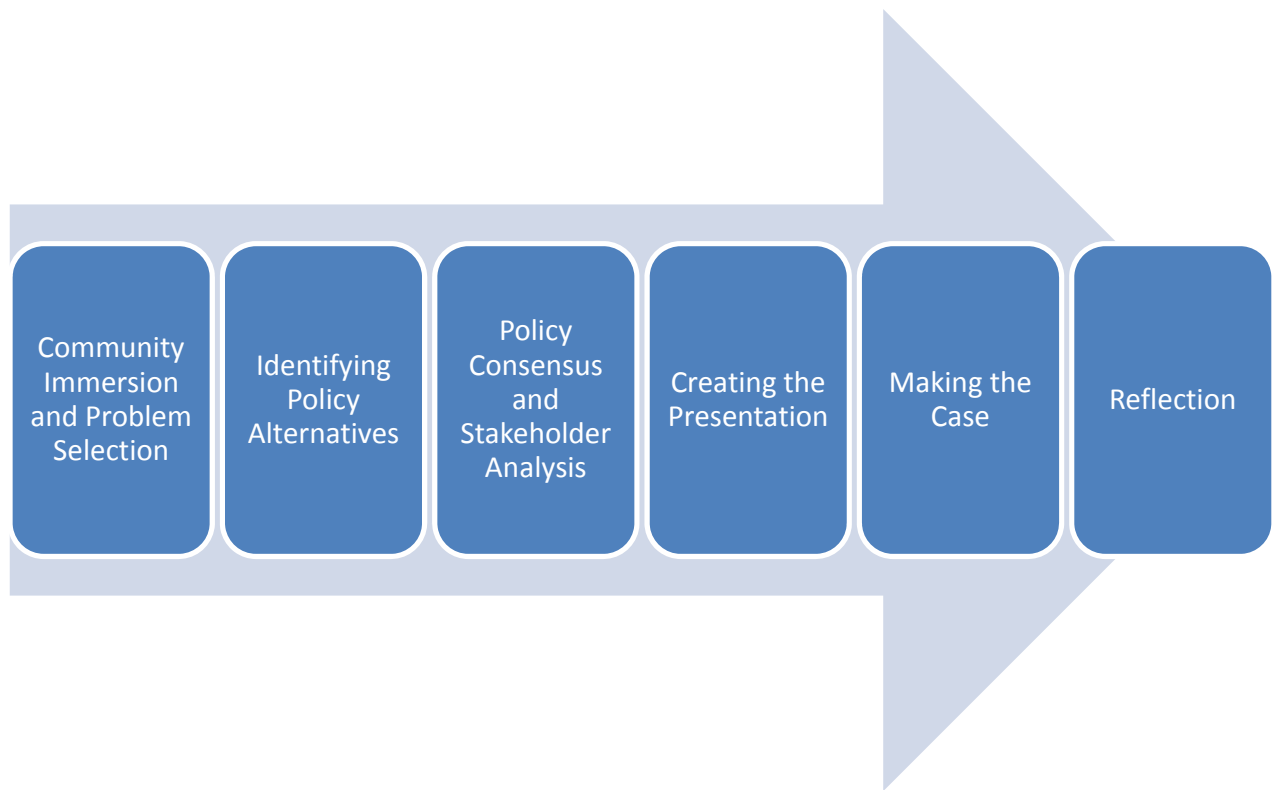
Although attention may have been limited to one particular problem in their community, the knowledge and skills students gain are those required for competent and responsible participation throughout the political system. The experiences and learning Project Citizen fosters will encourage students to take an active role in the political life of their community, and the nation. The Center for Civic Education (CCE) has been implementing Project Citizen since 1995 and they have experienced the following impacts of the program, as revealed through the many evaluation studies that have been implemented:

- Students believe they can make a difference in their communities
- Students do make a difference in their communities
- Students develop greater understanding of public issues
- Students develop greater understanding of challenges facing government and the local communities
- Students learn how their government works
- Students develop a commitment to active citizenship
- Students become involved in their communities
- Students learn about specific community problems
- Students learn to work in groups
- Students develop important research and communication skills



The studies also show that the following traits are fostered by Project Citizen: individual responsibility, self-discipline/ self-governance, civility, courage, respect for the rights of others, respect for law, honesty, open-mindedness, critical-mindedness, negotiation and compromise, persistence, civic-mindedness, compassion, and patriotism.

## The Project Citizen Process Flow



*Democracy is the only system of governance that allows – indeed, welcomes – diversity in opinions and contending perspectives. This is even more important when social processes such as community problem solving are involved. It is inevitable that opinions will clash. While conflict is inevitable, it need not be violent. Therefore, citizens must be taught to accept and be tolerant of this conflict in perspectives, but must be taught how to resolve them in a peaceful, democratic manner. This is what de Tocqueville calls the “habits of the heart”, which includes the very traits which Project Citizen has been found to foster such as tolerance, respect for others, civility and compassion.*

*Project Citizen achieves this by using cooperative learning processes which begin from the very first step of problem selection, until the final presentation of outputs. Students are taught that there are alternatives to the majority rule, that negotiation and compromise are integral parts of democratic decision-making, that not everyone always agrees on an issue, that there are many ways to solve a problem, and that democracy is not always a neat process which results in optimal outcomes for all.*

## PARTICIPATION IN DEMOCRACY

1. To what extent, if any, do citizens have a responsibility to take part in the civic life of their community? Explain your answer.

- a. no responsibility
- b. some responsibility
- c. a large responsibility
- d. a very large responsibility

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2. To what extent, if any, do citizens have a responsibility to participate in the public policy-making processes at the local and national levels? Explain your answer.

- a. no responsibility
- b. some responsibility
- c. a large responsibility
- d. a very large responsibility

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3. What can citizens do to monitor and influence the development and implementation of public policy in their community?

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4. How can citizens gain access to governmental agencies in the barangay, city, and the national level?

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5. In what ways can the voluntary organizations of civil society participate in the formulation and, in some instances, in the implementation of public policy?

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6. What might be some consequences of an individual deciding not to participate in civic life? What might be the consequences if large numbers of individuals do not participate in civic life?

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## STEP 1: FOUNDATIONS OF DEMOCRACY

*“The Philippines is a democratic, republican state. Sovereignty resides in the people and all government authority emanates from them.”*

This paragraph is the first entry in the Declaration of State Principles and Policies of the 1987 Philippine Constitution. In order to understand what this truly means, we have to look much further than a dictionary. There are also other concepts which are as important in understanding our system of government.

**DEMOCRACY** is a complex system of government. The word democracy comes from the Greek words —Demos (people) and —Kratein (power). In its most common usage, democracy is —a government of, for and by the people . —Of the people means that government is constituted or created by the citizens. —For the people means that the government we create is there to serve the needs of citizens. And —by the people means our government is run by ordinary citizens like you and me.

In its simplest sense, it entails people being given the power to select their rulers. We are a democracy because almost all adults (with few exceptions) can vote in elections and hold public office. This is what is referred to as the minimal or procedural aspect of democracy --- The presence of free and fair elections, so citizens are given the right to select their leaders. But democracy also has an optimal or substantive aspect. This is when the will of the people is effected through government and people have a say in charting their destinies.

**REPUBLICANISM** on the other hand refers to the way our democracy is managed. The word republic comes from Latin phrase —res publica or —public things and it refers to indirect rule through representatives. Hence, a republican government is a representative government. The citizens choose other citizens to represent them, and to run the different branches of government, instead of making decisions and implementing these decisions themselves. This makes a republican government an indirect democracy because people exercise their power indirectly, through representatives. Given the population and geographical size of most countries today, republicanism is the most efficient way of running governments.

We simply lend our powers (our sovereignty) to government, so that it may serve our purposes. Therefore, if government ceases to serve the people by misusing or abusing its powers, we have the right to replace it, or even overthrow it because we simply consented to delegate our powers to government. That is what the second sentence of the Constitutional provision means – that sovereignty resides in us, and all government authority comes from us. And so here we have a big responsibility as citizens, we have to make sure that the people who have borrowed our power are not misusing or abusing it. This is called demanding accountability from our representatives.

**CONSTITUTIONALISM** refers to the adherence to a system based on an impartial and objective rule of law. It refers to our belief in the Constitution as the highest law of the land, and that this law reigns supreme. Ours is a government of law, and not of men. This means that no one is above the law, no one should take the law unto their own hands, and everyone is treated as equal under the law, whether you are rich or poor, or whether you are an ordinary citizen or a member of government.

The Constitution also establishes government by distributing power to the different branches so that no one can abuse it. Each branch is equal, and they are independent of each other. This is known as the **separation of powers**. This separation and equality creates a mechanism that will allow the branches of government to **check and balance** each other's action. More importantly, the Constitution places the limits to what government can and cannot do.

**LIBERALISM** comes from the same root as —liberty . Liberalism believes in securing the freedom of individuals from any force that seeks to limit it. This includes government. Liberalism also is a firm belief in the individual capacity to develop. Therefore, it is important that individuals be given as much space as possible to work for their own development. The Bill of Rights (Article III in the Constitution) is a manifestation of our liberal orientation. It specifically guarantees citizens certain inalienable rights such as the right to life, liberty, enjoyment of private property, political and religious beliefs, and free speech. The Bill of Rights also sets the limits on government in order to protect citizens against possible abuse. It is important to note that our freedom is not without limits or constraints.

We also have a **PRESIDENTIAL** form of government. This is as opposed to a Parliamentary system. The central feature of a presidential system is the separation of powers among three co-equal branches of government. This is to create the check-and-balance mechanism to avoid an over-concentration of power. Such a system is headed by a Chief Executive (the President) who is not a member of parliament. On the other hand, a parliamentary system is characterized by a fusion of powers (of the executive and the legislative, under one body, usually called the Parliament).

**UNITARY** is the system of government that has one national government. We only have one central government, with most of the decision-making and policy implementation powers. This is in comparison to a federal form of government that has a national government (federal government), but also has lower levels of government that have significant powers (state governments) such as their own laws and supreme courts. The Philippine unitary system however is a **DECENTRALIZED** one. This means that the national government has given some of its powers to the different local government units we have. However, our local governments have only limited powers, when compared to the state governments in countries such as the United States or India, which are federal governments. Thus, we can say that the Philippines government is a constitutional, liberal, democratic and republican system with a presidential and unitary but decentralized structure.

The process of choosing other citizens to serve in government is done through **ELECTIONS**. Our government is divided into three branches: the legislative branch (in charge of making laws); the executive branch (in charge of implementing the laws); and the judicial branch (in charge of interpreting the laws). In the legislative and executive branches, we choose the people who will make the laws and who will implement them. We do not elect our members of the judicial branch. However, the president whom we elect is given the power to appoint the members of the Supreme Court, who in turn appoint members of the lower courts. Therefore, through the President, the people have chosen indirectly the members of the judicial branch.

We elect members of the **House of Representatives (Lower House)** and the **Senate (Upper House)** to **serve in the Philippine Congress**. The main role of these legislators is to create laws that will guide our day-to-day activities as a nation. These laws set the limits of our behavior within Philippine society. For example, Congress (both upper and lower house) makes laws regarding how much taxes we have to pay, how government should spend its budget, what activities are illegal, or what punishment should be



given to those who violate these laws. In short, the laws of the land guide and regulate our interaction in society. All of these laws however, must be in accordance with the general principles written down in the Constitution.

