

DevInfo rollout

Goals monitoring updated via new software

Focal persons of the Country Programme for Children V and the National Economic and Development Authority (NEDA) Knowledge/ChildInfo gathered for a UNICEF-sponsored five-day workshop to update their knowledge and skills on data management and advocacy.

A total of 59 persons from local government units (LGUs) and NEDA central and regional offices in Luzon and Visayas attended the workshop at the Days Hotel in Tagaytay City.

Introduced at the Sept. 27-Oct. 1 workshop was the DevInfo database software that is to replace the ChildInfo technology currently being used to monitor the targets for children in the Millennium Development



UNICEF Information Resource Management Officer Augusto S. Rodriguez speaks before CPC V and NEDA ChildInfo focal persons.

Goals (MDGs). The MDGs are: (1) eradicate extreme poverty and hunger, (2) achieve universal primary education, (3) promote gender equality and empower women, (4) reduce child mortality, (5) improve maternal health, (6) combat HIV/AIDS, malaria and other diseases, (7) ensure environmental stability, and (8) develop a global partnership for development.

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Among the new features of the DevInfo are:

- A Goals (MDG) page as a default page
- Indicator-Unit-Subpopulation as linked data parameters,
- Screen tip/reminder for Auto-Select button
- New ID system for areas and
- Gallery link in Data View page

At the workshop titled "DevInfo Plus: Goals Monitoring for Advocacy, Transforming Information Into Concrete Action," participants were guided through hands-on activities that converted ChildInfo database into DevInfo. They also created data entries in DevInfo that expanded the indicators for monitoring of MDGs. A session was devoted to learning how to use overlay maps in DevInfo.

Additionally, an assessment of the factors that facilitated and/or hindered the adoption and use of ChildInfo was done. Participants also came up with their work plans identifying concrete actions for 2005.

From these work plans, UNICEF drew up the two major strategies for the Goals Monitoring for Advocacy Project of the Sixth Country Programme for Children, namely:

- (1) capacity-building for stronger and systematic knowledge management processes, and
- (2) evidence-based advocacy for policies and resources for children.

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Essential Services: Glimpses into the MTPDP

Improving accessibility and affordability of quality social services is essential to ensuring social justice and meeting the basic needs of every Filipino. The provision of essential services, namely: clean water, power, education, health and nutrition (low cost medicine, micronutrient supplement), and housing shall constitute the vital government interventions aimed at raising productivity, generating jobs, reducing poverty and promoting social justice.

Indicators	Latest Data	2010 Target	MDG Target 2015
<i>Eradicate extreme poverty and hunger</i>			
Proportion of families below subsistence threshold	13.1a	8.89	10.2
Prevalence of underweight preschool children aged 0-5 years old (in %)	27.6b	21.6	17.25
<i>Provide basic amenities</i>			
Access to Safe Water Supply (in %)	80c	92-96	86.8
<i>Reduce child mortality</i>			
Infant Mortality Rate (per 1000 live births)	29d	17	19
Under-five Mortality Rate (per 1000 live births)	40d	32.24	26.7
<i>Improve maternal health</i>			
Maternal Mortality Rate (per 100,000 live births)	172e	90	52.2
Prevalence of men/women/couples practicing responsible parenthood (using natural, modern or artificial methods in %)	48.9d	60	100
<i>Combat major diseases</i>			
TB case detection rate and cure rate (in %)	61f	70	--
	78f (as of 2003)		
Malaria morbidity rate (per 100,000 population)	48f (as of 2002)	24	--
HIV prevalence	<1%	<1%	-

Sources: a - 2000 National Statistical Coordination Board

b - 2003 National Nutrition Survey (Preliminary Results)

c - 2002 Annual Poverty Indicators Survey

d - 2003 National Demographic and Health Survey

e - 1998 National Demographic and Health Survey

f - Department of Health

Simple Literacy – refers to the ability to read and write with understanding a simple message in any language or dialect.

Based on the 2000 Census of Population and Housing, the Philippines' basic or simple literacy rate, which is one of the highest in Southeast Asia, stood at 92.28 percent. There was no marked distinction between male (92.10 percent) and female (92.28 percent) literacy as both registered almost the same rates. Across regions, the NCR posted the highest literacy rate at 98.14 percent. Other regions with higher literacy rate than the national level are Region I (Ilocos Region) with 95.23 percent; Region III (Central Luzon) with 94.80 percent; Region IV (Southern Tagalog) with 94.01 percent; Region V (Bicol Region) with 92.69 percent; and Region VI (Western Visayas) with 93.02 percent.

