

Mt. Kitanglad

Bukidnon

MT. KITANGLAD PAMB STUDY TOUR

MANILA-PALAWAN TRIP

August 14-17, 2008

By Jean Cruz

KIN Consultant Volunteer



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ACKNOWLEDGEMENTS

The PAMB Study Tour, which brought together Executive Members and representatives of the Provincial Board Environment Committee Chair, the Municipal Government and Tourism Offices, and the KIN host-NGO of Mt. Kitanglad Range Natural Park, was a great success. We, in KIN and the Kitanglad PAMB we would like to express our heartfelt gratitude to the following individuals and institutions that had generously contributed financial and human resources, as well as moral support and alliance network that enabled the group's learning journey a meaningful and an inspiring one:

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Raoul T. Geollegue – Mindanao Regional Forestry Advisor of Development Alternatives, Inc., USAID

Hon. Mayor Sonia Lorenzo of San Isidro - Nueva Ecija and AIM BL Fellows

Vladimir Hernandez - Community & Family Services, International

Christine Carlos – Multi-talented Artist

THE GOAL OF THE STUDY TOUR

The major goal of the ecological study tour of Protected Area Management Board (PAMB) Execom Members of Mts. Kitanglad Range Natural Park to other protected area and conservation areas is designed for the new Bukidnon park managers to learn practical and scientific ways of implementing the protected area system under the tenets of the National Integrated Protected Areas Act (RA 7586) and other pertinent instruments and policies on biodiversity at the international level. This means managing protected areas in the country should consider biodiversity conservation to be balanced in terms of economic and human development.

THE DELEGATES

Agency	Name	Designation
A. Provincial/Local Government Unit	Hon. Alex P. Calingasan	Vice Governor
	Hon. Glenn Peduche	Board Member/Chair, Committee on Environment
	Hon. Florencio T. Flores, Jr.	Municipal Mayor, Malaybalay
	Hon. Aurelio B. Lopez	Municipal Mayor, Libona
	Hon. Rogelio N. Quiño	Municipal Mayor, Manolo Fortich
	Hon. Ardan J. Roa	Municipal Mayor, Baungon
	Hon. Marie Ann A. Baula	Municipal Mayor, Sumilao
	Hon. Godofredo Balansag	Municipal Mayor, Lantapan
	Hon. Raymond John Camarinta	SB Member, Lantapan
	Dr. Merlie Lopez Chair	Municipal Tourism Office, Libona
	Mrs. Tessie Quiño Chair	Municipal Toursim Office, Manolo Fortich
	Mrs. Rosita Roa Baungon	Chair, Municipal Tourism Office
	Mr. Roy Cuñada	Municipal Accountant, Sumilao
	Mrs. Delia Cantilang	Municipal Treasurer, Sumilao
B. NGO	Ms. Easterluna Canoy	Executive Director, Kitanglad Integrated NGOs (KIN)
	Ms. Jean Cruz	KIN Volunteer Consultant
C. DENR	For. Maximo O. Dichoso	Regional Executive Director, DENR-Region 10
	For. Agustilo A. Obsioma	PENR Officer, Bukidnon
	For. Marilou M. Clarete	PAWD Chied, DENR-Region 10
	For. Felix S. Mirasol, Jr.	PASu, Mt. Kitanglad

ASIAN INSTITUTE OF MANAGEMENT CUSTOMIZED SEMINAR



The learning journey was held last August 14-17 started with a customized seminar by Asian Institute of Management that served as a learning guidelines on our Palawan exploration. As follows are the learning and goals achieved at the end of the seminar:

1. Understand the theory and concepts of resource mobilization and to be familiarized with the different organizations and institutions that provide resources;
2. Introduced to the Bridging Leadership Framework, especially the importance of Systems Thinking, and to understand how this Framework can address environmental issues;
3. Know and discuss the major challenges in the environmental sector, and to get an idea what local chief executives can do to address these major challenges; and
4. Be familiar with and use the U Process, especially the Sensing phase, in preparation for the learning journey in Palawan.



SOLIDARITY DINNER AND TALK ON CARBON CREDITS BY WWF-PHILIPPINES



Since it was founded in 1961, WWF has become one of the world's largest and most effective independent organizations dedicated to the conservation of nature. WWF now operates in around 100 countries, supported by nearly five million people worldwide.

WWF-Philippines, also known as *Kabang Kalikasan ng Pilipinas (KKP)*, has been working as a national organization of the WWF network since 1997. The organization's conservation program places strong marine emphasis in the conservation of species and habitats and utilizes highly integrative and participatory approaches to find solutions that work for the environment and for the people that live in and depend on it.

WWF's ultimate goal is to build a future where people live in harmony with nature.

WWF – Philippines discussed with the delegates a deeper insights about what Carbon Credit is. What it is all about and how the Kitanglad Study Tour Delegates may participate or explore possibilities in helping realizing the vision through identifying which sector is in badly in need of the project by addressing the problem and enjoying benefits that maybe derived from it through providing solution to the social problems.



The Kyoto Protocol is an international agreement linked to the United Nations Framework Convention on Climate Change. The major feature of the Kyoto Protocol is that it sets binding targets for 37 industrialized countries and the European community for reducing greenhouse gas (GHG) emissions .These amount to an average of five per cent against 1990 levels over the five-year period 2008-2012.

As follows are areas given as example :

1. Proper Management and Technology for Garbage - The methane gas emitted by the garbage is turn into useful energy that lowers if not eliminate the consumption of other energy producing industry, computed and exchanged into carbon credits with equivalent monetary value set by the governing body.
2. Poultry and Piggery created pollution is also converted into methane gas that can be used into power and Carbon Credit is computed to be paid to the owners.
3. Other Example is exchanging the loan amount into the value of the natural resources contribution in the slowing down of global warming by simply committing to take care of the resources.

To know more about the **Kyoto Protocol Agreement**, please visit their website <http://unfccc.int/2860.php>

The delegates will identify areas contributing to the Climate Change issues.

THE PALAWAN EXPLORATION

The Kitanglad Study Tour Delegates arrived at Puerto Princesa Airport, well received by PASU - James Albert Mendoza together with the Local Tourism Representative.

A luncheon meeting with Hon. Mayor Edward S. Hagedorn was held at the Badjao Seafront Restaurant at the seaside where mangrove is a showcase. Sumptuous and delicious sea harvest and native produce were served to our delight.

In time with our visit is also visiting Ambassador to the Philippines H.E. Mr. VU XUAN TRUONG



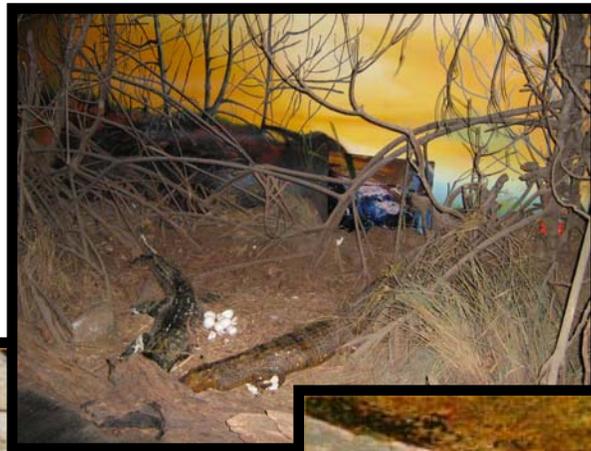
CROCODILE CONSERVATION SITE

After having lunch, the delegates headed to Palawan Wildlife Rescue and Conservation Center. The Center (formerly Crocodile Farming Institute) aims to preserve and conduct further research studies on endangered species of crocodiles. One of the structures is a "hospital" for sick and disabled crocodiles. It also intends to make good use of the raw materials derived from crocodile skin. The place also maintains a mini-



zoo featuring some of Palawan's endemic animals, under the supervision and management of DENR-PAWB. Visiting hours are from 1 :30 to 5:00 p.m., Monday to Friday and 9:00 a.m. to 12:00 nn, and 1 :00 to 5:00 p.m. Saturdays. Feeding time is every Monday and Thursday afternoon.