We also elect people who will manage the affairs of government in the executive branch. We elect the **President** who is the Chief Executive Officer of government, and a Vice President as an alternate. The president then appoints certain key people in government to run the different departments. The people who head these departments are called secretaries, and they are members of the president's cabinet. The cabinet secretaries in turn manage the affairs of the different agencies which the president has assigned to them. These include hiring people to run the agency, and appointing the different officers to manage the nationwide programs of the agency. This is the national bureaucracy.

At the local level, we also elect people to run the affairs of our different local governments. We have four types of local governments: the **province**, the **city**, the **municipality**, and the **barangay**. We elect the chief executives as well as the legislators for these local governments. For the province, we elect the governor and the vice-governor as executives, and we elect the provincial board members as the local legislators. For the city and the municipality, we elect the mayor and the vice-mayor as executives, and the city or municipal councilors as the local legislators. The same is true for the barangay, when we elect the barangay chairman as chief executive and the barangay councilors as legislators.

The province is there to coordinate the different activities of the municipalities. The barangay serves as the direct link of government to the people at the grassroots levels. However, it is to the municipality and the city that the task of delivery of many basic services is given. The city is a more economically-developed version of the municipality. Among all local government types, it is the city to which most of the responsibilities for addressing local problems falls.

As previously mentioned, our unitary government has been decentralized. This was done through a law called the **Local Government Code** passed in 1991. **Decentralization** can be defined as the transfer of powers and functions from the national to the local levels.

Underlying this is the **principle of subsidiarity**. This principle simply states that those things which can be done at the lower levels must be allowed to take place there. The higher levels should focus on broader issues. What the local levels can and should do must be left to them, and the national government must not interfere. This creates a division of labor which will result in faster decision-making and more efficiency, as the lower levels are freed from the constant need to seek approval from those above.

As the higher levels of government focus on what they are mandated to do, they do not need to worry about local problems. This frees up their time and resources for their own affairs. For example, national government can focus on greater issues such as the national economy, instead of trying to solve the problems of the different barangays nationwide. This also means that solutions to local problems are more appropriate and relevant, since the people who are affected by these problems at the local level are the same ones who will craft solutions to address them.

This process of decentralization is being done through **DECONCENTRATION, DEVOLUTION and DEBUREAUCRATIZATION (or PRIVATIZATION)**.

**Deconcentration** refers to the decentralization of administrative functions of national government, down to the local levels. This refers to the establishment of different offices closer to the people to run

the affairs of government. Today for example, school buildings that are built using local funds are to be managed by the local government units themselves, and not national government.

**Devolution** on the other hand refers to the transfer of political powers to the local governments. Some of these powers include the power to impose taxes, as well as regulatory powers such as:

- a. Inspection of food products for public consumption
- b. Enforcement of the National Building Code
- c. Regulation of the operation of tricycles
- d. Regulation of real estate and other businesses
- e. The establishment of cockpits and the regulation of cockfights
- f. Reclassification of agricultural lands

**Debureaucratization** refers to the transfer of powers and functions from the government to non-governmental bodies. These include the business sector, civil society, and even individual citizens.

The Local Government Code establishes local special bodies to help advise the local legislators in the councils (sanggunian) to spur local development. These are:

- **The Local Development Council** – tasked with coordinating socio-economic development plans in their localities
- **The Local School Board** – responsible for allocating special funds for education purposes
- **The Local Health Board** – advises the council on health matters, as well as in charge of the budget for local health programs
- **The Local Peace and Order Council** – advises the council on matters of local security concerns
- **The Local Pre-Qualification, Bids and Awards Committee** – takes charge of bidding for local infrastructure projects

### **The Roles of the Private Sector and the Civil Society**

The **private or business sector** is a partner in local development. They can help in service delivery when government hires them (to collect garbage for example), as well as the development of local businesses. When government hires the business sector to implement its programs, or when it sells certain government property, this is what is called **privatization**. The private sector is the engine for economic growth. Because of this, businessmen are always consulted on major issues, especially as they affect business activities.

The participation of civil society groups in local governance is an even more important aspect of Philippine decentralization. **CIVIL SOCIETY** is that part of society where people of the same interests band together to pursue common goals. Commonly identified as NGO's (non-governmental organizations), they are not part of government, but they help in public interest issues. Examples of civil society groups include the Red Cross (disaster relief and health-related issues), Gawad Kalinga (housing and poverty alleviation), and Bantay Kalikasan (environmental issues).

It is useful to note that the participation of civil society is required by law in the different local special bodies mentioned earlier. At least 25% of the membership of the Local Development Council should come from civil society. The other special bodies are also required to have civil society representatives, so that it is not government alone that will make decisions. For example, the Local School Board is required to have the president of the Parents-Teachers Association, the representative of the teachers' organization, as well as a representative of the non-academic personnel as members.

**Activity:**

Work with one or two other students to develop answers to the following questions. Be prepared to present and discuss their answers with the entire group.

1. Give examples from the Philippine political system of each of the concepts that you have studied. What other terms or concepts might you use to describe the Philippine political system?

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2. What might be the advantages or disadvantages of each of the six concepts in protecting the rights of individuals?

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3. In our republican system, the citizens have assigned their representatives to make most of the decisions in order to run government. Why, then, should ordinary people still participate in their government? Should they have the right not to participate? Explain

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4. If individuals wish to participate, what tools do they need to participate competently and responsibly?

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## STEP 2: INTRODUCTION TO PUBLIC POLICY

Project Citizen focuses on the development of a public policy to deal with a specific problem in the community, and if the teacher and class decide to do so, the recommendation of that policy to the appropriate governing body or governmental agency. It is necessary, therefore to understand the term public policy.

### Distinguishing among the Private Sphere, Civil Society, and Government

#### Private sphere

This is the part of society in which family and friends associate to pursue their private interests within the law, free of unreasonable and unfair intrusion by government.

#### Civil society

This is the part of society where people associate or interact voluntarily to pursue interests they share. They may do so as individuals or as members of social, economic, or political associations or organizations. Although these associations and organizations operate within legal limits, participation in them is not required by law and they are not part of government.

Associations and organizations in civil society can provide an effective means for monitoring and influencing government. They may also provide a means of checking or limiting the use of power by government.

#### Government

This part of society includes formal governmental institutions at local, state, and national levels. These include legislative, executive, and judicial branches of government at all three levels.

Sometimes it is very clear what problems and issues should be dealt with by the private sphere, civil society, governmental institutions or a combination of these areas or spheres of society. At other times, reasonable people may differ about which part of society should take responsibility for dealing with certain problems or types of problems. These differences might be based on personal opinions or philosophical positions about the proper role of government in society. Some people think government should take responsibility for a large range of problems in society while others think government should be limited to a smaller range and that many problems should be dealt with by civil society or individuals acting in the private sphere.

### Defining public policy

Just because we have delegated our powers to government does not mean we do not have any responsibility in making our democracy work. On the contrary, our republican democracy demands that we are always vigilant that the powers we lend to government are not misused or abused. Therefore, it is important that the citizens learn how government works, so that we can effectively participate and monitor what is going on.

The most important output of government is **PUBLIC POLICY**. Although it is a very complex term, public policy may be defined as a concept of set of ideas that guides a course of action or a procedure used in dealing with public issues or problems.

What is a policy anyway? A Policy is rule made up and enforced to control the behaviors of people in their:

- Family (Family policy)
- Work places (hospital policy)
- City, State, Country (Public Policy)

Public policies usually take the form of laws, rules or regulations, or agreed upon procedures used by government to fulfill its responsibilities to protect the rights of the people and to promote the common good. Public policy can be defined as the agreed upon ways that government fulfills its responsibilities to protect the rights of individuals and to promote the general welfare by solving problems. Public policy is a purposive and consistent course of action produced as a response to a perceived problem of a constituency, formulated by a specific political process, and adopted, implemented, and enforced by a public agency.

- **Purpose:** resolve or prevent a —public problem
- **Target:** control behavior
- **Source:** public authorities
- **Manifestation:** laws, rules, regulations, ordinances, memoranda

An example of a public policy is the Clean Air Act. This law aims to improve the quality of our air by reducing pollution. It requires oil companies to make sure that the gasoline products we use in our vehicles have fewer pollutants. It also regulates smoking in public places. Another example of public policy is the Unified Vehicular Volume Reduction Program (or —coding scheme). This bans vehicles based on the last digit of their plate number from the use of public roads on certain days of the week. This is to lessen the traffic jams in Metro Manila.

Public policy has many purposes. It can regulate behavior, it can distribute benefits and burdens in society (through taxation for example, where those who earn more are taxed higher), manage the allocation of resources, and manage conflicts.

### **Policymaking Process**

It is important that students understand the central role of government in formulating public policy. At the same time, they should understand that government's role is only one part of the process; all citizens in a community should be encouraged to participate as well. Democratic decision-making requires both the consent of citizens to be governed and their participation in that government.

Let's talk about how they make policies. Politics—is the **PROCESS** people use to make policy and decides who gets what, where and when without resorting to physical violence. In fact politics have been referred to as the specific alternative to war. This is the way we, in this country—in this representative democracy, make policies—we debate.

Policymaking might begin when people in a community perceive that a problem exists. Perceptions about a problem may emerge from the media, politicians, citizen groups or institutions of government. Next, people might formulate ideas for how to best resolve the problem. People with ideas try to persuade government to adopt their ideas and put their solutions into practice. In this way, there are likely to be differences of opinion over what should be done about a particular problem and who should do it. Frequently alternative proposals emerge. The entire process includes collecting and analyzing data, assessing consequences of alternative actions, and gathering support for one proposal or another. Once people agree on an appropriate course of action, they must persuade the appropriate government or governmental agency to adopt the policy. Once the policy is adopted, it then has to be carried out.

Based on the discussion above, formulating and implementing policies can happen in many different stages, and in many different levels.

For policy formulation, the primary actor is Congress when it passes laws. However, the executive branch and its many different agencies also create public policies that affect us every day. The judicial branch, in interpreting laws, can also create policies by providing us with a different meaning to existing policies.

In implementing policies, it is important to remember that our system is decentralized and that many policies have been assigned to the local government to implement. However, the national government is very much still active especially in areas that have not been decentralized. For example, in fighting crime, the largest responsibility still lies with the Philippine National Police which is still controlled from the national level.

There are also many combinations in policy implementation. Government can act alone, with civil society, or they can be both acting on the same problems, but independently. Civil society can also be acting alone on an issue that government is still not addressing.

Since it is important for students to learn how the government works, the discussions have to focus on public policy problems that can be best addressed by government alone, or with the help of civil society, rather than civil society working alone. Students have to learn how to identify public policy problem – or problems in the community that can be best addressed by government through the creation of new policies, or the improvement of existing ones.

