



The 3RD AsiaEngage

REGIONAL CONFERENCE 2016

21-23 November 2016
SMX Convention Center, Pasay City, Philippines

CONFERENCE PROCEEDINGS

Organized in partnership with



The 3RD AsiaEngage
REGIONAL CONFERENCE 2016

Conference Proceedings



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Published by
the 3rd AsiaEngage Regional Conference 2016 Secretariat

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Printed by AC Print Large Format Printing Services

Message from the UKM Vice-Chancellor



Assalamualaikum wbt. and warm greetings.

Welcome to the 3rd AsiaEngage Regional Conference. This year marks the third year of the regional conference, which is organised by Universiti Kebangsaan Malaysia (The National University of Malaysia – UKM), and the second time it is held outside Malaysia.

AsiaEngage is a regional platform established to leverage on the strengths of the ASEAN University Network University Social Responsibility & Sustainability (AUN USR&S), which aims to create mutually beneficial partnerships between the Research, Education and Volunteerism missions of higher education institutions and industry & community stakeholders

across ASEAN and Asia.

The theme chosen this year, Universities in an Integrating Regional Community – Engagement with Government, Communities and Civil Society, is both timely and relevant whereby the universities play a pivotal role in bringing together different stakeholders to collaboratively solve community issues through education, research and service. This then will create a window of opportunity for sharing innovative, industry and community engagement practices, developing regional capacity for impactful engagement, forging collaborative industry and community-based research as well as inspiring youth volunteerism that will together contribute positively to the development of ASEAN and Asian community.

This year we are honoured to be collaborating with University of the Philippines, Ateneo de Manila University and De La Salle University and are privileged, as the conference is supported by the ASEAN University Network and Commission on Higher Education of the Philippines.

We welcome all who are committed and passionate in collaborating with multi-sector stakeholders to jointly contribute towards community development based on mutually respectful partnerships at the national and regional levels.

Thank you.

Prof. Datuk Dr. Noor Azlan Ghazali
Vice-Chancellor
Universiti Kebangsaan Malaysia

Message from the UP President

Greetings!



I warmly welcome all of you to the Third Asia Engage Regional Conference. This is an exciting event under the leadership of participating higher education institutions (HEIs) from the Philippines, namely, UP, Ateneo, and De La Salle and Universiti Kebangsaan, Malaysia—all of which continue to generate innovative ideas and identify solutions to solve societal problems not only in the Philippines, but in the ASEAN region as well.

The ASEAN region is confronted by unique problems that should be addressed by working collaboratively with learning and research institutions, the government, industries, the civil society, and most importantly, with local communities. In order to work towards the improvement and development of communities, especially the marginalized and neglected sectors, we need to continue to engage and bring passionate and creative people together in conferences like this to gather insights and the best ideas on how to intensify efforts that improve the quality of lives of the underserved. This conference will serve as a venue to inform us of the best and effective practices to remain at the forefront of development.

The University of the Philippines, as the country's lone national university, together with our partners, has continued to excel in conducting ground-breaking studies and implementing pioneering projects that meet the challenges of our society. We are truly proud to be part of this conference and such other initiatives that will contribute to the region's growth and optimistic future.

Thank you all for your active involvement in this conference and for sharing your expertise to our participants from the various ASEAN countries. You, as leaders and innovators in your respective fields, have the vision, the knowledge, and the experience to help us achieve a better future for our countrymen. You are our valuable asset and we want to incessantly pursue our current efforts with your support and cooperation. Throughout this conference, I ask you to stay engaged, be proactive, and help us shape the future of our countries as part of one ASEAN.

Mabuhay! Padayon!

Alfredo E. Pascual

President

University of the Philippines

Message from the AdMU President



On behalf of the Ateneo de Manila University and with our partners, the University of the Philippines and De La Salle University, I am pleased to welcome all of you to the Philippines and the 3rd AsiaEngage Regional Conference 2016.

In this third iteration of the AsiaEngage Regional Conference, the ASEAN University Network, through its Social Responsibility & Sustainability arm, explores how universities can develop greater collaboration with government, industry, civil society, and grassroots communities. It expands the work done during the past two conferences, and continues to harness the spirit of volunteerism among the youth and the intellectual rigor of the academe for the sustainable and inclusive development of our respective countries and this promising region of Asia. When generous service is combined with intellectual depth, the social impact is likely to be broader, more strategic, and more lasting.

Your participation in this gathering reflects your desire and commitment to have a positive impact on the lives of people. And it is not only to your own people but to the peoples of our shared region that you direct your concern. It is for this wider radius of your compassion that we are grateful. May the combined experience and learning of this conference inspire us to keep enlarging our circles of concern. May this gathering lead us to discover again and again the beauty and summons of our shared humanity.