It is located in National Road, Barangay Irawan, Puerto Princesa City, Palawan, 30-40 minutes' travel from the city proper.



THE IRAWAN WATERSHED

The Irawan Water Shed is next Important venue we have visited. Lecture was provided by Inarawan Authorities as to its history and uniqueness among other set-up in the country.

The programs of Puerto Princesa City Government on the protection and conservation of its remaining terrestrial and marine resources, through the eradication of destructive methods of fishing and farming, have already been put in place since 1992 through the Bantay Puerto (Puerto Princesa Watch) Program, and it has been most effective in its functions. Under this Program, the Pista Y Ang Kagueban or Feast of the Forest – a unique annual festivity characterized by massive planting of forest trees in a fiesta atmosphere – has succeeded in reforesting the mountains of Irawan which is the city's source of water.

To capitalize on the people's penchant for merry-making, the Pista Y Ang Kagueban was instituted to rehabilitate the denuded area of the city's forest lands.

The misplaced indigenous peoples were relocated and provided housing to protect the watershed.



PUERTO PRINCESA SANITARY LANDFILL

The first engineered Puerto Princesa sanitary landfill at Barangay Sta. Lourdes in Puerto Princesa City is considered the first landfill with complete liner (high density polyethelene material) in the entire country.



The said landfill is one of the areas of interest designed to visit to learn from the set-up, experience and the problems that they are encountering in running the sanitary landfill. This is made possible through the classroom type lecture with question and answer portion. After the seminar, the delegates were toured to see the actual process.

A NIGHT OF CULTURE SHOWCASE, UNFORGETTABLE

I have watched a number of cultural shows but the Palawan Cultural Show is outstanding. They really have a standard that is very professional.

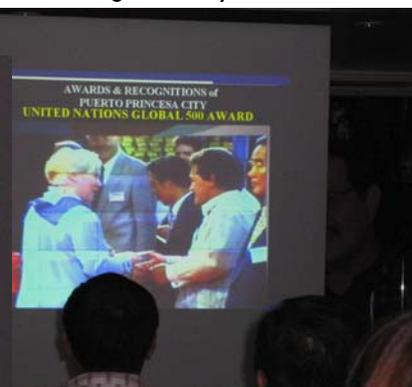
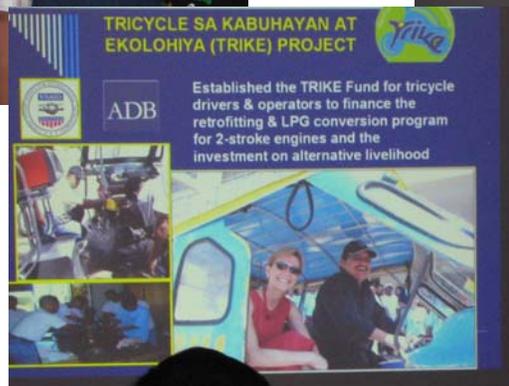


The stage, the band, the dancers and the singers are magnificent. The music, its lyrics and rhythm can take your breath away, as you would not want to end the rhythm because it awakens and envelops your being as it brings you into the core of Puerto Princesa's culture

The program honored the presence of the Delegates from Kitanglad together with the entourage of Vietnam ambassador to the Philippines. The program started by a presentation of none other, the dazzling, will powered Honorable Mayor Edward Hagedorn of Then, Now and Future of Puerto Prinsesa. Afterwhich the cultural show started while dinner is served.



At the end of the presentation, the guests were given a token of gift from Puerto Princesa Municipality and in return, the Kitanglad Delegates gave it's token of appreciation for a commendable hospitality and excellent management of the Learning Journey.



HONDA BAY & UNDERGROUND RIVER

Palawan is very organized, no wonder tourists are coming in regardless of season. Among the information, the most amazing is that the Palawan's most number of tourists are not foreign nationals but rather local tourists. This means a steady number of tourists regardless of travel advisory given by other countries.

Come to Palawan and you'll experience the tour of your life. As if you hire a tourist guide to ensure you will not miss anything that the City of Puerto Princesa offers. Yes, even the tricycle drivers can tour you around the city and can discuss with you with passion what their city can offer you.

Puerto Princesa is acclaimed the city in the forest, recognized worldwide as to its amazing way of preserving the nature through walking the talk.

HONDA BAY



One of the Philippines' premiere tourist destinations, Honda Bay, Palawan island is also known as the "The Last Frontier". It is host to several of the most exclusive resorts in the country. With its white sand beaches, magnificent landscape, fishing villages and

rainforests, it is a favorable destination of adventurers and nature lovers. The province has several sites that attract divers from various parts of the world.



Puerto Princesa Subterranean River National Park

Much has been written and said about this World Heritage site in Palawan. Yet, nothing is



more satiable to quench the thirst of enjoying its beauty and splendor unless one explores this enchanting place.



It is believed to be one of the longest navigable underground rivers in the world which features cathedral-like caverns and domes. The stalactites and stalagmites formation resembles like religious images, fruits and birds. Truly, an admirable underworld that projects the omnipotence of the Creator over human hands.



The Underground River is home to other cave-dwelling fauna.

Puerto Princesa Subterranean River National Park was declared by Proclamation No. 835 on March 26, 1971. It is located in the West Coast of Palawan, 81 km north of Puerto Princesa City. The land form in the park are associated with rocky mountains (of marble and limestone) running from north to south. Two-thirds of the area is covered by lush tropical rainforest from the shoreline to the highest peak, and one-third is thinly vegetated

karst limestone. The vegetation types include lowland forest (often with 35 m. canopy), coastal forest and karst forest.

This National Park is currently a popular destination for visiting bird-watchers, and most of the threatened and restricted range birds of the Palawan Endemic Bird Area have been recorded here. Several threatened species are regularly seen in the extensive lowland forests and substantial number of Palawan Pheasant Peacock and Philippine Cockatoo are found in the park.

Being one of the major tourist destination of the City it has an annual income of about P 5 million every year. Like other protected areas, it is being managed by the Protected Areas Management Board (PAMB) headed by the City Government of Puerto Princesa where PCSDS seats as a member of the Board

Various joint endeavor have been done so far between and among government and non-government organizations including the community surrounding the Park to improve the services to visitors who frequent to the Underground River when they are in Puerto Princesa.



HIGHLIGHTS OF THE EVALUATION

On the last day of the Study Tour, all the delegates filled up an Evaluation Form designed by Bukidnon State University to assess the relevance and conduct of the entire activity.

The criteria used in evaluating the activity were divided into three, namely:

- 1) Learning Content and Exchange
- 2) Learning Environment
- 3) Qualitative, Descriptive and Recommendation

Each of the delegate was asked to rate spontaneously their response on various sub-criteria or indicators. The following rating scales used were:

- 5** – Superior Expectations
- 4** - Above Minimum Expectations
- 3** - Merits Minimum Expectations
- 2** - Below Expectations
- 1** - Inferior (Disappointing)

LEARNING CONTENT AND EXCHANGE

These criteria have three sub-categories, seminar topics at AIM and Trimona, exposure trips in Palawan and informal exchanges, and learning content.

The seminars at AIM on Resource Mobilization, Environmental Situationer and Bridging Leadership got a majority 5 Superior Expectations Rating. Majority also rated 5 to the Palawan tour package which include field exposures interspersed with lectures on Sanitary Land Fill Project; Wildlife Rescue and Management at Crocodile Farm, the Irawan Watershed Project; the adventure at St. Paul Underground River and the island hopping at Honda Bay. Next to the 5 mark is 4 which also indicate that the delegates' expectations were met above minimum expectations.