Because of our many problems as a developing country, public policies and government agencies are rarely enough to completely solve a problem. That is why it is critical that everyone contributes to the development of our nation. That is why we have to be trained in how to be citizens, so we may effectively participate in making our democracy work. The first step is learning how our government works. The next step is to make sure that it works.

In the Philippines and in some other countries, the right to privacy and a private sphere of life free of interference by government is very important. These countries also have a highly developed civil society. In such countries, many problems are dealt with privately by individuals or civil society without involvement by government.

Some problems, however, are arguably more efficiently dealt with primarily by government with the cooperation of civil society or by government alone. Because the main purpose of this program is to help students learn about how the government works and how to monitor and influence government at

these levels, they are asked to focus on public policy problems rather than problems dealt with by civil society or the private sphere acting alone.

**Activity:**

Go to the middle column on the following chart and read the first example of a community problem. Look at the examples of a public policy solution to the problem by a governmental institution acting with or without civil society in column one, and a solution to the problem solely by civil society in column three. Then guide the students in filling out the rest of the chart with their own suggestions for public policy and civil society solutions to the other problems. Use the last space to identify a problem in their own community and give examples of public policy and civil society solutions to it.

PUBLIC POLICY SOLUTION	COMMUNITY PROBLEM	PRIVATE SOLUTION/ CIVIL SOCIETY SOLUTION
The Sangguniang Bayan allots a portion of the city budget to fund a food fortification program	Poor families in the community are suffering from malnutrition	Members of the Rotary Club collects funds from members to provide food for the needy
	School-aged children out on the streets late at night	
	Jeepney drivers are driving at high speeds near the school zone area	
	The garbage in the barangay is piling up in street corners	
	The number of petty crimes such as snatching has been going up	
	Stray dogs in the barangay have been increasing	



**Example of a Public Policy:**

Republic of the Philippines  
Province of Ilocos Sur  
CITY OF VIGAN OFFICE OF THE SANGGUNIANG PANLUNGSOD  
SECOND CITY COUNCIL ORDINANCE NO. 23

**"AN ORDINANCE REGULATING ELEMENTARY, HIGH SCHOOL STUDENTS  
AND MINORS BELOW 16 YEARS OLD IN PLAYING COMPUTER GAMES  
DURING SCHOOL HOURS IN COMPUTER SHOPS AND CENTERS"**

**SECTION 1. TITLE**

This ordinance shall be known as —COMPUTER GAMES ORDINANCE OF 2005.

**SECTION 2. DEFINITION OF TERMS:**

2.1 Computer Games – shall mean a form of play especially a competitive one with rules and scores for fun or amusement and pastime played in the computer which include but not limited to LAN games and on-line/ internet games.

2.2 LAN ( Local Area Network ) – is a computer network covering a local area, like a home, office or small group of buildings such as college. Primary for the purpose of playing multi player. A multi player is a means of play or computer and video games where people can play the same game at the same time.

2.3 Lan Games – are games played through a local area network.

2.4 On Line gaming or internet games – are games played online via internet.

They are distinct from video and computer games in that they are normally platform independent, relying solely on clientside technologies. Normally all that is required to play internet games are web browsers and the appropriate plug in (via the plug in makers website ).

2.5 Elementary Students – Students from Grades I to VI

2.6 High School Students – Students from 1st year to 4th year High School.

2.7 School Hour – Refers to the period from 7:00 A.M. to 4:30 P.M.

**SECTION 3. GENERAL PROVISIONS:**

3.1. No Elementary, High School students and minors below 16 years old shall play any kind of computer games during school hours in computer shops and centers. However, computer games shall only be allowed after 4:30 pm but not beyond 11 o'clock in the evening.

3.2. Signs or billboards shall be displayed in a conspicuous place in computer shops or centers and in schools stating that —Elementary, High School and Minors below 16 years old are NOT allowed to play computer games during 2 school hours . School Administrators are encouraged to place or post signs or billboards within the school premises.

3.3. Owners of computer shops or centers shall require the presentation of identification card to verify the age of the student and the applicability of this ordinance.

3.4. The City Social Work and Development Office and the Philippine National Police shall be responsible in the implementation of this ordinance.

#### **SECTION 4. PENALTY:**

For violation of any of the provision of this ordinance the following penalties is hereby imposed:

For owners of Computer Shops or Centers:

1st Offense – a fine of P 500

2nd Offense – a fine of P 1,000 and suspension to operate for 1 week

3rd Offense – a fine of P 2,000 and suspension to operate for 1 month

For Parents/Guardians:

1st Offense – a fine of P 500 or Community Service

2nd Offense – a fine of P 1,000 or Community Service

3rd Offense – a fine of P 2,000 or Community Service

However, the court shall not impose the penalty of community service unless the offender waives in writing his right to be heard in court, in which case the penalty of community service can be immediately imposed.

#### **SECTION 5. SEPARABILITY CLAUSE**

If for any reason, any part of this ordinance be declared unconstitutional or invalid, other part or provisions hereof which are not affected thereby shall continue to be in full force and effect.

#### **SECTION 6. EFFECTIVITY**

This Ordinance shall take effect immediately upon approval.

Source:

[http://alagad.com.ph/pdf/sample\\_ordinances/Computer\\_Games\\_Ordinance\\_Regulating\\_Elementary\\_and\\_High\\_Schol\\_students.pdf](http://alagad.com.ph/pdf/sample_ordinances/Computer_Games_Ordinance_Regulating_Elementary_and_High_Schol_students.pdf)

## STEP 3: PROJECT PLANNING AND MANAGEMENT

In proceeding to your work in Project Citizen, skills in Project planning and management are essential for leaders to possess. To be able to handle projects efficiently, leaders must not only have the right attitude and perspective in democracy and its processes but also the necessary planning and management skills needed for success.

The purpose of this step is to provide a framework that leaders can use to organize, plan, control, and maximize the potential for the project to succeed.

A project is an endeavor to accomplish a specific objective through a unique set of interrelated tasks and the effective utilization of resources. It has a well- defined goal and objectives stated in terms of scope, costs, timetable and indicators, milestones or benchmarks of success.

A project is “born” when there is a need identified by community members, stakeholders or organizations willing to provide help, fund or activities in order for the need to be satisfied. Project planning and management are skills while the project plan is the output, a blueprint that will guide the implementation of the project.

The key to a successful project is in the planning. Poor planning on the other hand can lead to missed deadlines, budget overruns, poor quality activities, frustrated project teams and even project failure.

Creating a project plan is the first thing to do when undertaking any kind of project. Often project planning is ignored in favor of getting on with the work. However, many people fail to realize the value of a project plan in saving time, money and many problems. As the adage say, “If you fail to plan, you plan to fail.”

Examples of project include holding a Leadership Training Seminar, organizing an event or party, executing a community clean up drive, and capacity building activities etc.

Characteristics of a successful project

To be called successful, a project must:

1. Deliver outcomes and benefit to the community. It should directly answer the “need/s” of the community.
2. Create and implement outcomes that meet agreed upon requirements(by the Grant funder)
3. Meet time targets.
4. Stay within financial budget.
5. Involve right people as stakeholders

## PHASE 1 STARTING UP THE PROJECT

Needs analysis, community immersion, identifying problems in the community, selecting a problem to study

## PHASE 2 DEVELOPMENT OF A PROPOSAL

Gathering information about the problem, organizing the information and crafting the action plan and project plan

Making a stakeholder analysis

Developing a portfolio

Presenting in a public hearing

## PHASE 3 PROJECT IMPLEMENTATION AND MANAGEMENT

Mobilizing members and other resources needed to implement the project

Plan, monitor and control the work and resources of the project

Manage risks and issues as they occur

Maintain communications with those impacted by the project and its outcome Report progress and issues

Determine the need for any improvements or modifications

Decide ongoing viability in the light of experience and any changes in the project plan

## PHASE 4 PROJECT CLOSURE

Evaluate the outcome of the project

Closing Activities

Reflection and feed backing, Ensuring that any lessons learned are shared with those who might benefit from them Review any benefits achieved by the end of the project

Revisiting the project plans for a post project review to measure to what degree the benefits have been achieved

Ensure that the project is handed over to a person/persons who will sustain the project

PROJECT  
CITIZEN  
PROCESS

6. Make best use of the resources in the organization and the community
7. Manage any risk that could jeopardize success of the project.
8. Create an impact to the community
9. Sustainable even when the project is terminated.

### The project lifecycle

In order to plan effectively it helps to understand the typical lifecycle of a project and how it applies to a specific project. It is important to know and to decide how the activities of the lifecycle steps will be achieved, and precisely who will be involved in those steps.

Project Management aims to pull off a well thought-out project plan to surpass the objectives and expectations. In a simple statement, it is “planning the work and working out the plan.”

Although it can be breakdown into smaller pieces, the skills needed to be an effective project manager are comprised of personal effectiveness, project skills and interpersonal skills.

Setting goals and managing time efficiently are part of personal effectiveness. Leaders should be aware of what his/her or the team’s goals are, to know how to set reasonable deadlines and are driven to follow through the set timeline. Although there would be situations that might come up along the way, which could hamper meeting the deadlines, it still boils down to time management.

Being able to keep track of the project activities require use of effective project skills. A project skill is necessary since this will keep leaders effectively handling and controlling the entire project. This includes the financial aspect of the project such as budgeting, controlling and monitoring of the entire performance of the project. Understanding risks is one thing that should be taken into account in project management. If leaders are knowledgeable when it comes to doing an impact/probability chart, utilizing risk analysis and organizing contingency plans, analyzing stakeholders’ interest and communicating with them, it will save the team from possible project failure.

Lastly, an effective project manager needs to consider the way to improving interpersonal skills. As managers, leaders are dealing with several and diverse people and being able to motivate them and at the same time work well with them can get the project run smoothly. It is just as equally important to communicate well with the team members, community members and other stakeholders. At the same time, if all members of the team are cooperative enough to make initiative in doing things and accepting task delegations, success of the project is ensured. Knowing how to solve conflicts and how to negotiate are certain primary skills that should always be constantly sharpened up by leaders who wish to implement successful projects.

## **Parts of the Project Plan**

### **Servant Leadership In Practice (SLIP) Project Grants Template**

#### **I. Project Description (Answers the question “what?”)**

This part includes a brief description of the project,

Project’s overall concept

Name of the project

School partner or the proponent of the project

Goals, objectives and sustainability. (The goal is the overall purpose toward which the program activities are directed while objectives are the intended target outcomes. Objectives should be tangible, measurable, acceptable to the community, realistic, time –bounded and specific.

Remember:

A project is successful when the needs of the stakeholders have been met. A stakeholder is anybody directly, or indirectly impacted by the project.

As a first step, it is important to identify the stakeholders in your project. It is not always easy to identify the stakeholders of a project, particularly those impacted indirectly. Examples of stakeholders are:

- The project sponsor.
- The customer or community who receives the deliverables.
- The users of the project outputs.
- The project manager and project team.

Once you understand who the stakeholders are, the next step is to find out their needs. The best way to do this is by conducting stakeholder interviews. Take time during the interviews to draw out the true needs that create real benefits.

This step will be discussed in Project Citizen steps 3 , 4 and 5.