Knowledge Management, Governance and Children's Rights

By Augusto S. Rodriguez
(second of three parts)

Knowledge Management Services

1. Create a Knowledge Management Infrastructure

- 1.1 Knowledge Network: Improved Institutional interface and convergence
- 1.2 Established permanent base: Community of "knowers"
- 1.3 Organized Knowledge Center. The following recommendations are suggested to reach first level sustainability of Knowledge Centers based on the organizational assessment of the LGUs.:
 - a Foster awareness of the value of the knowledge sought and a willingness to invest in the process of generating it. Encourage partnership, joint activities collaboration. Whenever possible, conduct activities and functions with other agencies and share resources and technical expertise to supplement each agencies deficiencies.
 - b Identify key knowledge workers who can be effectively brought together to form a critical mass that would initiate and promote the practice of knowledge management. Identify common activities to strengthen the Knowledge Network. Continually update the contents of the Knowledge Center and entice as many user and visitor to patronize it.
 - c Emphasize the creative potential inherent in the complexity and diversity of ideas, seeing differences as positive, rather than sources of conflict, and avoiding simple answers to complex questions.
 - d Keep Knowledge Management grounded on organizational reality, be widely visible and seen to be making a difference in efficiency and effectiveness, Knowledge Management should be seen as helping employees do their jobs better.
 - e Make the need for knowledge generation clear so as to encourage, reward, and direct it toward a common goal. Introduce measures and milestones of success that reflect the true value of knowledge. Document these accomplishments and experiences to serve as good practices that can be shared and replicated in other area.
 - f Variations in the government's role in the locality as well as the knowledge management scope and focus might require a different set of institutional coordinating or governing mechanism among the different players involved in the management and administration of Knowledge Centers. Among others, the composition of the local agencies, their functions, responsibilities and authorities pertinent to knowledge management and their link to the national level agencies should be reviewed to account for the variations in the different levels of IGU capability and participation of other key players in the localities.

2. Administration: Integrating KM Functions in the Overall Management Plan

- 2.1 Defined KM roles and responsibilities: Knowledge Workers, Knowledge Managers, Knowledge Champions. The role of a Knowledge Champion:
 - a Advocate or evangelize for knowledge and learning from it. Particularly given the important role for knowledge in the strategies and processes of many LGUs today, long-term changes are

A CHILD HAS HIS RIGHTS

The Story of Ruben

By Angel B. Baybay

*I*t was Saturday; Ruben (not his real name) who was then in Grade One, was surprised why his mother was still at their house. He remembers that every Saturday, his parents would leave very early to tend a small farm carved out along the slope of a nearby mountain. Being the first child, he considered it routine to look after his younger brothers and sisters every weekend.

He feels fortunate that day since the presence his mother afforded him the rare chance of being with other children of the village. After breakfast, he rushed out and joined his peers playing hide and seek.

Feeling tired after hours of running around the rice fields, they converged around under a tree and shared stories. He listened in envy as one of his friends told the group his mother brought him a new pair of shoes. *"How I hope my father would be lucky and buy me some new clothes"*, Ruben mumbled to himself.

Two days ago, Ruben's father went with some companions to hunt wild pigs and gather wild berries and they were expected to arrive late that day. He had no linking that his father was chanced upon by warriors from an enemy tribe the day before. They severed his head and took off with it.

Ruben lived in the tribal community of Betwagan, twenty kilometers east from the capital town of Bontoc. With no road network, residents have to walk for an hour before they could get a ride to other parts of the province. Betwagan is one of the most populated villages of Mountain Province.

Although the problem on accessibility hinders the regular flow of goods and commodities to the village, Betwagan is blessed with rich natural wealth. Not far are vast forested mountains where wild fruits and animals abundantly thrive. Running through the middle of the village is a river which supplies water to rice fields and households the whole year round. Steep mountain slopes are planted to legumes. Despite these, however, Betwagan has the highest malnutrition rate in the province.