The group likewise gave a 5 and 4 remarks on Informal Exchanges with high ratings posted at Palawan's destinations and that of Manila. The group appreciated the luncheon and formal dinner organized by Mayor Edward Hagedorn. This is followed by the Solidarity Dinner held at Trimona Café and Organic Restaurant where two Bridging Leadership Fellows also showed up.

An overwhelming majority also gave a 5 rating sore on the timeliness and relevance of the topics; the practical match of seminars with personal needs and understanding of the subject matter.

LEARNING ENVIRONMENT

These main criteria incorporate rating on the venue, resource persons, organization of the trip and accommodation. Similarly, the group rated an overwhelming 5 to the learning modes, their corresponding resource persons, the food and accommodation.

As for the Qualitative, Descriptive and Recommendation part, the following responses were noted on the following questions:

1. What is your biggest take-away in participating in this PAMB Study Learning Tour?

- 1) Camaraderie;
- 2) [Means to] upgrade my plan;
- 3) Experienced in “political will” of all members of PAMB
- 4) Had gathered ideas and planned to implement in our respective places
- 5) Forest conservation
- 6) learned so much in PAMB Study Tour; I’m going to apply this in my community;
- 7) It adds unity and cohesiveness among PAMB members
- 8) Have observed excellent environmental management
- 9) Resource Mobilization and PAMB Management
- 10) Exposure to a well-managed environment city like Puerto Princesa
- 11) To be able to personally see “with my own eyes” the Underground River. The whole park was amazing. How [did] they preserve its natural beauty and the environment?
- 12) Want to experience more
- 13) Its knowledge sharing, team building, consolidated direction among the concerned
- 14) Empowerment through interaction learning and connecting with Bridging Leaders
- 15) I learned more about Resource Mobilization and Bridging Leadership
- 16) Able to travel and gain experiences in conserving and preserving the environment

2. Please write your comments and suggestions for the improvement of the next PAMB Study Tour or educational field trips.

- 1) More additional days—1 or 2 days
- 2) We need additional time to visit another area
- 3) Must have enough time
- 4) There should be a balance in forest conservation and services for the constituents
- 5) None so far; Palawan is a very nice province
- 6) If possible, more participants shall be enjoined to participate this learning experience.
- 7) Give chance to other PAMB members
- 8) Ecotourism management
- 9) To visit other places with very good track record on environmental management
- 10) cannot think for now; excellent na seguro
- 11) session for the group to conduct community and assessment of the site visit
- 12) excellent study tour
- 13) Heavy snacks and breakfast should be served before the AIM session
- 14) There is no enough time in exploring other places aside from our itinerary

3. What do you plan to do next after participating in this PAMB Study Tour?

- 1) more participation of LGUs
- 2) as soon as possible, we visit another place
- 3) find another tourist destination outside the country
- 4) so interested to participate in this activity
- 5) other places outside the country
- 6) share knowledge to PAMB
- 7) exert effort to share especially the development of ecotourism of MKRNP
- 8) introduce in our town the clean and green program
- 9) to review ecotourism management
- 10) some PAMB members to express more similar study tours
- 11) to see and develop our caves—Sumalsag and Paiyak Caves and our Alum Falls
- 12) develop the caves of Sumilao
- 13) to apply it in our community
- 14) incorporate lessons learned in the next year PAMB plan of action
- 15) explore all possibility in information drive for more awareness of the pressing environmental issues and its disadvantages to the stakeholders
- 16) organize a study tour for other PAMBs
- 17) to go abroad and experience more about environment management

BRIDGING DIFFERENCES AND BUILDING COLLABORATION: THE CRITICAL ROLE OF LEADERSHIP

A CONCEPT PAPER

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Director

Bridging Leadership

The Synergos Institute

JUNE 2002

Executive Summary

Bridging Leadership, is an approach to leadership characterized by the *capacity to initiate and sustain a collaborative process designed to achieve meaningful social change through the collective action of multiple and diverse stakeholders*. A leadership style uniquely suited to confront the many challenges facing today's societies, Bridging Leadership stands in contrast to many Western models of leadership, which today are often dominated by the field of management. In today's world, a new type of leadership is needed to confront extreme poverty, social injustice, devastating and often-violent conflict, severe environmental degradation and widespread disease such as HIV-AIDS. To achieve sustainable results in these and other areas, the combined efforts of many actors—from business, community organizations and government—are required to come up with innovative ideas, new types of resources and the will to work together. Bridging Leadership provides a model or an approach for doing just that.

To make real progress on these issues, society must learn to get past the acrimony, mistrust, prejudice and the many divides that separate us, and establish trust and new types of relationships that make going forward together both possible and practical. By building upon the intellectual foundations of transformative leadership in the field of leadership studies and drawing liberally from the concept of collaboration from the field of development, Bridging Leadership offers an alternative approach that looks at the role of citizens within a partnership framework. Because it is based on the value of inclusion Bridging Leadership easily incorporates traditional leadership ideas and practices. The bridging method offers insights into a process that begins with convening and relationship building, through the development of consensus, all the way to action. It is an attempt to add a holistic focus by considering the needs and potential impact of leadership at the level of the individual, the organization and society.

The Role of Leadership in the Social Change Process

Not long ago in the town of Nejapa, some 17 kilometers north of the Salvadoran capital of San Salvador, members of the community and several invited guests gathered in a community center to celebrate the signing of a cooperative agreement to establish a critically-needed local development fund supported by the Coca Cola company, a U.S.-based donor, the municipal government and a local non-governmental organization. What is particularly remarkable about this momentous occasion is that the principals acknowledged that only a few short years earlier, they would have been aiming bullets and grenades at each other, rather than handshakes and heart-felt “abrazos” or hugs. Ernesto Barrientos, General Manager of Embotelladora Salvadoreña, S.A. (Embosalva) and René Canjura, mayor of the municipality of Nejapa, once sworn enemies, are now partners on a first-name basis in the management of the *Local Development Fund for Nejapa*. Neither man hesitates to show the respect and admiration he has for the other and the cooperative spirit that joins them is reverberating throughout this community of 30,000.¹

What made this improbable initiative possible? How did formerly avowed adversaries manage to cross the many divides that separate them to join together as partners? And, more importantly, can this example of collaboration between unlikely allies be replicated to any meaningful degree throughout the world?

These are complex questions with few easy or obvious answers. Of course, many contextual and institutional factors combined to make this collaborative initiative a reality—a huge effort on the part of many key actors to bring the violent civil war to an end; an understanding and flexible donor organization, willing to risk its resources and reputation on this unprecedented undertaking; a progressive policy on social investment on the part of a major corporation; and the vision and tenacity of at least two non-governmental organizations, to name but a few. But what is equally clear is that without the leadership of Barrientos and Canjura, the *Local Development Fund for Nejapa* would not be a reality today.

Barrientos and Canjura brought to bear a unique style of leadership that the Synergos Institute has termed *Bridging Leadership*. This style of leadership is particularly appropriate when a collaborative approach to solving complex social problems is required. *Bridging* is a method for harnessing and coordinating the energy, interests and resources of multiple and diverse actors/stakeholders in a way that builds relationship capital and trust, thereby maximizing each actor’s comparative advantage and making sustainable social change possible. And because bridging leadership is founded upon shared values, common understanding and mutual purposes, the approach is particularly useful to fostering inter-sectoral collaboration between business, civil society and government. Each sector has its own unique organizing culture, professional/technical language, norms and definitions of success. Each sector also has a perception of the other two that is frequently based on negative stereotypes, which tend to block mutual understanding and impede collective action.

¹ For a detailed description of the Nejapa case, see David Valenzuela, “From Conflict to Cooperation: Local Development in Nejapa”, *Grassroots Development Journal of the Inter-American Foundation*, Vol. 22, No. 1, 1999.