#### **II. Project Rationale (Answers the question “Why?”)**

This includes the reason for choosing the project in relation to the community or stakeholder it hopes to serve. This also includes research about the problem or need that the project aims to respond to.

**Targeted Beneficiaries**

Identifies who will be directly and indirectly benefit from the project and how the project will make an impact on their lives.

**Expected outcomes**

The defined benchmarks or milestones which will help identify the impact of the project or initiative to the community or the stakeholders.

### III. The project Team (answers the question, “who?”)

This includes the names of the team members and their roles, tasks and responsibilities in the implementation of the project.

Remember:

It will help the group to make a network diagram or a workflow diagram etc, which indicates defined roles and benchmarks so everyone will be aware of their own responsibilities.

Also make a SWOT analysis of your team, look into the structure of the team, take into consideration leaders’ facilitating skills, decision-making process like consensus building and management meeting procedures.

This part also includes the name of individual/s or group/s who will support and help implement the project and their contributions.

Remember:

Make a stakeholders’ analysis by identifying possible supporters and potential for involvement. Plan also how the communication approaches to establish good relationships and engage them in the project. It helps to identify a “gatekeeper” among stakeholders.

If the team identifies groups/ who may not support the project, include in your action plan how you will persuade them to join your endeavor.

### IV. Project Management and Implementation (answers the question “how?”)

This includes the Full Value Contract or terms of reference of the team, the timeline of activities related to the projects goal and objectives, monitoring and evaluation tools, benchmarks and milestones, and assessments of success indicators.

Remember:

This should include specifically and clearly any required reporting of information among team members or for other stakeholder: what exactly needs to be reported, by whom, to whom, when and for what purpose.

Keep in mind to have a Risk management plan. Although often overlooked, it is important to identify as many risks to your project as possible, and be prepared if something bad happens. This should include how the team will handle conflict/s and disagreements. Risks can be tracked using a simple risk log. Add each risk you have identified to your risk log; write down what you will do in the event it occurs, and what you will do to prevent it from occurring. Review your risk log on a regular basis, adding new risks as they occur during the life of the project. Remember, when risks are ignored they don't go away.

#### IV. Projected Budget (answers the question “how much?”)

The budget is the reflection of the project in numbers.

It must include all the necessary costs to carry out every step and activity of the project.

If the budget exceeded the amount grant, identify the items which can be cost shared by other stakeholders (cost share refers to anything in the project that costs money but is not included in the amount of the grant, it can be from someone else/volunteers and provided it as a donation.

Sources:

Alumni Small Grants; End of Program Workshop Handbook;. International Leaders in Education Program, 2010. alumni@irex.org.

Haughey, Duncan; Project Planning a Step by Step Guide <http://www.projectsmart.co.uk/pdf/project-planning-step-by-step.pdf> ret. Nov.2,2012

How to Organize, plan and control projects; BIS: Department for Business Innovation and Skills, November 2010; <http://www.bis.gov.uk> ret. November 2,2012

Project Planning and Management <http://projectmanager.com> ret. Nov.2, 2012



## STEP 4: IDENTIFYING PROBLEMS IN THE COMMUNITY

- The team should be divided into four groups. Each group chooses a barangay as a starting point of the research.
- Each group proceeds to their chosen barangay where they will observe the community. It is suggested that at least ten residents and one barangay official be interviewed by the group. The interviews have to be documented either through pictures, a video, or a tape recorder and interview notes.
- Based on the ocular inspection and the interviews, the group identifies the top three problems which their particular community is facing.
- The members of each group then meet (on their own time) to discuss these problems. Group discussion rather than a simple vote to choose should be encouraged. The group then decides on one problem which they think is the most pressing or relevant in the community.
- Consider these guidelines when identifying possible problems for study:
  - Does government have the authority and responsibility to create a policy to deal with this problem?
  - Is it reasonable to believe that a public policy should be written to resolve the problem?
  - Can the problem be handled with a public policy that is both practical and realistic?
  - If the problem is really important to your community, does it have some impact on you?
  - Will you be able to find enough information to develop a complete and persuasive portfolio?
- The group then proceeds to do research on the problem. This means doing archival research and when necessary, further interviews.
- Data on the problem should be generated that will communicate to the whole class its gravity, scope or importance.
- The information should situate the problem in the larger context – even if it is a problem limited to within the community, the issue should also be discussed in general.
- Once the research on the problem is complete, the groups are to meet to discuss the outcomes of their research.

*Output:*

*Four problem options that can be addressed by a public policy*

## STEP 5: SELECTING A PROBLEM FOR STUDY

An important goal of Project Citizen is to teach that in a democracy, it is not always possible to get everything that they want. Learning that negotiation and compromise are vital parts of the policymaking process are underscored by conducting an open, deliberative process where each student has a chance to express his or her view and have his or her concerns aired. If well-conducted, this consensus-building process can help move those students who are not interested in or are reluctant to undertake a particular problem to see its significance and convince them to join willingly with the others to work on the problem.

*Output:*

*A chosen problem for further study by the entire team*

Since everyone in the group will be working on the same problem, it is important that all the students reach some level of agreement about the problem to ensure that all students are willing to participate. Reaching a group consensus means several things. First, it means that everyone has had a chance to express his or her ideas freely. It also means that there has been a sharing of different opinions and different points of view about the problems being considered. No students should feel forced to make a choice he or she didn't want because of pressure from other students, finally, there should be some effort to combine the different ideas and opinions into the final agreement.

### Majority Vote Is Not Necessarily Consensus

#### ma·jor·i·ty

1. The greater number or part; a number more than half of the total.
2. The amount by which the greater number of votes cast, as in an election, exceeds the total number of remaining votes.

#### con·sen·sus

1. An opinion or position reached by a group as a whole or by majority will.
2. General agreement or accord.

And so, what's the difference? According to Thomas Kayser, *Building Team Power*, —Consensus is a cooperative effort to find a sound solution acceptable to everyone, rather than a competitive struggle in which an acceptable solution is forced on others.

Consensus is not majority vote. While a majority vote system is the simplest and fastest way of deciding on something, it could leave members feeling slighted or out of the loop. Since the majority, i.e. one with the greatest number of proponents easily wins, it has been often criticized as a process wherein the

*In a democracy, people have differing viewpoints. But they are entitled to change their opinions on an issue, as long as compelling evidence or arguments have been presented.*

*Respect for diversity, tolerance for differences, and maintaining respect in the face of opposition and criticism are important democratic attributes.*

majority becomes a dictator (hence the term “tyranny of the majority”). In a democratic setting, the aim is to enable everyone to participate actively in the process.

### What Is Consensus?

Consensus means a general agreement. The key indicator of whether consensus has been reached is when everyone agrees they can live with the final decision after every effort has been made to conciliate all the different proposals. “Living with a position” means that while they may still harbor some doubts, they nevertheless cast their lot with the position they initially were not supportive of.

What is important is that consensus is the product of an effort to meet all the interests of all the people involved. At the very least, everyone was consulted, aired their opinions, and participated in the deliberative process. In this way, consensus requires that the final decision is created after listening carefully to everyone’s interests.

**Consensus does not mean unanimity.** Although most efforts would be aimed at achieving unanimity, there will usually be people who believe that their interests will be best served by not giving in to any compromises, i.e. not to adjust. So does this mean that consensus is not achieved? Not so. In consensus building, it is acceptable to settle for agreement that gets as close as possible to meeting the interests of every stakeholder. If some people disagree and might be excluded from the final solution (but not excluded in the process), participants have a duty to make sure that every effort has been made to meet the interests of the holdouts.

The main focus of consensus then is the process of arriving at certain decisions, rather than the decision itself. Thus, the definition of success should not be whether or not everyone is a hundred percent satisfied with the final decision. This is close to impossible given the complexity of issues and the number of stakeholders. Success in consensus means that no one was excluded in the process of selection.

In sum, it is imperative that in the process of consensus, everyone has had a chance to express his ideas freely. This means that there has been a sharing of different viewpoints and opinions about the problems being considered. There should be some effort to combine the different ideas and opinions into the final agreement. In the end, no one should feel forced to make a choice he/she did not want because of pressure. Consensus does not mean everyone agrees that a decision is the best. It means a decision is reached that everyone can live with; in other words, the decision addresses everyone’s most important issues.

### Steps to Consensus

Before starting the process of achieving consensus, it is important that everyone in class agrees to several ground rules to make the process effective:

- Explain that consensus building is not competition. There is no need to be defensive about a certain stand to the point of turning a deaf ear to reasonable arguments from other people.
- It is also important that everyone understands the issue. This is so everyone can truly be involved in the discussion.
- Students should not be afraid to express ideas and opinions. This means creating an atmosphere of openness and tolerance, and not one of punishment or marginalization.

- Students must be open to compromise by giving up something in order to reach an agreement.
- It is ok to disagree. But when faced with disagreement, make sure that the arguments and debates do not turn disagreeable – no personal attacks, no insults, no ad hominem arguments.

The first step in reaching consensus is to discuss each suggestion, raise questions, present arguments for and against, and consider realistic options. Encourage people to prepare an “impassioned plea” for the proposal about which they feel most strongly. Sometimes this plea moves others to recognize the importance of an idea suggested by someone else, or conversely, shows a student that his or her own suggestion is difficult to defend.

The second step is to explore differences and similarities, agreements and disagreements, between and among the various proposals. This is to bring to the discussion all the sides to each proposal. Everyone will get the chance to critique the proposals of others and in turn get their proposals critiqued.

The third step is to make suggestions for combining similar problems or modifying problems. This is the process of conciliating the differences among the various suggestions. Given the discussion in the second step, the participants of the process now have a clearer picture of the merits of each case and can now choose the best parts of each one for adaptation.

The fourth step is to generate a new proposal based on the discussion. Adjust, compromise, and fine-tune the agreed upon idea so members of the class are satisfied with the result.

Remember that true consensus comes when...

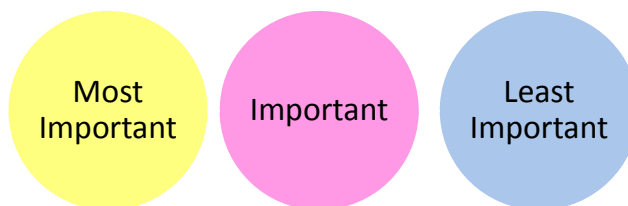
- *There is an environment that encourages and supports rational discussion of ideas.*
- *People are allowed to voice diversified opinions and explore different perspectives.*
- *People are not coerced by strong individuals (or the facilitator).*
- *There must be a process to combine the different opinions into a final consensus while allowing room for disagreement and differences of opinion.*

### **Weighted Voting**

One, Two, Three or All. Give each member three stickers (representing one vote of support). Have students place their stickers next to the problem or problems they want to tackle. They may put all three stickers next to one particular problem, or one sticker each to three different problems. This is to indicate how strongly they feel about the issues. This process of weighted voting helps narrow the initial list and gives good visual feedback about what most interests the class. You can repeat this step to select the problem or narrow the list further.