Fr. Jose Ramon T. Villarin, SJ
President
Ateneo de Manila University

Message from the DLSU President



Fellow academics especially our partner universities: Universiti Kebangsaan Malaysia, University of the Philippines, and the Ateneo de Manila University, esteemed colleagues in AUN, in government especially the Commission on Higher Education and in the private sector, a pleasant day to you all.

Our region, Southeast Asia, is one of the most dynamic in the world today. It is home to a young population of about 600 million people, it is diverse, and is strategically situated to be at the crossroads of much of the world's trade. If taken as a single unit, our region would be considered as the 7th largest economy in the world and the third in Asia. However, for member states such as the Philippines, much needs to be done despite the economic gains

from our region's dynamism. Our poor are the most vulnerable to the effects of climate change, for instance, and should be genuinely and thoughtfully considered in our battle cry for inclusive growth.

As part of De La Salle University's efforts to realize our vision-mission at both the national and international levels, we have been pursuing collaborative research, highlighting among others, the development of innovative practices and technologies, and the participation and greater engagement of our students and faculty in bringing to reality the concepts learned in the classroom.

In partnership with government, industry, and organizations such as the media, we undertake programs and research initiatives that seek to offer sustainable solutions to address issues faced by the marginalized sectors of society.

A major step among these is our localization of UN's Social Development Goals, in areas such as health, education, technology, and environment. Our faculty and students from different colleges have been collaborating in initiatives like disaster risk reduction and management. In the aftermath of Yolanda, we had, for example, faculty engineers going to Tacloban to conduct assessments with Tokyo Tech partners; we had faculty engaged in social development research for the same community, as well as legal experts from the College of Law to help them recover their records and for other legal assistance.

In many of our research projects—whether finding renewable, alternative sources of energy, developing biomedical engineering, providing training and education, or teaching communities to become self-sufficient—we seek the support and engagement of partners like you. Ultimately, the great task of creating a more equitable and progressive society, nation, and region does not rest on a single institution, government, or foundation but in our collective efforts.

As the theme of this Regional Conference affirms, the quality of our engagement with government, with industries and with civil societies will be central to the overall material and spiritual progress of our countries. With optimism, I look forward to our greater collaboration and the fruitful exchange of ideas that are the hallmarks of every progressive, just, and humane societies throughout the world.

Thank you and I wish success to the 3rd Asia Engage Regional Conference.

Br. Raymundo B. Suplido FSC, PhD

President
De La Salle University

Message from the Conference Chairperson



On behalf of the University of the Philippines, the Ateneo de Manila University, the De La Salle University, and the Universiti Kebangsaan Malaysia, it is my honor and pleasure to welcome you all to the Philippines to this 3rd Asia Engage Regional Conference.

This year's conference theme is "University in an Integrated Regional Community, Engagement with Government, Communities, Industries, and Civil Society".

Whilst the university seems to be the hub of engagement, the academia engages with the four (4) domains of society in an ultimate goal of reaching the lives of our people and communities. Regardless of location, strategy, and programs, the academia hopes to use knowledge to serve and to empower.

In the midst of the changing situation and the complex challenges not only in the Asian region but also in the rest of the world, the academia remains steadfast as a beacon of light, of non-partisanship in the midst of political twists and turns of events – and, constant in its mission to be relevant, to build bridges and to bond around goals that unite us all.

Today and in the coming couple of days, I look forward to an exchange of diverse ideas, approaches and practices. I look forward to the consolidation of efforts and networks in the region, and I have no doubt that our scholars, government, communities, industries and citizen groups will have a dynamic and interesting conversations around innovative discoveries and knowledge sharing.

Asia is now the most vibrant and the fastest growing region in the world. Let this be true as well in the global effort to build an "UNIVERSITAS", or the non-biological home where academia is born and which nurtures and shapes our mind, spirit, and being.

Let it be said that the collaboration of these 4 universities with the rest of our society would pursue the growth of the region and its contribution to humanity and to the world.

Again, I welcome you all to the 3rd Asia Engage Conference.

Mabuhay ang Asia Engage! Mabuhay tayong lahat!

Dr. Edna Estifania A. Co

Vice President for Public Affairs

University of the Philippines

Chairperson

3rd AsiaEngage Regional Conference 2016

The Organizing Universities

Universiti Kebangsaan Malaysia



Since its establishment on May 18, 1970, Universiti Kebangsaan Malaysia (UKM) has not only fulfilled the vision of its founding fathers to accord Bahasa Melayu as the language of learning and scholarship, but has also successfully produced intellectuals and scholars

who are among the nation's pride. Starting out with only three faculties, it has grown into 13 faculties, 13 research institutes of excellence and two commercial entities, UKM Holdings Sdn. Bhd. and UKM Technology Sdn. Bhd. It has thus grown not just in size, but also stature, becoming a research institute in various fields of study including operating various research centres. Aware of the changes taking place in the academic landscape, UKM is taking steps to address them. One is through e-Learning to prepare students through innovative teaching and forward-looking curriculum to meet demands of the new economic needs. It nurtures research to provide solutions to pressing problems while also engaging with the community and industry, to strive for sustainable development both at the national and international levels.