In order to bridge these sectors, the skills of *bridging leaders*--transcending differences by translating diverse organizational cultures and languages, making obvious overlapping strategic interests and interdependencies, stressing comparative advantages and building relationships—are essential.

But before providing a detailed description of *Bridging Leadership* and the apparent common characteristics of bridging leaders, I will outline the conceptual and intellectual roots of this potential shift in paradigms. This task calls for beginning with a definition of leadership, which will then be expanded to include the concept of *bridging*.

Recent Thought on Leadership

Leadership has long been a topic of interest to scholars and practitioners alike. During the twentieth century, many varying definitions of leadership were advanced. According to one eminent scholar, in the “boom” period for leadership studies that was the decade of the 80’s, these definitions seem to fall roughly into six distinguishable categories:²

Leadership is the process of getting followers to comply with the leader’s wishes. The *Great Man/Woman* theories and the recent emphasis on *Charismatic Leadership* are examples of this school of thought. It is a school of thought that received plenty of ammunition from dominant political figures such as Thatcher, Reagan and Gorbachev, as well as from the business leadership model featuring the likes of Lee Iacocca, etc. Leadership, under this definition, is not merely centered on the leader, but embodied by the leader him/herself.

Leadership is achieving group/organizational goals. Under this definition, leadership is equated with the leader’s ability to motivate a group of followers into reaching specific organizational goals and objectives. This category places a premium on group facilitation, human relations and interpersonal skills. It also lends itself to a focus on style and situational contexts, thus opening the way to the trait leadership and situational leadership approaches. Moreover, the concept of effectiveness is introduced in the sense that failure to achieve goals reflects negatively on the leader’s abilities.

Leadership is defined as influence. Influence is the concept most commonly associated with leadership. Most scholars draw a distinction between non-coercive influence and coerced compliance and focus on the non-coercive type. As in the previous two, this definition emphasizes the leader’s capacity to exert will and employ various influence tools to get followers to behave in a certain way.

Leadership as the sum of the leader’s traits. Though this concept has enjoyed certain popularity for over 100 years, it became particularly prominent during the 80s. Fueled by the many recent books emphasizing leadership-as-excellence, trait leadership was, and remains, the source of some of the most popular publications on leadership.

² For a complete and comprehensive discussion of trends in leadership studies, see Joseph C. Rost’s seminal work, *Leadership for the Twenty-First Century*, Westport, Praeger Press, (1991).

Leadership is equivalent to “management”. Far and away the most dominant school of thought, the leadership as management approach, as the term suggests, focuses almost entirely on managers. This essentially relegates leadership role to those with authority or position. Leadership becomes the “exercise of authority” and the “influence attempt a superior makes towards his subordinates”, either individually or as a group.

While several disciplines have advanced study in leadership—education, behavioral psychology and political science, to name a few—business administration is far and away the leader in research and thought production on leadership. Even a cursory perusal of the nearest bookstore would indicate that scholars and practitioners of the management sciences produce the greatest number of publications with leadership in the title. In fact, it dwarfs the combined number from all other fields. Thus, leadership is most often defined as management and good leadership as excellence in management. This should hardly surprise, given the dominance of business and industry in the twentieth century. Rost calls this approach the “industrial school of leadership”.³

Leadership as transformation. Transformational leadership is central to the concept of *bridging*. The definitions range from leadership oriented towards social vision and change to transforming organizations to achieve higher levels of productivity and excellence. Most invoke the willful act of one person (the “leader”) to construct the social world for others (the “followers”).

Bridging Leadership shares conceptual elements with transformational leadership in that it is normative, i.e., it is a leadership approach employed to address problems or conflict requiring significant social change and seeks real, positive transformation in the lives of marginalized or disadvantaged populations.

With few exceptions, each one of these definitional schools of leadership and the resulting theories and hypotheses spawned by each one, focuses on some type of influence relationship between leader and followers. Moreover, the “industrial school” of leadership, which essentially holds that leadership is good management, profoundly influences each group of definitions. So ubiquitous is its influence that it is not hard to conclude with Rost that *leadership as good management* is the leadership paradigm of the twentieth century.⁴

The industrial paradigm of leadership is clearly inadequate to the task of addressing the world’s critical concerns such as poverty, social injustice, all manner of conflict, etc. Real life rarely mirrors the corporate environment and real life problems cannot be isolated and manipulated with the same degree of internal control available within corporations. Because of the diverse and crosscutting nature and severity of today’s major social problems, a new leadership paradigm is required.

Bridging Leadership, the Synergos Institute’s response to this new paradigmatic need, begins with Rost’s definition, which builds on the work of noted transformationalists:

³ Rost, pp. 91-95.

⁴ Ibid, p.94.

*Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes.*⁵

The four essential elements of this definition are critical and necessary, though not sufficient, to the definition of bridging leadership. First, leadership is a relationship based on influence that is multidirectional and noncoercive. Second, the people in the relationship are leaders and followers; most likely multiples of both and in which the followers are active and influence leaders. Rost notes that this relationship is inherently unequal “because the influence patterns are unequal”. *Bridging Leadership* does not necessarily subscribe to that premise. Rather, it is patterned more closely to the Bantu concept of *ubuntu* or recognition of the other(s).⁶ In bridging situations, position and authority are checked at the door. Furthermore, *Bridging Leadership* does not recognize “followership” in the same way evoked here; all people involved in *bridging* are involved in leadership. The *bridging leader* is distinguished, in part, from other leaders and followers by his *bridging* or *collaborative* behavior.

Third, the notion of real intended change is central. There is an a priori, purposeful and specific change desired by all parties. The change is intended to transform a particular social problem. Multiple changes may be pursued simultaneously. Lastly, if not from the outset, then certainly over the course of the bridging activities, mutual purposes are developed, which may lead to a common cause or vision. Again, this happens within the confines of a noncoercive influence relationship.

While Rost’s definition of leadership goes a long way towards describing the essential elements of *Bridging Leadership*, like other students of leadership, he leaves out or ignores the defining characteristic of this potential new paradigm: the collectivity or collaborative framework, i.e., the interrelationship of people within and across groups and organizations banding together in pursuit of real intended changes that reflect their common purposes. *Bridging Leadership*, therefore, is not defined by the relationship between leader and followers, but by the interaction between people within and across groups/organizations joined together in collective action.

In sum, the bridging definition of leadership builds on that of Rost and other transformationalists by adding the dimension of community collaboration:

Bridging Leadership is an influence relationship among people within and across groups, organizations and communities who agree to work together and intend real changes that reflect their mutual purposes.

⁵ Ibid, p. 102.

⁶ Among the Bantu peoples of South Africa, Zimbabwe, Mozambique, Zambia and Malawi the concept of *ubuntu* holds that a person is a person (human being) only in relation to other people. Specifically, a person is a person because of other people.

Bridging Leadership Defined

Bridging Leadership adds an emphasis on community collaboration to the study of leadership. However, to fully understand this approach, we must acknowledge the set of principles upon which it is founded and delve much deeper into the concept of collaboration for social change to further distinguish *Bridging Leadership* from other leadership approaches.

In “*Leaders without Borders*”, Mark Gerzon states, “Leadership is not only about what we do; it is about who we are. It is a metaphor for how we are trying to change ourselves as well as change the world around us.”⁷ Leadership, then, is more than a mere process, it is a relationship that speaks to our very core and reflects our essence. All leadership approaches are grounded in a set of principles or values, either explicitly or implicitly. The core values Gerzon details in his insightful work fit *Bridging Leadership* like a tailor-made suit. He notes that these values are emerging from interwoven trends that reflect a new kind of leadership better suited to respond to global challenges. These trends and values are:

Trend: from image to authenticity – Value: integrity
Trend: from tradition to change – Value: learning;
Trend: from nation-state to global economy – Value: inclusion;
Trend: from homogeneity to diversity – Value: respect; and
Trend: from solo to team – Value: collaboration.⁸

Gerzon further contrasts these emerging values with the values upon which command and control type of leadership styles are based, specifically: knowing, exclusion, fear, control and image. In contrast, each one of the emerging values is key to the bridging process precisely because it promotes openness and acceptance and lays the groundwork for a relationship based on real understanding and trust. These relationships based on trust and the core values, then, become the building blocks for collaboration. Collaboration, as applied here, is very similar to a concept known in Spanish as “*concertación*”, which connotes a process involving *convening* (of all relevant actors), *consensus building* (achieving a common understanding of problems, potential solutions and available resources), and *action*.