**Color-Coding.** You may also give the students three different colored stickers (for example, yellow, pink and blue). The students will put the yellow sticker next to the problem that they think is the most important to address. They then will put the pink sticker on the one that they think is also important, although not as pressing as their first choice. Lastly, they will put the blue sticker on the problem that they feel is the least important. Any color may be used as long as what they represent is explained clearly.



### Activity:

Each group should now make a report to the rest of the team about the problem it studied. Each study group must make a recommendation for or against the rest taking on the problem it has selected for in-depth research. All problems recommended should require the use of public policy in their solution. These policies might involve action solely by the government or by government working cooperatively with civil society and / or the private sector. Make sure that there is discussion of each problem.

Have a representative from each group prepare an —impassioned plea for the problem about which they feel most strongly. Sometimes this plea moves other students to recognize the importance of an idea suggested by someone else, or conversely, shows a students that his or her own suggestion is difficult to defend.

Raise questions, present arguments for and against, and consider realistic options for solution. Explore differences and similarities, agreements and disagreements, between and among problems. Members may also make suggestions for combining similar problems or modifying problems.

Having heard all the groups present their findings about the problem they chose to work on, the whole group should now choose one problem it will study. (They may also generate a new problem based on the discussion.) When the all members think they are ready, have them reach consensus on a problem for study.

### **Other Consensus-Building Activities<sup>1</sup>**

The process of weighted voting is just one of many alternatives in choosing.

**Lining-Up.** Write each of the identified problems on a piece of Manila paper and post them in a row along a wall. Have students line up under the problem that they feel is the most important. Students then, in turn, explain why they feel this is the most relevant issue to study. After all information has been presented, students may move to another line if they change their mind after hearing the explanations.

**Fist-to-Five.** The Team Leader restates a decision the group may make and asks everyone to show their level of support. Each person responds by showing a fist or a number of fingers that corresponds to their opinion.

Fist means a no vote - a way to block consensus. It says "I need to talk more on the proposal and require changes for it to pass."

1 Finger says "I still need to discuss certain issues and suggest changes that should be made."

2 Fingers say "I am more comfortable with the proposal but would like to discuss some minor issues."

3 Fingers say "I'm not in total agreement but feel comfortable to let this decision or a proposal pass without further discussion."

4 Fingers say "I think it's a good idea/decision and will work for it."

5 Fingers say "It's a great idea and I will be one of the leaders in implementing it."

If anyone holds up fewer than three fingers, they should be given the opportunity to state their objections and the team should address their concerns. Teams continue the Fist-to-Five process until they achieve consensus (a minimum of three fingers or higher) or determine they must move on to the next issue.)



<sup>1</sup> The first three activities are from the Project Citizen Level 2 Textbook, developed by the Center for Civic Education. The last activity is from Fletcher, A. (2002). *FireStarter Youth Power Curriculum: Participant Guidebook*. Olympia, WA: Freechild Project.

## Step 6: GATHERING INFORMATION ON THE PROBLEM

This step deals with gathering more information about the chosen problem and eventually about policy alternatives. It is important to stress that it is important to gather information from a variety of sources.

Below is a list of some sources of information. You will find that some sources are better than others, depending on the problem they are studying.

- Libraries
- Internet
- Newspapers
- Professors and scholars
- Lawyers and judges
- NGO's, interest groups, and other community organizations
- Legislative offices
- Administrative offices

Once the group decides on problem to be tackled, the group whose issue was chosen will be given additional time to do in-depth research. It is suggested that one more week be given to generate additional information on the problem.

The group will then present their complete research output to the class. This will now include a more in-depth discussion of the causes and effects of the problem, as manifested in the community as well as in the larger context (e.g. city-wide, nationwide). This will also include a preliminary listing of the different agencies that are or may be relevant to the problem.

The class then discusses the findings of the group, and looks into the preliminary list of agencies. The class may then add or subtract from the list, eventually agreeing on a final set of relevant government agencies.

It is important that the local government unit (city, municipality or even province) as well as civil society be part of the list. If the class misses out on these two, facilitate the discussion in such a way that these two are included.

The agencies identified in the list are distributed among the three groups (whose problems were not chosen).

Each group then does field research on the different agencies (including local governments and civil society) to gather information about existing policies within those agencies that may address the problem. This will involve archival research as well as going to the agencies or their regional offices (when possible) to interview officials.

## DOCUMENTATION OF INFORMATION

1. Names of research group members: \_\_\_\_\_

2. Date : \_\_\_\_\_

3. Briefly describe the problem you are researching. \_\_\_\_\_

4. Source of information  
\_\_\_\_\_

5. After introducing yourself and your task, ask the following.

a. How serious do you believe this problem is in our community?  
\_\_\_\_\_  
\_\_\_\_\_

b. How widespread is the problem in the community?  
\_\_\_\_\_  
\_\_\_\_\_

c. What might be the cause or causes of the problem?  
\_\_\_\_\_  
\_\_\_\_\_

d. Is there a public policy that deals with the problem? Yes ☐ No ☐

6. If there a public policy that deals with the problem, answer the following questions.

a. What form does it take (law, regulation, city ordinance, other)?  
\_\_\_\_\_

b. Can you describe the public policy?  
\_\_\_\_\_

c. Is the public policy for dealing with the problem inadequate? Briefly, explain why.  
\_\_\_\_\_

d. If the public policy for dealing with the problem is adequate, is it being poorly implemented or not enforced? Briefly explain.  
\_\_\_\_\_

e. If no, why do you think there is no policy at this time?  
\_\_\_\_\_

7. Do you think that this is a problem that should be handled by government? Why?  
\_\_\_\_\_  
\_\_\_\_\_



**8.** What level and branch of government or governmental agency, if any, is responsible for dealing with the problem?

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**9.** What is the government currently doing about the problem?

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**10.** Should the government seek the assistance of civil society and/or the private sphere in dealing with the problem? Why or why not?

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**11.** What disagreements, if any, exist in the community about this problem?

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**12.** Who are the major individuals, groups, or organizations taking sides on the problem?

**a.** What is their interest in the problem?

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**b.** What positions are they taking?

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**c.** What are the advantages and disadvantages of their positions?

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**d.** How are they trying to influence government to adopt their solutions ?

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**13.** If my class, or group, develops a policy to deal with this problem, how might we influence government to adopt our policy?

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## Step 7: ORGANIZING THE INFORMATION

At this point, you should have enough information to begin organizing their data.

Think of ideas on how to state the problem clearly and concisely. Explain the importance of the problem and the need to deal with it. Answer the following questions in doing so:

**How serious is the problem?**

**How widespread is the problem?**

**How urgent is the need to address the problem?**

It is advised that a secretary be chosen to write down the answers to these questions on the board or on pieces of Manila paper so the whole group can refer to the answers as they continue with the succeeding steps.

Discuss what level and branch of government, or governmental agency that should be responsible for dealing with the problem. You may do a review of the lecture on local governance in Step 1.

It is important to find out if there is a public policy that deals with the problem. If there is a policy, ask in what form is the policy manifested (i.e. in a law, regulation, governmental order, or other?). Then explain the said public policy and analyze its adequacy. You may also raise the issue of enforcement and/or implementation. Make sure to explain their answers. If there is not a policy, get ideas why this is the case.

The group will then present their complete research output to the class. This will now include a more in-depth discussion of the causes and effects of the problem, as manifested in the community as well as in the larger context (e.g. city-wide, nationwide). This will also include a preliminary listing of the different agencies that are or may be relevant to the problem.

Discuss the findings of the group, and look into the preliminary list of agencies. You may add or subtract from the list, eventually agreeing on a final set of relevant government agencies.

It is important that the local government unit (city, municipality or even province) as well as civil society be part of the list. If the class misses out on these two, facilitate the discussion in such a way that these two are included.

The agencies identified in the list are distributed among the three groups (whose problems were not chosen).

Each group then does field research on the different agencies (including local governments and civil society) to gather information about existing policies within those agencies that may address the problem. This will involve archival research as well as going to the agencies or their regional offices (when possible) to interview officials.

The mechanics and guidelines of these policies should be identified. These include a summary of the major provisions, resource requirements, penalties for violations, and other similar items.

The class will now bring their research together for another class discussion. Each of the groups will present their research on the various policy solutions and policy mechanics which they have found from their agency research.

As much as possible, limit the discussion to one policy per agency. It is entirely possible that a group does not find any relevant policy in certain cases, or that there are two or more important policies from one agency.

Unlike in the problem selection phase, groups are no longer advocates and will not lobby for their policy solutions. They simply present the policy research in an objective fashion, and may in fact disagree with the policy provisions which they researched on. They should present the **strengths and weaknesses** of their researched policies.

The class as a whole will critique each policy, exploring the many dimensions of each. This includes discussing the advantages and disadvantages of each policy on points such as:

- o Relevance to the local context
- o Resource requirements
- o Technical feasibility
- o Political acceptability

Facilitate the discussion. There are no fixed criteria for judging one policy against another. It is up to the students to determine which they think are good or bad options. What is important is for them to participate in the discussion and present their arguments for or against a particular policy.

Out of all the policies identified, the class proceeds to select the top three or four policy solutions. These are the **“policy alternatives”**. Various techniques may be used to identify the top policies such as weighted voting or run-off systems. Try to avoid majority votes. At this stage (with the top policies selected), students may suggest improvements in the existing provisions, improvements in implementation, fusion or mergers of specific provisions, modifications to existing solutions, or brand new policies.

**MATRIX FOR EVALUATION OF SOLUTIONS AND PROBLEMS**  
(Assuming there are 4 identified solutions)

CRITERIA/ PARAMETERS	SOLUTIONS											
	SOLUTION 1			SOLUTION 2			SOLUTION 3			SOLUTION 4		
	weight	rating	score	weight	rating	score	weight	rating	score	weight	rating	score
FEASIBILITY												
EFFECTIVENESS												
ACCEPTABILITY												
COST												
	TOTAL SCORE			TOTAL SCORE			TOTAL SCORE			TOTAL SCORE		

**Definition of terms:**

**Criteria/ Parameters** refer to the areas or aspects of the solution against which all the solutions will be rated.

**Feasibility** simply answers the question “Can the solution be implemented?”. This calls for the determination of factors that might hinder the implementation of the solution

**Effectiveness** refers to the practical benefits of the offered solution as it addresses the problem of the stakeholders.

**Acceptability** refers to the degree of acceptance or rejection by the stakeholders if the solution is implemented

**Cost** refers to the actual or estimated monetary value of the implementation of the solution.

**Weight** refers to the degree of importance or significance that the group places on the criterion relative to the problem that they have chosen. Thus, the numerical value may vary from group to group and place to place. Make sure that the sum of the numerical value of will be 25 points so that when multiplied with the rating which is in the scale of 1- 4, the highest total score would be 100 points.

**Rating** is the score given by the group to the solution in terms of the criterion. Rating is done in a scale of 1 to 4 with 4 as highest.

**Score** is arrived at by multiplying the weight and rating. When added together, the result would be the **Total Score**.

**Advantage of using the Matrix:**

1. With the Matrix, all solutions are evaluated using the same criteria of parameters as well as uniform numerical scale of measurement. Therefore, users become more objective evaluators. Additionally, their evaluation of the solutions becomes more systematic and organized.
2. The Matrix will specifically show in what aspect the solutions are weak or strong. For example, it can show that a solution is highly effective but very costly that is why it had not been

implemented. Or it can show that the solution is highly feasible, effective and less costly but it had not been implemented because it is not acceptable to stakeholders.