University of the Philippines



The University of the Philippines (UP) is the Philippines' national university. It was established in 1908 and is now a university system composed of eight constituent universities and one autonomous college spread throughout 17 campuses in the archipelago. It also aims to provide advanced instruction in literature, philosophy, the sciences and arts, and to give professional and technical training. In 2012, the Commission of Higher Education declared 24 units of the university as Centers of Excellence; while six units have been declared as Centers of Development.

The Organizing Universities

Ateneo de Manila University



Founded in 1859 as a private research university, Ateneo de Manila University located in Quezon City, Philippines seeks to preserve, extend and communicate truth and apply it to human development and the preservation of the environment. It also seeks to identify and enrich Philippine culture and make its own. Through the education of the whole person and the formation of needed professionals and through various corporate activities, the Ateneo de Manila University aims to contribute to the development goals of the nation.

De La Salle University



De La Salle University positions itself in molding human resource who serve the church and the Philippines. It is a Catholic co-educational institution founded in 1911 by the Brothers of the Christian Schools. The University's vision is to be a leading learner-centred and research University bridging faith and scholarship, attuned to a sustainable Earth, and in the service of Church and society, especially the poor and marginalised. De La Salle University is also a hub for higher education training renowned for its academic excellence, prolific and relevant research, and involved community service.

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Opening Ceremony



The 3RD AsiaEngage
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The Concept of Excellence in Relation to Engagements in Higher Education in the Context of Regional Integration

Delivered by **Commissioner J. Prospero E. de Vera III**
Commission on Higher Education

In lieu of the theme of the conference “Universities in an Integrating Regional Community: Engagement with Government, Communities, Industries, and Civil Society”, the keynote speaker discussed the role of universities in these four major sectors. Emphasis was placed in the relationship between universities and communities, since most of the presentations pertain to that specific sector, in respect to the concept of excellence. Implicit in the theme is that these projects were done in an excellent manner.

People in the university strive to make excellence a standard in everything they do, even in civic engagement. Nowadays, the discussion on the quality of higher education institutions is framed by university rankings which is watched closely by the media, students, legislators, and state universities and colleges (SUCs). But there are missing indicators in order to determine the rankings. The QS World University Rankings uses indicators such as academic reputation, employer reputation, student-faculty ratio, citations per faculty, and internationalization factors. However, the rankings do not

directly include civic engagement, and they usually refer to this as extension and public service. For example, the Philippine General Hospital (PGH) under the University of the Philippines (UP), with the number of patients they treat, does not matter in the ranking since this kind of work by the university is not considered as an indicator. We must do more to promote civic engagement and public service, according to the Commissioner de Vera.

Other rankings, like the one from Washington Monthly, a US publication, are

pioneering the inclusion of service among their indicators. Their ranking factors include federal grant spent on community service, hours spent on community service per student, and scholarship for community service—if any course is available. Some of the top universities, like Harvard University which is currently 2nd in terms of some university rankings, failed to get the same rank in terms of service, ranking only 178th in Washington Monthly.

The Research Excellence Framework (REF) in the United Kingdom (UK) aims to assess research work within UK and overseas that presents case studies which impact the economy, society, culture, and environment. These rankings have factored in the impact and service as indicators; this is something that we may want to pursue, according to Commissioner de Vera. Excellence should not be limited to citations and reputation; excellence must be intertwined with the notion of service which has an impact to the society. After incorporating service to evaluation, the full picture of universities' contributions to the society can then be assessed. Mainstream rankings do not reflect this so we must work towards this, said Commissioner de Vera.

As former Vice President of the UP Public Affairs, Commissioner de Vera said he and his office had the initiative to engage with the four sectors. He observed that complete and comprehensive records of services are not available. One major reason is that promotions do not recognize public service, thus, there is very little incentive to report. Another reality in the university is that heavy teaching load in SUCs hinders engagement, research, and service. As CHED commissioner, he also observed that many SUCs do not allocate significant funding and resources to services. The Philippines is not a representative of the ASEAN experience but its narrative shows the challenges the region face when it comes to public service.