What complicates things is the people's adherence to indigenous tribal practices, one of which is the tribal war. A village which clings to the tenets of tribal war automatically lists all other tribes as enemies unless a peace pact exists. But if any of the provisions of the peace accord is violated, the relationship is automatically cut off and bloody confrontation usually looms. This explains why only few Betwagan natives finished their schooling. Most of the time, children contain themselves within the village for their safety. Those studying in the cities have to quit and rush home every time tribal war erupts.

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Restoration of the broken pact is only possible when the offended feels it has taken vengeance.

Even as many people of Betwagan have been killed, children are the ones who suffer most. Aside from not being able to go to school, the responsibility of taking vengeance rests in them, particularly the boys. This stems from their belief that every male member of the tribe should prove his manhood. As in the case of Ruben, he is responsible for taking vengeance for the death of his father.

It is with the hope of helping the village children that the Provincial Technical Working Group unanimously selected Betwagan as one of the pilot barangays when the program started its fifth phase.

Ruben was then in Grade Three when he first read a poster enumerating the rights of a child. Like many of his classmates, he suspected that the poster is a product of a foreign entity to poison the minds of the youth into giving up their treasured cultural beliefs and gradually rob them of their vast natural resources.

It was only after series of lectures by his teachers did Ruben entertained the thought of giving importance to the "piece of paper". With the involvement of the barangay officials and health personnel, he began to be enlightened on the purpose of the program. Later on, he found himself sharing what he learned with friends.

Now a high school student, he foresees a brighter future if all children will be given their rights.

He says he still remembers that fateful day when his father was killed. In an interview, he related how he went through the many trying times as an orphan. Asked if he will get back at his father's killers, he explained that the burning hatred that once enveloped his heart has died down. *"I know how it feels to be without a parent. It's hard. I do not want other children to go through the same situation. I want the killings to stop",* he answered. With emphasis he added, *"Children have the right to live and make the most of it. Depriving them of their rights because of cultural beliefs is deplorable. I urge the old folks to do away with them."*

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necessary in organizational cultures and individual behaviors relative to knowledge. These changes will require sustained and powerful advocacy.

- b Design, implement, oversee and IGU's knowledge infrastructure, including its libraries, knowledge bases, human and computer knowledge networks, research centers, and knowledge-oriented organizational structure.
- c Manage relationships with external providers of information and knowledge (for example, academic partners or database companies), and negotiate contracts with them. This is already a major expense item for IGUs, and efficient and effective management of it is important.
- d Provide critical input to the process of knowledge creation and use around the IGU (for example, new program/project development, market research and business strategy development), and facilitate efforts to improve such processes if necessary.
- e Design and implement an IGU's knowledge packaging approaches. Such approaches specify key categories of information or knowledge that the organization would address, and entail mapping both the current knowledge inventory and future knowledge models.
- f Measure and manage the value of knowledge, either by conventional financial analysis or by "anecdote management". If the organization has no sense of value of knowledge and its management, the functions won't last long.
- g Manage the organization's establishing professional standards, and managing their careers.
- h Lead the development of knowledge strategy, focusing the organization's resources on the type of knowledge it needs to manage most, and the knowledge processes with the largest gaps between need and current capability.

2.2 Integrated KM strategic and operating tasks in the local development plan

2.3 Improved KM incentives and support: Salary increase, promotion, training, special education

3 Policy Support: Enabling Support Policies for Knowledge Management

3.1 Enactment of local legislation and implementation of MOAs

3.2 Enactment of National legislation and policies

3.3 Strengthened international commitments.

4 Resources: Making It All Pay Off Economically

4.1 Appropriated budget for KM activities and programs

4.2 Improved KM policies and implements

4.3 Broaden KM personnel

5 Local Action Environment: Building a Knowledge-Based Culture

5.1 Viable "knowledge market" where IGUs serve as "brokers"

5.2 Economic, socio-political profile of the community

5.3 State of readiness of the community

(to be continued)

Goals monitoring...continued from page 1

To enhance the communication and advocacy skills of the participants, Nilo Yacat of UNICEF presented a tool kit, "How To Tell and Sell the Story of Children," aimed at helping use information to come up with better advocacy materials. In a hands-on activity, workshopers came up with their own taglines and messages appropriate for their audiences. Yacat also gave pointers on creating effective powerpoint presentations.

Other speakers and resource persons of the workshop were UNICEF Information Resource Management Officer Augusto S. Rodriguez, Fernando Camba, Hermogenes Buenaflor, Jr. and Rodrigo Sicat of NEDA Regional Office IX.

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