3. The matrix provides a better understanding of the solutions. After the matrix is accomplished, they already know exactly where lie the problem areas in the solution. Therefore, you better propose remedies and create a better Action Plan.

#### How to use the Matrix

1. List down the Solutions that were identified or proposed by the group in the boxes for the solutions;
2. Let the group discuss and decide on the numerical weight that they will assign for each criteria in relation to the problem that they chose to research on. In some instances, the cost might get the highest value especially if the locality is financially constrained. It can also be that acceptability gets the highest value if the stakeholders have the tendency to react violently to the solution. Make sure that the total weight is 25.
3. Rate the listed solutions in a scale of 1 to 4 with 4 as the highest using the four criteria or parameters.
4. After rating all the solutions, get the product of the weight and rating that you have given to get the score. After that, add the four scores to arrive at the total score.
5. The solution that gets the highest score should be the best solution or best proposed solution that the group will adopt.

#### SAMPLE ACCOMPLISHED MATRIX

##### Problem: Unsanitary preparation and selling of Street foods in Baguio City

CRITERIA/ PARAMETERS	SOLUTIONS											
	Total ban of street food in the Central Business District			Strict monitoring of permits and sanitary paraphernalia			Requiring stickers for licensed vendors (No sticker, no selling)			Boycott of unsanitary vendors		
	weight	rating	score	weight	rating	score	weight	rating	score	weight	rating	score
FEASIBILITY	5	4	20	5	4	20	5	3	15	5	2	10
EFFECTIVENESS	7	4	28	7	2	14	7	4	28	7	3	21
ACCEPTABILITY	10	1	10	10	4	40	10	2	20	10	1	10
COST	3	4	12	3	3	9	3	3	9	3	4	12
	TOTAL SCORE		70	TOTAL SCORE		84	TOTAL SCORE		72	TOTAL SCORE		53

In the sample, notice that the matrix clearly shows that “Strict monitoring of permits and Sanitary Paraphernalia” is the best solution. However, it also shows that the best solution has some weaknesses

in terms of its effectiveness. From there, you will know how to make the solution better by making action plan to improve the effectiveness of the solution.

### **Arranging Research to fit the Project Citizen Research Format**

Identify the relevant information needed for the presentation of the problem, alternative policies, chosen policy and action plan. Then record the responses/related information using a matrix.

#### **Problem**

- Seriousness of the problem (statistical records)
- Causes of the Problem
- Effects of the Problem
- Stakeholders involved in the problem and the position they are taking in resolving the problem
- Level and branch of the government or governmental agency responsible in dealing with the problem

#### **Alternative Policies**

- Government and/or civil society involved in the implementation of the policy
- Scope and coverage of the policy
- Limitation of the policy
- Salient features of the policy
- Advantages and Disadvantages of the Policy

#### **Proposed Policy**

- Government and/or civil society involved in the enactment and implementation of the policy
- Roles and Responsibilities of the government officials
- Scope and coverage of the policy
- Limitation of the policy
- Salient features of the policy
- Advantages and Disadvantages of the Policy
- Legal Bases of the Proposed Policy

#### **Action Plan**

- Individuals and groups who might be willing to support your proposed policy
- Individuals and groups who might oppose your proposed policy
- Set of actions that help to gain the support of the different stakeholders

Sample Matrix:

Title of the Problem: \_\_\_\_\_

TASK	INTERVIEW			Government Record	Printed Materials
	Government	Private	Civil Society		
PROBLEM					
Alternative Policies					
Chosen Policy					

*Public policies are the usual governmental response to public issues. It is aimed at regulating behavior of people, in order to control or to prevent public problems.*

The mechanics and guidelines of these policies should be identified. These include a summary of the major provisions, resource requirements, penalties for violations, and other similar items.

The group whose problem was chosen does not need to do agency fieldwork research. This can serve as an incentive in getting their problem selected. It is suggested however, that this incentive is mentioned only after the class has chosen the problem for study.

This group will be assigned to come up with an “armchair” policy solution: it could be an ideal-type policy solution to the problem, taking into consideration – to the extent possible -- general principles of justice and rights.

SAMPLE MATRIX for the Review of Alternative Policy

Municipal Ordinance No. 182-04 An Ordinance Regulating the Operation and Registration of Non-Motorized Tricycle (Pedicab) for Prescribing License Fees Thereof, Providing Therefore and Imposing Penalty for Violation		
ADVANTAGE	SALIENT FEATURES	DISADVANTAGE
The 25% collected fees are divided and distributed among the barangays in Las Pinas which adds to their internal revenue allocation The Municipality can generate additional income which can be used in social services	All drivers and operators shall have license and pay the corresponding fees through the Municipal Treasurer	The operator revealed that the number of colorum pedicab increases because some operators cannot pay the license fee due to their constraint budget.
It promotes passengers' protection since it provides an insurance policy that will cover hospitalization expenses if any accident happened.	Pedicab operators must pay 5,000 Php for the insurance of the passengers	The 5,000 PHP insurance fee discourage prospective pedicab operators to engage in this business because the insurance fee is an additional burden for them.



Alternative Policy 1:

Advantages	Salient Features	Disadvantages

Alternative Policy 2:

Advantages	Salient Features	Disadvantages

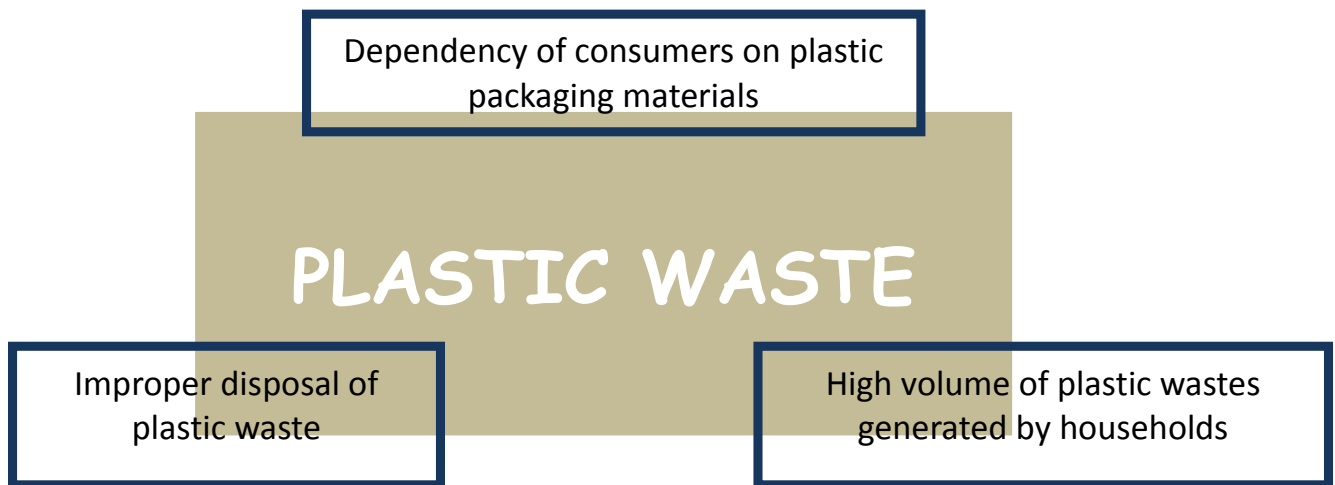


### How to craft a public policy?

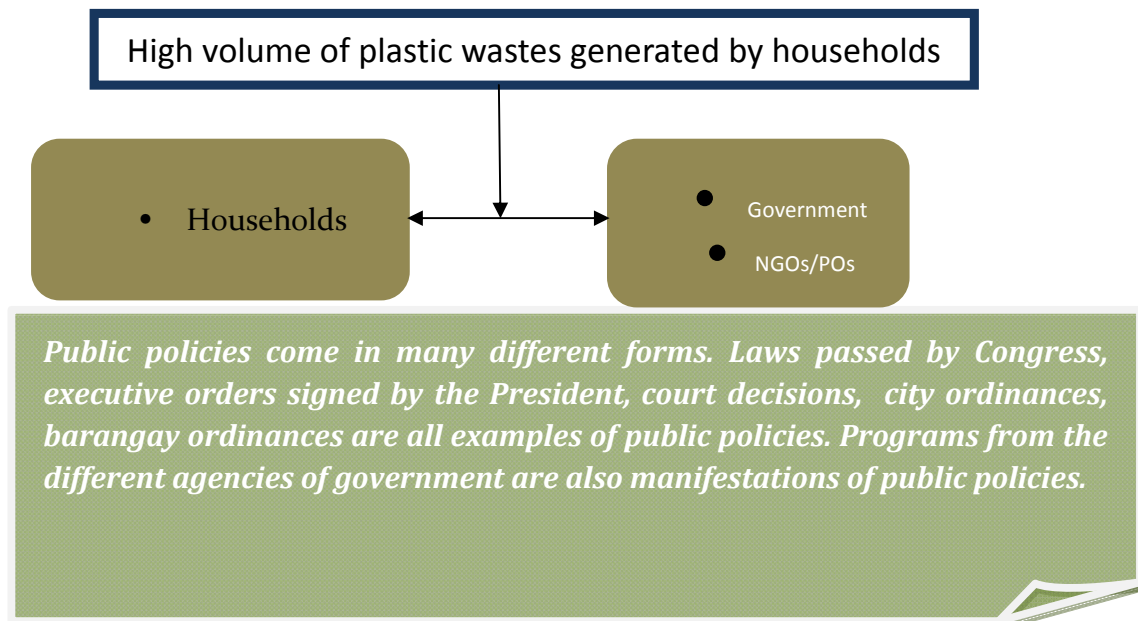
1. Review the important concepts related to public policy.
2. Analyze the data gathered on the selected problem and evaluation of alternative policies.
3. Draft a proposed public policy solution to the problem.
4. Weigh the advantages and disadvantages of the chosen policy

### Analysis of the problem

What is the real problem that needs to be solved?



Who has experienced the problem? Who are the people involved in resolving the problem?