Going back to the theme, the part "Integrating Regional Community" talks about the context of universities' engagement. In 2015, the Association of South-East Asian Nations (ASEAN) took some steps towards integration to become a single community with three pillars—economic, security and socio-cultural. The challenge is "How do we integrate diverse countries with different religions, cultures, political systems and levels of development?" It is through these engagements expanded across ASEAN countries that we increase the potential to form a caring community with a shared identity. Civic and community engagement can bind us together more than any other aspect, according to Commissioner de Vera. With the freedom in the flow of our economy, the four sectors need not to be isolated in borders only. Philippine universities can partner with universities from the four sectors around Southeast Asia, and the other way around. AsiaEngage, and the ASEAN University Network's Thematic Network on University Social Responsibility and Sustainability (AUN-USR&S) are platforms and venues for cooperation and partnerships across the region. In addition, the CHED is aggressively pushing for stronger linkages among universities, not only regionally but also internationally. As commissioner of CHED, Dr. de Vera would push for more linkages among universities, not just in terms of research, but also in terms of service, though it might take double the effort to find extra budget for engagements like this which call participants from the four sectors. This is the same reality people in universities face if they want to attend engagements, like this conference. Maybe we could start with the AsiaEngage website by transforming it into a knowledge hub, according to Commissioner de Vera. AsiaEngage could give access to the universities across the region so they could upload and share their research and other multimedia materials, especially on community engagement. He added that this

is important to build a group of advocates for community engagement.

This year, with the United Kingdom breaking away from the European Union, with the United States electing Trump as a president who is keen on adapting isolationist and protectionist policies, and with countries

whose political dynamics are growing more and more polarized, the role of the university as an institution of higher learning must listen to, partner with, and bridge the gap with the four sectors, and must remain to be a neutral ground in these times of uncertainty so they could discuss issues in the four sectors fairly, Commissioner de Vera said in conclusion.

University and Government: Plenary Session

**Moderated by Prof. Ranjit S. Rye
University of the Philippines**



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Preparing Risk Maps for Future Hazards

Presented by **Dr. Alfredo Mahar Francisco Lagmay**
University of the Philippines Diliman

Dr. Lagmay's presentation was about Project NOAH (Nationwide Operational Assessment of Hazards) of the DOST. An operational research, this project needs to be immersed in the operations of the government to be able to learn from mistakes to create more efficient steps. Testing and operationalization are also done to get the best outcome. The main task of Project NOAH is to assess and apply the best technology and tools to be applied in the country's disaster prevention program.

Disaster prevention and its implications are categorized into two broad aspects: warning and response. The aspect of warning is a responsibility of the government and these warnings should be accurate, reliable, and based on forecasts and real-time information. These warnings should be complemented with appropriate responses which require long-term education, awareness, and access to good and reliable maps that make it easier to get people to safety. The trick in avoiding disaster is to make use of forecasts and real-time data in order to prepare and also to know the effects of a calamity.

One of the aims of the project is to create and develop high-resolution hazard maps for different types of natural disasters (landslides, floods, etc.), which can be used by the country to minimize casualties.

Using science and technology, information is collected for the production of these maps. Aside from cutting-edge technology, discussions with other countries also ensure the creation and development of quality maps. These maps will help determine the type of disaster which will most likely happen in a place, and inform actions to be done to prevent and reduce casualties and damage. Multi-scenario maps are necessary for development because unlike historical data which are very limited, these maps capture future events through the use of science and technology. Both hazard and landslide maps are already in high-resolution while the flood maps are not yet done (40 percent to 50 percent completed). The current government is deemed reactive with regard to how it responds to disasters, which means that funds are only given after

the disaster. The presenter implied that the country needs a standardized program for CCA-DRR. With this program, climate change and the calamities that it may cause will be

properly addressed, investments will be more secure (not easily destroyed), and casualties will be minimized.

Where the Land Meets the Sea: The UP-NCWC Collaboration Towards an Integrated and Sustainable Strategy for Marine Resources in the Philippines

*Presented by Atty. Mark Gamboa
University of the Philippines Diliman*

This is a project on reviewing and updating the National Marine Policy (NMP) of the Philippine Government. The Center for Integrative and Development Studies of the University of the Philippines, the National Coast Watch System through the Council Secretariat, and some key stakeholders from both the private and the civil society collaborate in this project.

In 1994, the NMP was formulated and drafted by the Cabinet Committee on Maritime and Ocean Affairs. It was supposed to describe the Philippines as a maritime and an archipelagic country. It comprised of four policy pillars: marine security, marine development and conservation, marine enforcement and regulation, and marine territory. However, many of the stakeholders who were forefront implementers of the policy were at a loss as to what really the policy was and how they would contribute to the implementation of the policy.

The objectives of the present collaboration are: (1) to develop a framework that is responsive and appropriate to the goals of the country's archipelagic character; (2) to assess the current accomplishments, issues, and opportunities in ocean governance, resource management, and territorial security; (3) to produce evidence-based data and information through research and extensive review of existing literature; (4) to complement the scientific data with local knowledge; and (5) to recommend strategic plans for Philippine marine policy and goals.

The design of the policy review involves a combination of scoping workshop, document analysis, key informant interviews, and focus group discussions in six Marine Biogeographic Regions of the Philippines (Batanes, Cebu, Davao, Palawan, Zambales and Subic, and Zamboanga). In addition to this, another part of the policy review is the formation of a pool of experts, which is composed of several faculty members from the University of the Philippines. Two publications were produced as a result of this project: National Marine Policy Review and Strategic Direction, and a special issue of Public Policy journal. Strategic outcomes for the NMP was updated and now covers marine politics and jurisdiction, marine regulation

and enforcement, marine development and conservation, marine security, and climate change and risk resiliency.