The Essential Role of Collaboration in Social Change/Transformation

The optimism that accompanied the end of the Cold War did not last long. Neither did the “end” of global strife between superpowers bring many measurable improvements to the human condition. In fact, we are no longer pining away for the much-anticipated peace dividend. A further irony is that years after this triumph of individualism over the collectivity, we are now realizing the real value of collective action. For example, the concept of “team approach” is gaining acceptance in business faster than any other sector.

⁷ See Mark Gerzon, *Leaders without Borders: Five Principles of Global Leadership and Citizenship*, 2001, unpublished manuscript.

⁸ Gerzon, pp. 13-57.

The concept of “partnership” has almost become axiomatic within the development community and elsewhere. And like the notion of “participation”, this trend is likely to become a mainstay in development thinking and strategy. The needs are simply too great and the available resources too scarce to ever return to the sector-driven approaches of the past. Even those theorists and policy makers that advocate “trade not aid” have come to recognize the essential roles of government and civil society. Indeed, the range of development actors and agencies preaching partnership and collaboration is startling. That there is such widespread agreement on the need for partnership is even more remarkable given the relative early stage of research substantiating the effectiveness of this approach.⁹ However, this pervasive conviction seems to be built more on intuition and anecdote, than empirical evidence.

Collaboration may not make sense as an approach for addressing every development need, but it is essential when two specific conditions are met, such as: 1) When a particular social problem is so complex that it exceeds the capacity of any one actor to solve it by working in isolation; and 2) when a specific problem issue cuts across the fundamental interests of multiple stakeholders. Furthermore, we have learned that for most development projects and programs to be successful, i.e., for the intended results/benefits to be sustainable, the multiple dimensions of difference that afflict society, e.g., difference between the three sectors of society—business, community (also known as the Third Sector, Civil Society, non-governmental or non-profit) and government must apply its comparative advantage to the initiative.

For example, government offers legal structures, security, revenue collection and distribution and financial and technical resources. Among essential business contributions are management capacity, research and development, execution know-how and financial resources. Civil society, in turn, is the keeper of cultural norms and values, relationship capital, volunteer resources and creativity.¹⁰

As much as we might all agree that partnerships are needed, we must also recognize that collaboration is not natural to most individuals or organizations. There are real costs involved. In fact the old saying, “if you want something done, do it yourself” still rings true to many. And when we do partner, we frequently look to partner with others who look like us. However, this tendency towards compatibility actually limits the potential benefits of the partnership. Effective collaboration places a premium on complementarity over compatibility. After all, at the heart of the rationale for collaboration is the need to enlist the diverse resources and attributes that we lack to address and tackle complex problems.

There are a number of guiding principles that seem to make for effective collaboration:

⁹ There are a few, very notable exceptions. See, for example, Synergos Inst
L. David Brown
IAF, UNDP and WB
Beryl Levinger

¹⁰ For a useful discussion of sectoral comparative advantages see, Ros Tenyson, *Managing Partnerships: Tools for mobilizing the public sector, business and civil society as partners in development*, The Prince of Wales Business Leaders Forum, London, 1998.

Collaboration requires a minimum of core competencies, at both the individual and institutional levels, in order to be effective.

Learning should be constant as learning organizations are best able to adapt to dynamic conditions and situations.

Key organizational components, such as leadership, governance and information systems have a high degree of interdependence with similar components in partner organizations.

Similarly, changes in one partner almost always produce change in the other partner(s). Individuals and organizations exert mutual influence upon each other. Joint planning on a regular basis will help smooth the change process.

Partnerships are most effective when grounded in the local realities of each partner. More important than a common mission and vision is agreement upon desired outcomes and impact.

The above notwithstanding, each partner must have a working understanding of the organizational culture—the attitudes, structures and distribution of human resources—of the partner(s).

The stronger each individual partner, the more effective the partnership. Partnerships would do well to include a capacity-building component to increase strategically important competencies.

Of course, there are many different forms collaboration can take. Available models range along a “formality” continuum. From very informal arrangements based largely on the exchange of information, to very structured partnerships formalized by written agreements, pooled resources and limited authority vested in the partnership structure. In general, partnerships vary according to the degree to which the partners share responsibility, resources and risk.

In spite of all the attention the development community is now paying to the concept of partnership, relatively little effort and resources have been invested in understanding the role of the person/individual within the partnership. Instead, we tend to talk in abstractions about *cross-sectoral* partnerships or *inter-institutional* partnerships. This reification of structures, sectors and organizations intensifies as we attribute specific behaviors to entire classification types, complete with stereotypes that illustrate such behavior. Nevertheless, it is clear that neither sectors nor organizations establish and maintain partnerships—people do.

However much we all agree on the importance of government, business and civil society working together, it is still people, not organizations and sectors that create and sustain partnerships. And it is the individual within the organization and sector that must be prepared with the knowledge and skills to engage in collaborative efforts with people from other organizations and sectors. The concept of *bridging leadership* is built upon this fundamental tenet. Thus, how people behave within a collaborative framework, whether or

not they possess the knowledge, skills and resources to operate effectively within and across groups, and how we can increase individual and group capacity to work together are of paramount concern.

Whereas *bridging leadership's* contribution to leadership studies is the introduction of the concept of the group dynamic and collective action, our contribution to the study of collaboration and partnership for development and social change is a focus on the person or individual leader and his/her role within the collaborative framework.

Characteristics of *Bridging Leaders*

Preliminary research conducted by the Synergos Institute and its partner organizations throughout Southeast Asia, Southern Africa and Latin America suggests that some people function especially comfortably and effectively within bridging situations. These *bridging leaders* would appear to share a somewhat common set of characteristics. Furthermore, it would seem that they possess certain knowledge, skills and attitudes that enable them to forge consensus among diverse stakeholders and use collaboration to address many complex social problems, even when a high degree of conflict is present.

Bridging leaders seem to have very low ego needs. They are generally much more interested in bringing about change than garnering the credit for it. This characteristic probably makes this type of leader appear less threatening to other leaders. Perhaps Lao Tzu best articulated this characteristic when he stated:

A leader is best when people barely know that he exists, not so good when people obey and acclaim him, worst when they despise him. Fail to honor people, they fail to honor you; but of a good leader, who talks little, when his work is done, his aim fulfilled, they will all say, "We did this ourselves."

Bridging leaders are skilled listeners. This ability translates into a capacity to understand and empathize with other points of view. This, of course, requires that the *bridger* be able to set aside or suspend his/her own interests long enough to really penetrate the interests of the rival or potential partner.

Bridging leaders appear to have a bankable cache of credibility within their own groups or sectors. Not only does this enable them to effectively represent their constituencies, but it also allows them a wide degree of latitude in bringing new points of view home in the best possible light. Thus, if a bridging leader is able to develop trust and working relationships with diverse groups, he/she can connect the relationship to the constituent group.

Bridging leaders tend to have well-developed networks and solid reputations beyond their own groups or organizations. These networks comprise valuable relationship capital and represent the currency bridgers draw upon to make things happen. This process involves creating and linking chains of trust throughout the community/society.