**What results are desired?**

High volume of plastic wastes generated by households



Decrease or lessen the volume of plastic wastes generated by the households

**Do you know of existing policies that should be changed to achieved your proposed policy?**

**Is there a specific policy from another place that served as a model for your proposal?**



**Drafting a PROPOSED POLICY**

1. Review the 1987 Philippine Constitution, national law related to the problem and city charter.

Basis of the chosen policy	
Source	Content
Section 16, Article II of the 1987 Constitution	directs the State to have a <b>balance and healthful ecology</b> in accordance with the rhythm and harmony of nature that will <b>protect and advance the right of the people</b>
Section 458, paragraph 5 (xiii), of Republic Act 7160 (Local Government Code)	every <b>local government unit to provide for an efficient and effective system of solid waste and garbage collection and disposal</b>
Section 20 of Republic Act 9003 (Ecological Solid Waste Management Act)	provides the <b>establishment mandatory solid waste diversion</b> , provided it will not prohibit the local government unit from <b>implementing re-use, recycling</b> and composting activities
Section 3, paragraph j of Las Piñas City Waste Management Ordinance	directs the <b>City Solid Waste Management Board to coordinate the efforts of its component barangay in the implementation</b>

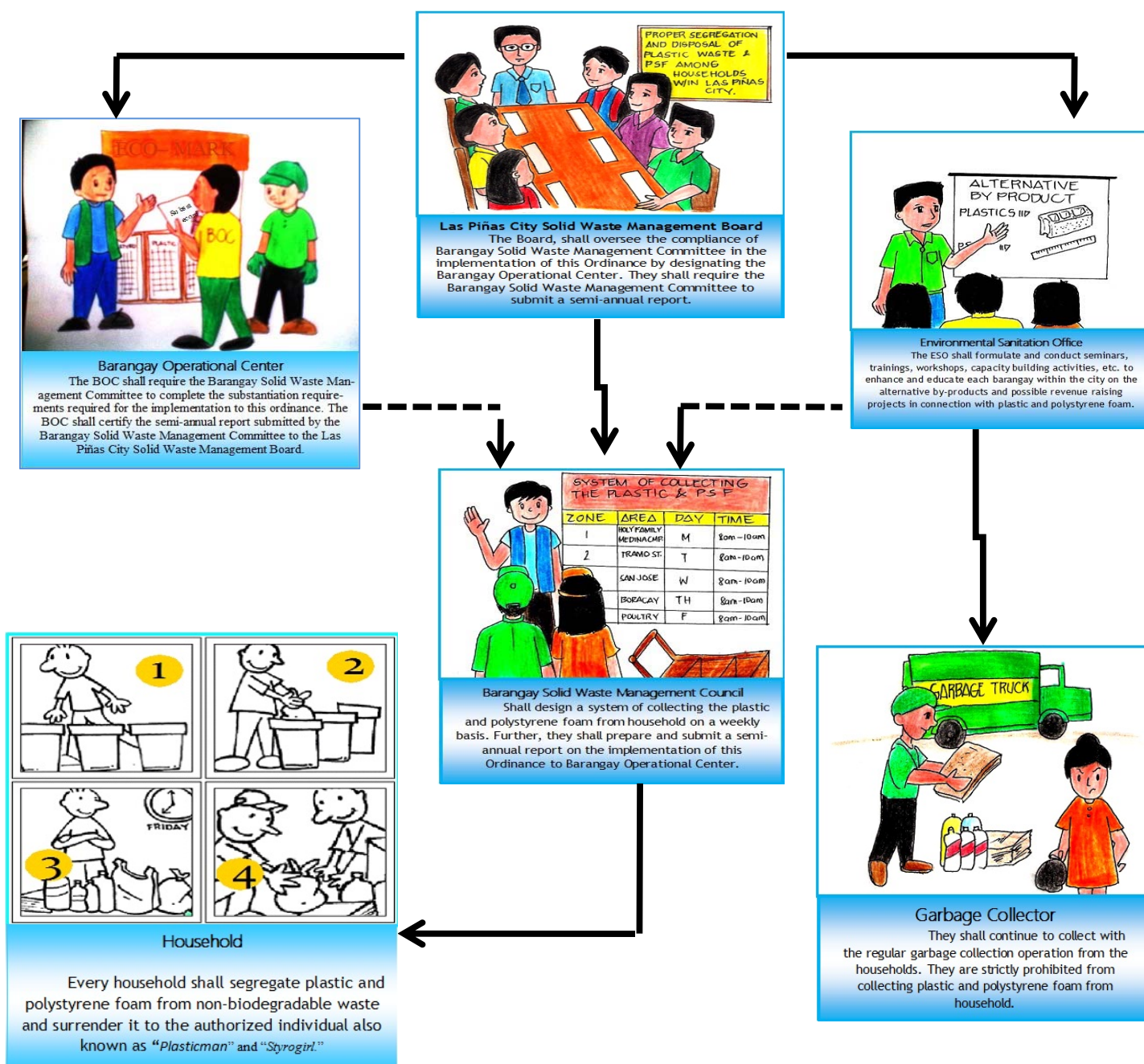
	<b>of the City Solid Waste Plan</b>
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2. Identify the local government officials involved in the legislation and implementation of the chosen policy.
3. Define the duties and responsibilities of the local government officials who will undertake and resolve the problem.

<b>Roles and Responsibilities of LGU officials</b>	
<b>Government Officials</b>	<b>Roles and Responsibilities</b>
<b>Las Piñas City Solid Waste Management Board</b>	The Board, shall <b>oversee the compliance</b> of Barangay Solid Waste Management Committee in the implementation of this Ordinance by designating the Barangay Operational Center. They shall require the Barangay Solid Waste Management Committee to submit a semi-annual report.
<b>Environmental Sanitation Office (ESO)</b>	The ESO shall formulate and conduct seminars, trainings, workshops, capacity building activities, etc. to enhance and educate each barangay within the city on the alternative by-products and possible revenue raising projects in connection with plastic and polystyrene foam.
<b>Barangay Operational Center (BOC)</b>	The BOC shall require the Barangay Solid Waste Management Committee to complete the substantiation requirements required for the implementation to this ordinance. The BOC shall certify the semi-annual report submitted by the Barangay Solid Waste Management Committee to the Las Piñas City Solid Waste Management Board.
<b>Garbage Collector</b>	They shall continue to collect with the regular garbage collection operation from the households. They are strictly prohibited from collecting plastic and polystyrene foam from household.
<b>Barangay Solid Waste Management Committee</b>	shall design a system of collecting the plastic and polystyrene foam from household on a weekly basis. Further, they shall prepare and submit a semi-annual report on the implementation of this Ordinance to Barangay Operational Center.

<b>Household</b>	Every household shall segregate plastic and polystyrene foam from non-biodegradable waste and surrender it to the authorized individual also known as “ <i>Plasticman</i> ” and “ <i>Styrogirl</i> .”
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- Specify the scope, coverage, exemption and mechanics of the policy.
- Know the possible cost require for the implementation of your chosen policy.
- Indicate the possible fine and penalties for the offender of the policy.
- Finalize the title of your policy.





## STAKEHOLDER ANALYSIS AND CRAFTING THE ACTION PLAN

- Once the best possible solution – the Policy Recommendation -- has been identified, the class will now discuss the different actors, organizations, governmental agencies, other institutions and groups who may be involved and affected by their suggested policy.
- The primary agency or agencies that will issue the policy should be identified, and the form of the policy specified as much as possible: Is it a city ordinance? Is it a Congressional statute? Is it an agency regulation?
- Aside from the primary government authorities who will issue and implement the policy, a list of other stakeholders should be generated from this discussion. These stakeholders could be:
  - Interest groups
  - Organizations
  - Businesses and other private sector organizations
  - Individuals (e.g. politicians)
- The stakeholders must be grouped into two camps: those who will **support the policy**, and those who **will oppose it**. The reasons for support or opposition must be specified by the class. Try to be as exhaustive as possible.
- Once the various “stakes” have been identified, lead the class in talking about different strategies or methods that can be used to:
  - Mobilize the supporters
  - Convince the opposition to change their minds
- Methods may include:
  - information campaigns (barangay assembly meetings, television or radio shows)
  - incentives
  - punishments
  - door-to-door campaigns
  - paper campaigns such as flyers, brochures, pamphlets, posters
  - lobbying campaigns such as signature drives, and others.
- This outcome of identifying supporters and opposition, as well as the methods to mobilize support and convince the opposition, is what is known as the “**action plan**”.

Reasons for their support	STAKEHOLDERS	Reasons for their opposition
Recycling activity provides livelihood program for their constituents and additional revenue for the barangay	Las Pinas City Solid Waste Management Board and Barangay Solid Waste Management Committee	Additional accountability
More favorable to support LGUs in recycling plastic than ban their products	Polystyrene Packaging Council of the Philippines and Philippine Plastic Industry Association	Recovering plastic wastes will be an additional expenses
Parents instill environmental responsibility among their children	Households	Time consuming for parents to segregate their households wastes

## STEP 8: DEVELOPING A POTFOLIO

Explain the format of the Project Citizen portfolio. The portfolio is a visual representation of the research compiled.

### 1. Four-Panel Display

The work of each of the four groups should be placed on a separate panel of a four-panel display. The display should be composed of four sheets of illustration of board. The display should be developed so it can be placed on a table, bulletin board, or easel. Materials to be displayed may include items such as written statements, list of sources charts, graphs, photographs, original art work, etc.

### 2. Documentation Section

Criteria for the *overall* portfolio

- Persuasiveness

Does your portfolio give ample evidence that your selected problem is important? Does your proposed policy address the problem directly? Does your portfolio explain how you might gain public support for the proposed policy?

- Practicality

Is your proposed policy practical and realistic? Is your plan for gaining support for your proposed policy realistic?

- Coordination

Does each of the four parts of your display portfolio relate to the others without repeating information? Does the documentation section of your portfolio relate to the others without repeating information?

- Reflection

Does the section where you reflect upon and evaluate the development of your portfolio demonstrate that you have thought carefully about your experience? Do you demonstrate what you have learned from the portfolio development experience?

Each group is responsible for one of the four parts of the portfolio.

### PORTFOLIO GROUP 1: Explaining the Problem

This group is responsible for developing a detailed explanation of the problem the class has chosen to study. This explanation should state why the problem is important and which levels and branches of government, or governmental agencies, should deal with it.

- State and explain the problem and its causes and present evidence that there is a problem?
- Demonstrate an understanding of the issue(s) involved in the problem?
- Demonstrate an understanding of existing or proposed public policies?
- Explain disagreements about the problems that may exist in the community?
- Explain why government should be involved in the solution?
- Present information in the display and binder that correlates to and supports one another?

**PORTFOLIO GROUP 2: Evaluating alternative policies to deal with the problem**

This group is responsible for explaining current and/or proposed alternative policies designed to solve the problem.

- Present two or three alternative policies to address the problem?
- Explain the advantages and disadvantages of each alternative policy presented?
- Identify controversies and conflicts that need to be addressed for each alternative policy?
- Present information in the display and binder that correlates to and supports one another?

**PORTFOLIO GROUP 3: Developing the proposed public policy**

This group is responsible for developing and justifying a specific public policy that the class proposes and agrees to support. The group must also make the case that its proposed public policy serves the purposes of government set forth in the constitution and does not violate the limits it places upon the powers of government.

State a public policy that addresses the problem and identify the government branch or agency responsible for enacting the proposed policy?

- Support the proposed public policy with reasoning and evidence?
- Identify advantages and disadvantages of the proposed public policy?
- Explain and support your reasons why the proposed public policy serves the purposes of government set forth in the constitution and does not violate the limits it places on government?
- Present information in the display and binder that correlates to and supports one another?

**PORTFOLIO GROUP 4: Developing an action plan**

This group is responsible for developing an action plan showing how the class can influence their government to adopt the policy that it is proposing

- Identified individuals and groups, both supporters and opponents, who will need to be influenced?
- Identified government officials, both supporters and opponents, who will need to be influenced?
- Outlined and explained an action process for getting the proposed public policy enacted?
- Proposed actions that build and expand on work presented in previous panels or groups?
- Presented information in the display and binder that correlates to and supports one another?