Some challenges that were encountered during the project include administrative and operational challenges (in relation to Republic Act No. 9184), specifically the changing of leaderships because this threatens the sustainability of the project. In any case, this project showed that universities are potent partners especially in cases requiring specialized expertise and that commitment from both parties is necessary in order to progress.

Creating Digital Spaces for Citizens' Health Access: The Philippines' eHATID LGU Project (eHealth Tablet for Informed Decision-Making of Local Government Units)

*Presented by Dr. Dennis Batangan
Ateneo de Manila University*

The eHATID LGU Project's main focus is to involve the local government units in the provision of health services. Due to the lack of use of information technology in the health service in the Philippines, the access to real time health information is very limited. When it comes to the key result areas of the country's ICT and Development, the project falls under these areas: Health, i-Gov (Integrated Government Project) and Infrastructure, Basic and Higher Education, and Public Financial Management.

Under the current administration, the Philippine Health Agenda is "All for Health towards Health for All." Within this vision is an emphasis on the importance of health information and information systems. The eHATID LGU project will be able to support it by focusing on the endorsement of every citizen's and patient's right to information, and also by strengthening data governance in order to provide assistance to national decision making.

One of the National eHealth Programs is the Philippine Health Information Exchange (PHIE) which is the project's main basis. The PHIE is an application which is installed in public devices to be deployed to local government units (local chief executives), to villages, and to different health facilities and institutions. The data to be collected using the devices will then be stored in a government cloud facility. The integration of these data

from all of the institutions will promote better understanding of the health situation on the ground and thus better provision of health services. The project will be primarily used for the 4Ps program. In general, there will be transmission of data between the users of the PHIE, which aims to have more access to real time health information and also to increase the efficiency of health care delivery. This will also make health services more accessible to the citizens. Engagements on the ASEAN

level have also started in which there is a collaboration with Thailand and Indonesia as part of the ASEAN Committee on Science and Technology. The project also participated in the European Union-Erasmus+ COMPETEN-SEA project, the Asia Pacific Advanced Network, and will be participating in the 2017 ASEAN eHealth Summit. It was nominated in the 2016 ASEAN ICT Awards and the Prince Mahidol Awards.

This panel was not discussed due to the lack of time.

University and Government: Concurrent Sessions



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The Role of the University in Establishing and Securing the Health and Wellness of Filipinos

Moderated by **Dr. Jessica R. Santos**
University of the Philippines Manila

Belinda A. Lalap (*University of the Philippines Los Baños; e-mail at balalap@up.edu.ph*) presented “Pagkaing Kakalinga sa Mamamayan ng Laguna: Nutrition Intervention for Healthy Family and Community.”

The KALINGA or *Pagkaing “Kakalinga sa Kalusugan ng Laguna”* is a Nutrition-Based Community Development Program that enables partner communities to address poverty and malnutrition through its production, utilization and sale. KALINGA is a rice-mung bean-sesame (RMS) flour mix that can be used as supplementary food for undernourished children, pregnant and lactating mothers, elderly, sick, and those who are engaged in heavy manual work.

KALINGA was originally called INSUMIX or Infant Supplementary Mix. It was adopted by the Barangay Integrated Development Approach for Nutrition Improvement (BIDANI) in 1990 as a substitute for Public Law 480 food aid commodities. It was renamed KALINGA in Laguna. It is recommended for supplementary feeding during and after disasters due to its high

nutrient density. It can also be a source of livelihood for families.

In Nagcarlan, Laguna, the project was implemented through the partnership of four key stakeholders: (1) The Local Chief Executive of Nagcarlan, Laguna; (2) The Provincial Government of Laguna; (3) Lola Osang Foundation; and (4) BIDANI (Barangay Integrated Development Approach Nutrition Improvement) Network.

The Local Government through its Chief Executive provided the needed budget for the project. The Provincial Office took care of the raw materials for INSUMIX. The Lola Osang Foundation supplied the initial capital while BIDANI, through the participative nutrition enhancement approach, disseminated knowledge on production and utilization through intensive cooking demonstrations

and the establishment of local production facilities. Low-cost nutritious recipes using KALINGA were developed and standardized as complementary food for infants aged six months and above.

Not only is KALINGA nutritious, it has also been found to be an effective income-generating project. Generally, nutrition investments are intended to yield benefits

for individuals, families, as well as the entire communities. Such benefits include improved social and economic development and increased productivity. Its effectiveness in improving nutritional status created a strong demand among mothers.

As the other presenters were not present, Ms. Lalap was the lone presenter for the session.