This is merely a preliminary list of the types of attributes associated with *Bridging Leadership*.¹¹ Further research is needed to validate and confirm initial assumptions and working hypotheses on bridging, as well as additional analysis to build practical insights on collaboration that go beyond the particular and approximate universal best practices.¹²

At play here is a general working assumption that bridging behavior can be studied and systematically learned from, and that insights gained from this research can then be developed and transferred through carefully designed training programs. In effect, the more people equipped with the bridging knowledge and skills, the greater the likelihood that collaboration will take hold, produce critical synergies and make inroads into solving critical social problems and reducing conflict throughout the world.

But of course, it's not as simple as merely training people to collaborate. People work in organizations and organizations operate within the broader context that is society. Thus, bridging is not just a horizontal exercise; it is a process that begins with the individual leaders, working through groups or organizations, which, in turn, comprise the fabric of society. Figure 1 is a graphic representation illustrating how bridging can spark and carry forward a process of social transformation.

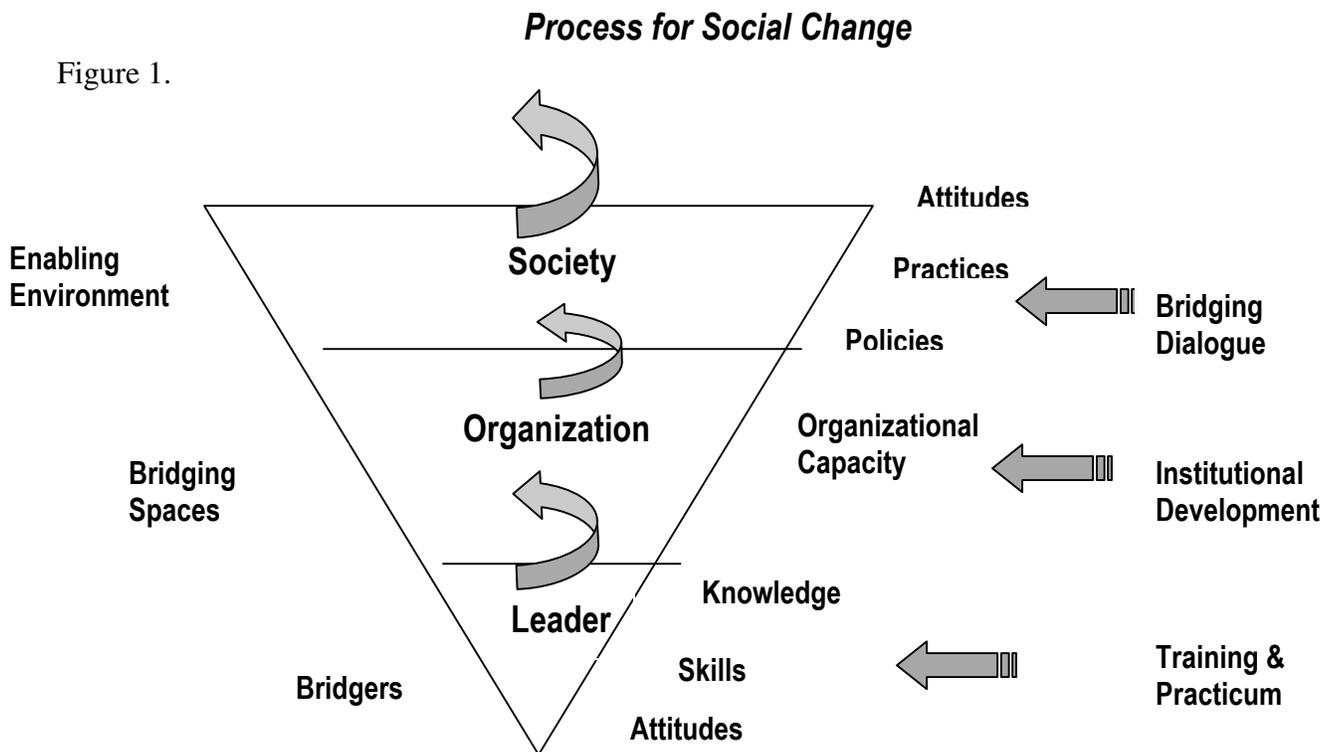


Figure 1.

¹¹ For a more comprehensive lists of knowledge, skills and attitudes initially thought to be associated with bridging leaders, see *Bridge Leadership Framework*, a draft paper prepared by the Asian Institute of Management-Center for Development Management and CO-Multiversity, (2001).

¹² The Synergos Institute is partnering with universities and NGOs around the world through a Global Task Force to carry out case study research designed to deepen our understanding of Bridging Leadership and collaboration. Some 30 cases will be ready for analysis in May of 2002.

At each level a different set of elements are needed to advance the process to the next level and beyond.¹³ For example, *bridging leaders* require specific knowledge, skills and attitudes to become effective bridgers. Training and real time practice are the means of acquisition. Organizations, in order to be viewed as *bridging spaces*, must demonstrate certain core competencies such as systems of accountability, capacity to execute mission-related activities, adequate revenue generation, effective management of human resources, constituency responsiveness, and ability to mobilize and utilize information. Institutional strengthening programs can help organizations position themselves as strategic bridging spaces.

Finally, basic conditions must be met within the enabling environment to give bridging a chance to take hold. The seed of collaboration requires fertile ground for it to grow. It is impossible to sustain healthy organizations in a sick environment. A society populated with bridging organizations is necessary, but not sufficient, for achieving sustainable social transformation. Society must offer basic policies, practices and attitudes that encourage collaboration and the accumulation of social capital. As Fukuyama articulated in 1995, “social capital is a capability that arises from the prevalence of trust in society”.¹⁴

Bridging Leadership attempts to increase society’s deposit of social capital by increasing levels of trust in the public space. The principal mechanism for accomplishing this is the *bridging dialogue*.¹⁵ The process of real dialogue can strengthen the enabling environment by establishing basic conditions for building trust and relationships among diverse stakeholders. Once a minimal level of trust exists and the chains of trust are extended across the public spaces, collaboration can begin and real progress made on solving complex problems. Over time, collaboration can evolve into what Waddell terms *societal learning* or “a process of changing patterns of interactions within and between diverse organizations and social units to enhance society’s capacity to innovate.”¹⁶ This capacity to innovate is essential to coming up with sustainable solutions to our most critical problems.

Unfortunately, too many dialogues advance without first laying the critical foundation of trust and relationship. Moreover, dialogue often begins and ends as an exercise of and for elites, never involving other critical stakeholders—the real sustaining power of dialogue and collective action. One of the core tasks of bridging is building relationships the mortar that holds the relationship together is dialogue. *Bridging Leadership* attempts to initiate dialogue involving all the critical stakeholders. Initial activities are designed to develop trust and relationships, building from a foundation of “early, small successes”. As Figure 2 indicates,

¹³ This model borrows conceptually from the *Grassroots Development Framework*, developed by the Inter-American Foundation.

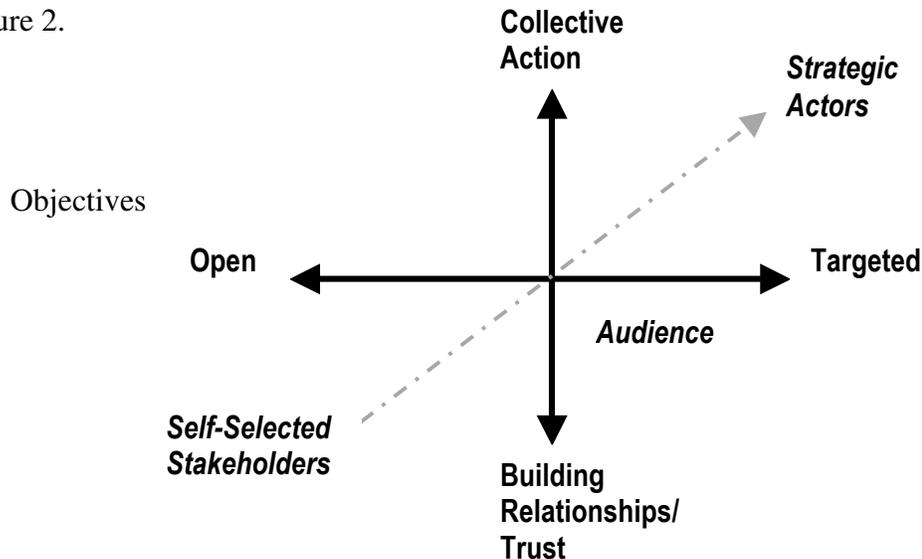
¹⁴ Francis Fukuyama, *Trust: The Social Virtues and the Creation of Prosperity*, New York, The Free Press, 1995.