In addition to completing its own task, each of the four groups should communicate with the others so that when the class portfolio is completed and presentations are made, they will be well organized, coherent and consistent.

As each group works, there is a need to continue to work cooperatively with the other groups as they proceed so the class portfolio is coherent and comprehensive. Each group should have regular opportunities to inform the rest of the class of the progress being made.

It is also important that the groups collaborate as they decide what specific items should be included in the display and documentation sections of the portfolio. This collaboration will avoid displaying the same information more than once and guarantee the inclusion of the best materials.



## DISPLAY SECTION 1

This part should include the following items:

### 1. A written summary of the problem

Review material gathered by research groups. Write no more than two double-spaced, typed pages/script explaining the problem. Summarize what you have learned in response to the following questions.

- How serious is this problem in your community?
- How widespread is the problem in your school, neighborhood, city, or nation?
- Why is this a problem that should be handled by government? Should anyone else in the community also take responsibility for solving the problem? Why?
- Which of the following do you think is true? Explain your response.
  - o There is no public policy for dealing with the problem.
  - o The public policy for dealing with the problem is not adequate.
  - o The public policy for dealing with the problem is adequate, but it is not being well implemented or enforced.
- What disagreements, if any, exist in your community about the problem and the way it is being handled?
- Who are the major individuals, groups, or organizations with an interest in the problem?
- What is their interest?
- What positions are they taking?
- What are the advantages and disadvantages of their positions?
- How are they trying to influence government to adopt their views?
- What level and branch of government or governmental agency, if any, is responsible for dealing with the problem? What is it doing about the problem?

### 2. Graphic presentations of the problem

These may include charts, graphs, photos, political cartoons, newspaper headlines, tables of statistics, and other illustrations. Illustrations may be from printed sources or they may be your original creations. Each illustration should have a caption or title and a source citation where appropriate.

### 3. Identification of your sources of information

Include a bibliography identifying all sources used.

- excerpts from government publications

Lengthy documents and reports should be represented by copies of their title pages, tables of contents, and a one-page summary (or abstract) of the document either taken from the document itself or written by the group. Be sure to prepare a table of contents for this section.

## DISPLAY SECTION 2

This part should include the following items.

### 1. A written summary of alternative policies

Identify two or three alternative public policies for dealing with the problem. These may include an existing policy or others being proposed by individuals or groups in the community.

For each public policy presented, include no more than one double-spaced, typed page/script that summarizes your answers to the following questions:

- What is the existing public policy, or the policy being proposed by an individual or group?

- What are the advantages and disadvantages of this policy?

## **2. Graphic presentations of the policies**

These may include charts, graphs, photos, drawings, political cartoons, newspaper headlines, tables of statistics, and other illustrations related to the policies. These illustrations may come from printed sources or they may be your original creations. Each illustration should have a caption or title and a source citation where appropriate.

## **3. Identification of your sources of information**

Include a bibliography identifying all sources used.

### **DISPLAY SECTION 3**

This part should include the following items:

#### **1. A written explanation and justification for your proposed public policy**

You should explain the public policy your class, or group, has developed and your reasons for supporting it. In no more than two double-spaced typed pages

- describe the public policy your class, or group, believes will best deal with the problem
- explain the advantages and disadvantages of your proposed public policy
- list the branch or agency and level of government that should be responsible for carrying out your proposed public policy
- explain whether your public policy should involve the assistance of civil society and/or the private sphere and your reasons

#### **2. Graphic presentations of your proposed public policy**

These may include charts, graphs, photos, drawings, political cartoons, newspaper headlines, tables of statistics, and other illustrations related to the policy and the problem it is designed to solve. These illustrations may come from printed sources or they may be your original creations. Each illustration should have a caption or title and a source citation where appropriate.

#### **3. Identification of your sources of information**

Include a bibliography identifying all sources used.

### **DISPLAY SECTION 4**

This part should include the following items:

#### **1. A written explanation of how your class could develop support for your proposed public policy among individuals and groups in your community**

On one double-spaced, typed page/script, describe the main points of your policy and your action plan to get it adopted.

Be sure to

- identify influential individuals and groups in your community who might be willing to support your proposed public policy, and briefly describe how you might gain their support
- identify groups in your community that might oppose your proposed public policy, and explain how you might convince them to support it

## **2. A written explanation of your action plan for gaining support from your government for your proposed public policy**

On one double-spaced typed page, describe the main points of your plan.

Be sure to

- identify influential government officials and agencies that might be willing to support your proposed public policy, and briefly describe how you will get them to support it
- identify people in government who might oppose your proposed public policy, and explain how you might convince them to support it

## **3 Graphic presentations of your action plan**

These may include charts, graphs, photos, drawings, political cartoons, newspaper headlines, tables of statistics, and other illustrations. These illustrations may come from printed sources or they may be your original creations. Each illustration should have a caption or title and where appropriate, a source citation.



**The Problem.** Discuss the background, nature and impact of the problem. Discuss why the problem is important and what its effects are. This includes situating the problem in a broader context.

**Alternative Policies** Existing policies that can address the issue. These are the laws, city ordinances, local government programs, or national agency programs. Identify the strengths and weaknesses, feasibility, constraints and possible obstacles for each of the different policies presented.

**The Policy Recommendation.** Discuss in detail the chosen group policy. It could be improvements to the existing policy, or improvements to its implementation, or it could be a new policy.

**The Action Plan.** This is the plan that identifies the different stakeholders and actors for the chosen policy, and ways and means to mobilize supporters, and convince those who are against the recommended policy.

## STEP 9: PRESENTING IN A PUBLIC HEARING

1. When the presentation is complete, the group will then set up an appointment with the relevant local officials. This could be at the agency which has been identified as the most critical in policy implementation, or it could be to any elective official (mayor, city councilor, congressman, senator) either at the barangay or city level. This will give students an opportunity to interact with the government officials, and advocate their particular position. Try to help the class in securing this appointment.

You may make the presentation to different officials, or to different agencies if you are able to secure the appointments. Some suggestions for the presentation:

- Choose 1-2 representatives per group (based on the groupings in the previous step) and ask these representatives to prepare a speech explaining their part of the Project Citizen process. They must also be ready to answer any questions that the public official may ask them regarding their presentation. Alternately, other representatives in the group may also be tasked to prepare to answer questions.
  - Have students alternate the sections they present. For example, students from the action plan panel may practice presenting the alternative policies and students from the class policy panel may practice presenting the discussion of the problem.
2. The same presentation can also be made in class prior to the formal presentation so that the class may see the final output of their Project Citizen activities. Ask the class for comments and suggestions to improve the presentation. The class may also ask questions of the presenters. This serves as a rehearsal prior to the actual presentation to the government official.

*Output:*

*A presentation to a relevant government official*

*It is important to emphasize that the output of Project Citizen is making the presentation to the official or officials. Whether their policy recommendations are actually acted upon by these officials is beyond their control. The critical thing is that they have undergone the process.*

*What is important is that young people get to learn the concepts and values, as well as practice the skills and techniques that will help them be effective citizens of their community. We **don't** always get what we advocate in a democracy, and this too is an important lesson to learn.*



## STEP 10: REFLECTING ON THEIR EXPERIENCES

This reflection process is meant to allow the student to relate his/her Project Citizen experience in general, and the tasks involved in the process in particular, with concepts related to citizenship and democracy. Some guide questions, touching on both content and process, are suggested:

*Output:*  
*Individually written papers based on a guided reflection of the project experience*

1. Did you exercise rights and responsibilities of citizens in a democracy as you fulfilled the tasks of Project Citizen? What were these rights and responsibilities? How were they involved in carrying out the tasks of Project Citizen?
2. Did you learn anything about how your government is organized as you carried out your tasks in Project Citizen? What did you learn or find out specifically?
3. Did you learn anything about the responsibilities of public officials in a democracy as you carried out your tasks in Project Citizen? What did you learn or find out specifically?
4. Are there attitudes and character traits that are important in a democracy involved in carrying out the tasks of Project Citizen? What are these attitudes and character traits? How were they involved in carrying out the tasks in Project Citizen? Why are these attitudes and character traits important in a democracy?
5. Did you gain insights about how citizens in a democracy should behave, as you fulfilled the tasks of Project Citizen? What are these insights?
6. Did you gain insights about how civil society can participate in community problem-solving, as you fulfilled the tasks of Project Citizen? What are these insights?
7. What did you gain from your experiences in fulfilling the tasks of Project Citizen?

The following three quotations address some of the roles and responsibilities of citizens and their government in a democracy. Work in three or more groups. Each group should read one of the quotations and respond to the questions that follow it. Groups should then prepare to present and discuss their answers with the entire class.

### Group 1



If liberty and equality, as is thought by some, are chiefly to be found in a democracy, they will be attained when all persons alike share in the government to the utmost.

Aristotle, *Politics* (c. 340 B.C.)

- 1 What argument can you make to support the idea that “all persons alike” must “share in the government to the utmost” in a democracy for liberty and equality to flourish?
- 2 If “all persons alike” must “share in the government to the utmost” in a democracy for liberty and equality to flourish, what responsibilities of citizens does this imply?
- 3 What argument can you make to support the idea that liberty and equality are more likely to be found in a democracy than in another form of government?
- 4 Do you agree with Aristotle’s statement? Why or why not?

### Group 2

I don't have any formula for ousting a dictator or building democracy. All I can suggest is to forget about yourself and just think of your people. It's always the people who make things happen. [Corazon Aquino](#)

- 1 What argument can you make to support the idea that it is the people, not a specific leader or hero, who ousts a dictator and builds democracy?
- 2 If it is always the people who make things happen, what responsibilities does this imply for individuals and the people as a whole?
- 3 What might be the consequences for democracy if its citizens, the people, do not make things happen?
- 4 What responsibilities does this imply for citizens and their government?



### Group 3



Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever does.

[Margaret Mead \(1901–1978\)](#)

- 1 What arguments can you give for and against this statement?
- 2 What examples can you give of small groups of citizens making significant changes in their communities, states, nations, or the world? How were they able to achieve their goals?
- 3 What steps would you take if you wanted to make a significant change in your community? Do you think it might be possible for you to do so? Why or why not?

## CONCLUSION

It is important for all citizens to increase their knowledge and develop the skills that will enhance their ability to monitor and influence the development and implementation of public policy. Public policies need to be monitored by citizens and sometimes need to be revised. New problems, interests, or goals may require new public policies. Having a voice in the development and implementation of public policies is a right and responsibility of all citizens in a self-governing society.

The sponsors of Project Citizen hope that the experiences and learning it has fostered will encourage the students to take an active role in the political life of your community, state, and nation. If the Philippines is to become a real and functioning democracy, it is essential for students to take a part in your system of self-government.

*“We do not learn to read or write, to ride or swim, by merely being told how to do it, so it is only by practicing popular government on a limited scale that the people will ever learn how to exercise it on a larger one.”*

*- John Stuart Mill*