Concurrent Session 1A Discussion

Four questions were raised during the open forum. Dr. Iris Bernardo, Asst. Prof. of the Polytechnic University of the Philippines (PUP) inquired about the State Colleges and Universities (SCUs) which were part of the study. Ms. Lalap identified the Central State University, Visayas State University, Central Mindanao University, Region IV-A in Batangas and the Rizal University System, as partners.

Dr. Bernardo then inquired why no SCU in Metro Manila was included. Ms. Lalap clarified that UP Manila was a former BIDANI partner. Dr. Bernardo further probed about the criteria in selecting partner SCUs. "The prevalence of malnutrition is the key criteria," said Ms. Lalap. Dr. Bernardo briefly shared about PUP's "Salin-Kaalaman" (Knowledge Transfer) Program. The exchange ended with an agreement to partner for the BIDANI project in the future. A professor from UP Manila

College of Dentistry also sought consultation on the project after the session.

The last question was raised by CHED Commissioner Prospero E. De Vera III, PhD. He first recalled that there was already a failed effort to pass a law to institutionalize BIDANI. He asked the presenter what they thought was the reason for the failure. Ms. Lalap remarked that it was the usual change in administration that served as obstacle for the passage of the law. She however remarked that the law was able to reach the third reading in Congress.

In 2014 the bill was transferred to a new committee, the Committee on Rural Development. The presenters pleaded with Commissioner De Vera to help them seek funding as the program celebrates 40th anniversary in 2018.

Towards a Disaster-Resilient Philippines

Moderated by **Prof. Mildred O. Moscoso**
University of the Philippines Los Baños

Kristoffer Berse and Marielle Antonio (*University of the Philippines Diliman; e-mail at marielleantonio@outlook.com*) presented "The University as a Provider of Climate Information and Services: Taking Stock of the University of the Philippines' Expertise and Resources on Climate Change."

This presentation highlights the inventory conducted by the University of the Philippines to identify key internal resources across its different campuses working on the challenges of climate change. This initiative was made possible through a Memorandum of Agreement (MOA) with the Climate Change Commission (CCC) in June 2013 with an objective to work together in strengthening the country's capacity to tackle climate change. Part of this is to take stock of what UP can offer in terms of expertise and resources to government and non-government agencies alike, which may need technical assistance in one or more aspects of climate change adaptation and mitigation.

The study reports the findings from the first phase of the inventory conducted between March 2014 and April 2016 and as featured in the UP-RESILIENCE web portal. This web facility is an initiative of the Office of the Vice President for Public Affairs in

pursuit of UP's public service mandate, and it serves as a repository of UP's collective knowledge and expertise on climate change adaptation and mitigation, and disaster risk management. It houses an online database of UP experts and their researches which may provide scholarly and technical assistance to government, civil society and the private sector. Resources in the website may be used for awareness-raising, policymaking, teaching, capacity-building, and research

Major findings of the inventory include the following: There are 40 organizations/units across six campuses that are involved in climate change studies, with UP Diliman and UP Los Banos having the most number. UPLB (91) has the most number of reported knowledge product developed and/or disseminated, with UP Cebu (23) coming in at second. These knowledge products include any of the following: journal article, conference paper, research report, training module among others. Field application of

these products includes uses for agriculture, governance and planning.

UPLB has the highest number of faculty experts (60), with UP Baguio and UP Diliman coming in at second with 21 personnel each. Their disciplines include economics, agriculture, community development, environmental science, forestry, political science and others. Their functional expertise includes research, training and planning.

The study also took note of the fact that UP faculty members occupy eight out of the 14 seats in the Philippine's Climate Change Commission's panel of experts, with four having served in the 2007 United Nations

Intergovernmental Panel on Climate Change (UN IPCC). A total of 174 experts are listed in the UP Resilience website.

Issues and challenges encountered in the system-wide data collection process include the following: (1) limited responses; (2) partial results; (3) messy; (4) qualitative data (determination of expertise); and (5) time. Future plans include the need to scale up and ensure sustainability of the initiative through the following: (1) another round of data collection; (2) validation of data with concerned experts and units; (3) IEC campaign about the website; and (4) scaling up to include interactive features and other contents.

Engr. Jefferson R. Vallente Jr. (Xavier University; e-mail at jvallente@xu.edu.ph) presented "Shelter Mapping for Tropical Storm Sendong (Washi) in Brgy Indahag and Canitoan CDO Relocation Sites."

The devastation brought by flash floods triggered by tropical storm Sendong (Washi) in December 2011 revealed the inconvenient truth of the lack of proper urban housing system in both cities of Iligan and Cagayan de Oro (CdeO). In CdeO, the city government took steps in acquiring land and securing land tenure for residents. As part of the Xavier University's thrust of providing aid in environmental, sanitation, governance and food security issues, the school took the lead in scientific research in assessing the land for relocation areas in barangay Indahag and Canitoan. As lead partner, XU, through the Civil Engineering Department, collaborated with faculty members and the Philippine Institute of Civil Engineering Student Chapter in doing land development and survey works. Majority of the members of the team are college students taking up Civil Engineering, under their surveying subject. Their exposure is evident in the research and social outreach collaborative programs of the university.