¹⁵ The concept of *Bridging Dialogue* is rooted in excellent works on dialogue such as those written by Harold H.Saunders, *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*, New York: St. Martin’s Press, 1999. William Ury, *Getting to Peace: Transforming Conflict at Home, at Work and in the World*, New York: Viking Press, 1999. Daniel Yankelovich, *The Magic of Dialogue: Transforming Conflict into Cooperation*, New York: Simon and Schuster, 1999.

¹⁶ Steve Waddell. “Societal Learning: Creating Big-Systems Change”, in *The Systems Thinker*, Vol. 12, No. 10, Dec/Jan, 2001/2002.

dialogue should involve a wide range of actors at the initial stages. As specific activities begin to take place and progress towards concrete goals is made, the process may become more focused.

Figure 2.



Thus, from a bridging perspective, the initial stage of dialogue involves casting a wide net for potential stakeholders. The essential early objectives involve building relationships and trust. Ideally, this stage would be centered upon small, low-risk activities that allow for immediate successes and for trust to take hold and grow. Over time, the objectives would tend towards more sophisticated types of collective action. As activities intensify and require increasing levels of commitment and investment, the participants would be targeted, in part, based upon potential contributions to the collaboration, in addition to specific interests.

The Divides that Separate Us

One of the most salient effects of the tragic events of September 11 has been to highlight the myriad of ways in which the world is divided. Throughout and across societies it is apparent that the many chasms that separate us—rich and poor, black and white, liberal and conservative, Muslim and Christian, etc.—are deep and, in some cases, appear to be widening. This increased polarization comes at a time when the problems we face as a global community have never been more critical. Just as apparent is the fact that concrete problems such as growing inequality between rich and poor, environmental degradation, and HIV-AIDs require the combined efforts of business, civil society and government. So far, we have not been up to the task. Meaningful collaboration is, to date, still beyond our reach. A homemaker and community leader in rural Zimbabwe sums up the current state of affairs in the following way:

Current leadership is leading different sectors apart from each other, let alone from us at the grassroots level. Politics has political leaders. The economy or the business sector has its own leaders. Commercial farmers have leaders. The Church and the religious community have theirs. Academics, researchers, NGO's etc have their own leaders. Each of these sectors has different goals. Others—the politicians—want voters and followers. Business people want to make a profit and they want us as their market and workers. Commercial farmers want us as farm workers and their market. The churches and NGOs want us in their membership and as project holders. All these leaders want us to follow them. As a result of this fragmented leadership the world is growing apart behind them as leaders. Jealousies and tensions grow. Confusion grows, and then conflicts and fights over resources and territories. We are tired of being led apart. We are not blind, only a blind person needs to be led. There is need for bridging leaders to put up bridges so that the current leaders of various sectors can cross to each other's territories. The gaps between themselves and between them and us are growing each day. Some bridging in leadership may get them talking and hopefully close their differences and bring us peace, cash in our pockets and development to our homes. [Daisy Ncube-Gwanda, Zimbabwe]¹⁷

The concept of *Bridging Leadership* is our way of expressing Daisy's simple, yet eloquent aspiration. On the one hand, it is a contribution to the field of leadership; a partial answer to the paradigmatic search for an alternative to the industrial model. Yet on other, it merely gives form to the quest of civic leaders all across the world who are attempting to transform their societies by looking for the latent synergies in their communities and forging new types of relationships. While the form it takes may vary according to language and culture, what we have in common is the need to work together to solve complex problems and the need for practical, viable tools and strategies to help us along the way.

¹⁷ From a discussion paper written for the Synergos Institute by Sithembiso Nyoni entitled, "Bridging Leadership: A Southern Perspective", 2002.



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30 July 2008

Revised Concept Proposal
PAMB MT. KITANGLAD
STUDY TOUR ON PROTECTED AREA MANAGEMENT SYSTEM
LEARNING TRAVEL EXPERIENCE
August 14-17, 2008

A. GOALS

The ecological study tour of Protected Area Management Board (PAMB) Execom Members of Mts. Kitanglad Range Natural Park to other protected area and conservation areas is designed for the new Bukidnon park managers to learn practical and scientific ways of implementing the protected area system under the tenets of the National Integrated Protected Areas Act (RA 7586) and other pertinent instruments and policies on biodiversity at the international level. This means managing protected areas in the country should consider biodiversity conservation to be balanced in terms of economic and human development.

At the onset of the Earth Summit of 1992 at the Rio de Janeiro, in practical terms, biodiversity conservation and protected area management regimes should strive to pursue sustainable development. According to the United Nations,

Sustainable development is a pattern of resource use that aims to meet human needs while preserving the [environment](#) so that these needs can be met not only in the present, but in the indefinite future. The term was used by the [Brundtland Commission](#) which coined what has become the most often-quoted definition of sustainable development as development that "meets the needs of the present without compromising the ability of future generations to meet their own needs."¹

The field of sustainable development can be conceptually broken into three constituent parts: [environmental sustainability](#), [economic sustainability](#) and [sociopolitical sustainability](#).² Balancing the environment, social and economic dimensions would mean that environment can bear the social and economic burdens; while the social (welfare) goals must operate within the spirit of equity and that for the economic endeavors must need to be viable to the markets.

¹ As cited in www.askjeeves.com. United Nations. 1987. "[Report of the World Commission on Environment and Development](#)." General Assembly Resolution 42/187, 11 December 1987. Retrieved: 2008-07-23.

² Sustainable Development. Wikipedia. Retrieved from www.askjeeves.com: 2008-07-23.

B. LEARNING STRATEGY

Being Protected Area Managers with legitimate authorities and mandated functions, the PAMB Study Tours are specialized expeditions to popular protected areas or conservations sites, with ecosystems that may be similar or different from one's home protected area. It is intended to be both sightseeing and formal learning delight. The journey will expose each delegate on various notions and realities on biodiversity conservation, leadership and environment, poverty, viable economic endeavors, financing development, management zoning, networking and solidarity network.

The study tour provides an opportunity wherein the host destination can showcase unique learning and ingenuity relative to environmental advocacy and sustainable development. The journey is to build network of solidarity among the chief executives and their counterparts leaders in various fields of discipline and institutions but supportive of the PAMB's leadership goals and responsibility in the sound management of a protected area. At the end of the study tour, the Kitanglad PAMB is expected to initiate their own activities relevant that will help protect and heal our environment.

Since the Study Tour is a combined learning experience, each delegate as learner will undergo some theoretical sessions mixed with experiential learning as they enter into new territories, meet contemporary park managers, have a glimpse on local cultures and environment and development fellows and come to learn different modalities in implementing park management system. It will be interesting if persons in contact in the study tour come from various resource bases like terrestrial, marine, mangroves, wetlands, etc. The organizers intend that the PAMB study tour should be both fun and educational and not only perceived as party trips.

The Destinations

I. Theoretical/Formal Learning (MANILA LEG)

A. Seminar Learning (1 day Lecture-Seminar, Aug. 14th)

Where: AIM Center, Makati

Topic: The Basics on Bridging Leadership & Resource Mobilization for Environmental Governance

Sponsored by: AIM-Team Energy BL2 Program

Contact: Prof. Ernie Garilao

Specific Training Goals:

1. To increase/enhance the Kitanglad PAMB' leadership capital through developing knowledge and skills on bridging leadership principles relevant to themes on local governance, environment and sustainable development.
2. To familiarize the PAMB on successful case on good local environmental governance and social entrepreneurship through collaborative mechanisms.
3. To provide the PAMB basic knowledge on resource mobilization e.g., engaging the private and business sector to support to the conservation and management activities of Mt. Kitanglad Range Natural Park.

B. Solidarity Dinner at _____

Sponsored by: _____ (still negotiated)

C. Overnight Accommodation: _____ (still negotiated)

D. Van Transportation: Protected Areas Wildlife Bureau-DENR
(Pick up from Airport, transit AIM Makati to DENR; travel to Airport for Puerto Princesa)

II. **Experiential Learning (PALAWAN LEG 3 days, August 15-17)**

Host: Park Superintendent James Mendoza & PAMB St. Paul Underground River Park

Proposed Itinerary:

August 15

- Arrival at Puerto Princesa City; Check in at the Hotel
- Luncheon Meeting with PAMB Palawan
- Local Tours to
 - Sanitary Land Field
 - Irawan Watershed
 - Crocodile Farm
 - X-Senator Mitra's Farm
- Dinner Hosted by Puerto Princesa City Gov't (To be confirmed)

August 16

- Breakfast at the Hotel
- Depart to Puerto Princesa St. Paul Underground River Park
- Lunch at Tamaraw
- Mangrove Expedition (paddle boat tour)
- Dinner at Kalui

August 17

- Breakfast at the Hotel
- Tour to Honda Bay (7am to 10 am)
- Return to Hotel to check out
- Depart for Cebu

III. Notes on the Learning Institutional Destinations

A. AIM-Team Energy Bridging Leadership Fellows Program Cohort 2

With the generous support of Team Energy of Mirant Foundation, the Asian Institute of Management, through the AIM-Mirant Center for Bridging Societal Divides, offers a fellowship program that will increase the capacity of bridging leaders to achieve their leadership goals within the context of the societal divides they seek to resolve. It is a distinct program that offers participants the opportunity to increase their leadership capital instilled with values of trust, integrity, and stewardship; the knowledge and skills to leverage their networks and relationship capital towards real and sustainable results; and

the prospect to earn the confidence of resource providers that invest in building institutions of collaboration.

- The fellowship program will increase the capacity of bridging leaders to achieve their leadership goals within the context of the societal divides they seek to resolve (example: poverty, environmental degradation, social exclusion of indigenous peoples).
- To provide an opportunity to increase their leadership capital;
- To provide knowledge and skills to leverage their networks and relationship capital towards real and sustainable results; and
- To provide prospects to earn the confidence of resource providers that invest in To provide prospects to earn the confidence of resource providers that invest in building institutions of collaboration.

B. Palawan's St. Paul Underground River Park

The St. Paul Underground River Park is an 8.2 km strip of subterranean river that can be navigable by boat. It is located in Barangays Cabayugan and Sabang north of Palawan. This national park is [one](#) of the [UNESCO World Heritage Sites](#) worthy of preservation because this underground river flows directly to the sea and so its cavern entrance is subject to tidal influences that brings about a unique sort of marine diversity to the river.³ St. Paul Underground River Park is one of the famous national park destinations on Palawan and is generating revenues and livelihoods for its local residents (including tribal populations) and the center park administration headed by Park Superintendent James Mendoza. Aside from the underground river, the Monkey Trail and the Jungle Trail of the park are part of its highlights. Thus, this park is full of monkeys which could steal your belongings; huge monitor lizards, and other forest and seaside creatures. For the sea lovers, the park's karst topography is another breathtaking site to behold.

Recent annual collection based on visitor turnouts for the years 2006 and 2007 reached 63, 000 and 46, 000 with equivalent amount of P4.5M and P5.7M respectively. Visitor's fee is at P100 and one can enjoy exploring trails inside the forests. Meanwhile for those who want to go by the sea, the rental for boats is P400-500.

Interestingly, St. Paul is also managed by a PAMB but in this case, Mayor Edward S. Hagedorn—a representative from LGU who is exceptionally and responsibly handling its administration for the past two terms.

IV. Themes to learn during the Study Tour:

1. Integrated Protected Area System
2. Biodiversity Conservation
3. Sustainable Development
4. Bridging Leadership
5. Resource Mobilization: Tapping Firms with Social Corporate Responsibility
6. Multistakeholder Participation and Empowerment
7. Legacy of Conservation Work for Protected Areas

³ Eugene. Vista Pinas. Retrieved: 22-07-08

C. The Mt. Kitanglad Delegation

Delegation Heads

1. Delegation Head: Bukidnon Vice-Governor Alex P. Calingasan
2. Assistant Delegation Head: DENR X Regional Director Maximo Dichoso

Delegates:

4. For. Agustilo Obsioma – PENR Officer, Bukidnon
5. Hon. Florencio T. Flores, Jr. – Malaybalay City
6. Hon. Marie Ann Baula – Municipal Mayor, Sumilao
7. Hon. Godofredo Balansag – Municipal Mayor, Lantapan
8. Hon. Aurelio Lopez – Municipal Mayor, Libona
9. Hon. Joy Okinlay – Municipal Mayor, Impasugong
10. Hon. Ardan Roa – Municipal Mayor, Baungon
11. Hon. Nestor Macapayag – Municipal Mayor, Talakag
12. Hon. Rogelio Quiño – Municipal Mayor, Manolo Fortich

Study Tour Facilitators PASu and KIN Offices:

13. Park Superintendent – Felix Mirasol
14. Assistant Park Superintendent – Daniel Somera
15. Easterluna Canoy – Executive Director, Kitanglad Integrated NGOs, (KIN)
16. Jean Cruz – Consultant Volunteer – Social Marketing/Social Entrepreneurship
17. Roy Magbanua – SCR partner, Mt. Kitanglad Development Corporations (MKADC)

D. Expected Outputs

1. At least 2-paged individual travel report.
2. Action plan (individual or group. Facilitators PASu, KIN, Roy)
3. Evaluation

E. Individuals, Institutions Coordinating for the Study Tour

1. PASu/CENRO Felix Mirasol, Jr. – overall itinerary esp. finalizing Palawan trip;
2. RED Dichoso – Use of DENR Hostel and DENR Service Vehicle for July 14th;
3. PaSu James Albert Mendoza – itinerary and hosting in St. Paul Underground River
4. Ms. Eileen Gamo – coordinating for sponsorship for Solidarity Dinner in Manila
With Sen. Pia Cayetano
5. Easter Canoy – bridging the delegation to AIM for the lecture-seminar
 - coordinating for dinner sponsorship with NGO Network
 - coordinating itinerary and flight skeds
6. Roy Magbanua – coordinating for MKADC
7. Adrian Manahan – coordinating w/ Prof. Ernie Garilao, AIM-Team Energy BL2
Prog.

F. Expected Budgetary Costs:

- A. Plane and Boat Fares: P 13,000-15, 000 each (includes anticipated adjustment
 - a. costs for plane reservations; 2 week advanced booking is advised);
 - b. estimated total for group fare expenses at own costs: P 221, 000
- B. Documentation, Communications, Coordination Costs – P 25, 000
- C. Contingency – P25, 000

G. Suggested Flight Bookings

Airline: Cebu Pacific Air (Early Booking Rates)

Aug. 14th: CAGAYAN to MANILA

Time: 6:20 am

Amount: P 2, 738

Aug. 15th MANILA to PUERTO PRINCESA

Time: 8:20 am

Amount: P 2, 229

Aug. 17th PUERTO PRINCESA TO MANILA

Time: 10:20 am

Amount: P 2, 229

MANILA TO CAGAYAN

Time: 2:50 pm

Amount: P 2, 849

Total Plane fare Roundtrips for MLA-PP-MLA-CGYN : P 10, 575