This paper presentation highlights the Ignatian pedagogy of Collaborative Service Learning Program (CSLP) that is being practiced across

all disciplines in Xavier University–Ateneo de Cagayan. In summary, CSLP is a process wherein students are exposed to real world challenges and to developing solutions by applying their field of specialization, such as the shelter mapping for the two relocations sites.

Challenges in project implementation include the following: (1) external factors from the community (e.g. encounter with residents, disturbances); (2) limited time for a project with a large scope; (3) group planning; (4) miscommunication issues; and (5) tardiness and tiring moments especially during extreme conditions.

Next steps include the following: (1) two of the assigned relocations areas are now due for processing of land titles for every household; (2) other areas still needs to be mapped and lot boundaries established for land titling; and (3) another batch of students will be taking the course and will continue to map the remaining three areas.

Dexter Lo, Francis Mae Chan, Jasmine Fabello, Roel Vincent Pangan and Jacquelyn Mae Perez (Xavier University; e-mail at dlo@xu.edu.ph) presented "Seismic Risk Evaluation of the Nine Central Schools in the Division of Cagayan De Oro City."

The Philippines is one of the most earthquake-prone countries in the world because of its location within the Pacific Ring of Fire. As a consequence, essential structures like school buildings are at risk due to possible strong ground shaking, which pose considerable risk to people's lives.

This study aims to determine the seismic risk level of the 210 buildings located in the nine (9) Central Schools of Cagayan de Oro City. The evaluation of the Seismic Risk Index (SRI) is based on the quantification of the Hazard, Exposure and Vulnerability Indices of each building using a localized rapid visual screening tool adapted from FEMA and other related studies applied in the Philippine setting. Three simulations at different earthquake magnitudes were run in this study to describe possible movements of the newly identified Tagoloan Fault, which is the fault nearest to the study area. Results show that 32 percent of the buildings are considered at High Risk in the event an earthquake at magnitude of

6.5 or less strikes, 42 percent at magnitudes between 6.5 to 7.0, and 55 percent at magnitudes greater than 7.0. Buildings with High Risk levels do not automatically collapse during an earthquake, but it is highly recommended that in-depth structural analysis and review of other non-structural parameters are done with such buildings.

In this study, the prevailing factors that significantly influence the building's high vulnerability and risk were also identified to highlight the parameters that will be measured in order to reduce risk. Structural parameters include: (1) pre-code era construction; (2) plan and vertical irregularities; and (3) low-rise building heights. Non-structural parameters include: (1) support of vertical elements; (2) safety of doors; (3) inconsistent conduct of earthquake drills; and (4) absence of the schools' contingency plans. The buildings were then ranked according seismic risk levels to prioritize action plans of concerned government agencies.

Dexter Lo (Xavier University; e-mail at dlo@xu.edu.ph) presented "Even Without the Storm: The Xavier University's DRRM Story."

Since the 1990s, Xavier University (XU) has been involved in disaster-response operations. When Haiyan (Yolanda) hit the Philippines, XU sent special mission teams to affected areas composed of professors and students of medicine, psychology and engineering, exemplifying a truly competency-based response to disasters.

In 2008, XU partnered with local government units in developing methodologies for disaster risk assessment at micro-scale level. By the time Washi (Sendong) flooded Northern Mindanao in 2011, XU served as

a hub for scientific analysis and for relief and rehabilitation operations. XU also worked with the city government and international donors in providing new homes for more than 500 families who survived the flood brought by Washi. Community building and sustainable livelihood programs have been integrated to this new community called Xavier Ecoville. To sustain these initiatives, the XU DRRM Program was institutionalized in 2013, focusing on research, capacity building, advocacy, response, and rehabilitation. Because of these science-based engagements, XU became a member of the Regional, Provincial and City

Disaster Risk Reduction and Management (DRRM) Councils. XU had also worked with 45 riverside villages (barangays) on their local DRRM plans, conducting GIS Training for local planning and DRRM officers to effectively integrate DRR-CCA in their land use and development programs. XU also continues to conduct researches and workshops on disaster risk reduction, particularly on the onset of a changing climate. Projects include: Training for Trainers for Civil Society Organizations and Government Agencies commissioned by the Climate Change Commission; and formal integration of DRRM courses in the curriculum.

The XU DRRM Program is a commitment to building sustainable and resilient communities by enhancing capacities and strategies to reduce risk against disasters and the impacts of climate change. It is a testament that academic institutions can serve as partners in making science and technology useful in people's lives.

Also highlighted during the presentation are the following: developing solutions with the community, initiatives under the banner of sustainable development and to proceed with gratitude and love.

This panel was not discussed because no questions were raised by members of the audience.

Promoting Sustainable Development through University-Government Partnership

Moderated by **Dean Lourdes Marie Tejero**
College of Nursing, University of the Philippines Manila

Professor Dr. Farok Zakaria (*Universiti Malaysia Kelantan*) presented “Growing the SEED (Social Enterprise for Economic Development Program) Together: Befriending the Federal and Government Agencies in Developing Communities.”

The Social Enterprise for Economic Development (SEED) program is the primary program of the ASEAN Learning Network, which aims to engage the best practices of Southeast Asian universities to develop the economic activities of poverty stricken communities through university-government partnerships. Dr. Zakaria emphasized the process of the program, and the importance of working with the federal and local agencies in creating and maintaining network with the partner communities.

The main objective of SEED is to achieve cross-cultural learning, socially responsible and responsive leaders, transformational leaders, and entrepreneurial and creative leaders. These are achieved through the processes of immersion and consultation with the community, application of classroom learning, and identification of opportunities to improve the

life of the villages. The SEED program follows a continuous process of project identification, community immersion, proposal of business plan, presentation and approval of business plan, integration and funding, and monitoring and evaluation.

The speaker highlighted that the partnership is a crucial element that ensures program continuity and success. He shared that the initial step is to ensure the approval of the district office for entry, and the village leaders' confirmation to be able to continue the program. Public and local units are also tapped to engage the village to different programs and opportunities. Public offices include the Religious Department for spiritual activities, Ministry of Education for English tutorials, Ministry of International Trade for financial support, and the Ministry of Tourism and Culture for other livelihood programs such

as “Voluntourism”, where participants engage in volunteer efforts through tourism. Private and non-governmental entities such as fishing pen owners, banana plantation owners, the Batik Association, and Travel Agents Association provided SEED partners with life lessons and models, which work in the country’s context. The synergy of these interventions provide the partner villages with technical and financial support in developing the existing economic activities in their localities.

Dr. Zakaria also shared the challenges they faced concerning financial support, and cooperation from the university, government, and private organizations. There is also the task of working with the community since they also have their own way of doing and dealing with things. The presenter concluded by sharing that the SEED has been successful with the cooperation from the district office and the villages.

Dr. Daniel L. Mabazza (*University of the Philippines Diliman; e-mail at dlmabazza@up.edu.ph*) presented “Geography in the Field: A Course-Based Extension Program.”

As the only Geography Department in the Philippines, Dr. Mabazza shared their two-decade experience in merging service learning and extension services. Throughout the mid-year of each academic year, students from the undergraduate and graduate programs of the Department of Geography engage in field activities that enable them to practice technical skills on geographic inquiry, data collection and analysis, and mapping.

The extension program was inspired by the requirements of the Local Government Code of 1991 (RA 7160). The act required local government units to provide a development plan, part of which is the Comprehensive Land Use Plan (CLUP) to assist in the enactment of zoning in their locale. Dr. Mabazza emphasized the importance of the CLUP since it has implications on resource management for private and public consumption. Since most local governments cannot afford the costs for conducting surveys and mapping, the department lends its specialization to address their needs.

The class’ services include Social Impact Assessment, Community Resource Management, Community-Based Monitoring

System, Asset-Based Livelihood Profiles, Social Vulnerability Assessment, Coastal Resources and Fisheries Profile, Historical Geography, and Participatory 3D Mapping. Dr. Mabazza also shared that they create and analyze ecological profiles to help government units make sense of the different sectors in their locality. The department is also very active in the inclusion of community participation through Participatory 3D mapping. It is a mapping activity, through the assistance of geography students, which enables the community members identify different hazards, risks, and capacities in the community to better respond to disasters. They also highlighted the participation of children since it transforms this sector from passive bystanders to proactive participants in disaster management.

Through these different approaches, Dr. Mabazza shared the benefits and impacts of the program to the students. The students develop skills in data collection and analyses, improve their proficiency in observing and understanding community culture, and develop their oral and written communication skills. The program also enables the participants to be more critical of social, political, economic, and environmental factors that may affect the

results of the services they provide. It also develops their teamwork, leadership and decision making skills.

This form of engagement results to a partnership that is mutually beneficial. The speaker shares

that there is still constant communication between the department and the partner communities. The presentation ended with a video of Participatory 3D mapping done in the province of Camarines Norte, Philippines.

Concurrent Session 1D Discussion

Inquiries on the SEED program, presented by Dr. Zakaria, would like to understand how the awarded funds are returned. Dr. Zakaria shared that the conditions for funding depends on the institution which awarded it, some requires payback but others do not. Another member of the audience asked who continues the projects of SEED after each batch. The speaker shared that since most of the SEED interventions are from existing local activities, the local businesspeople continue the project. He also added that the university assists especially when doing follow-up with government agencies.

When asked about the impact assessment procedures, Dr. Zakaria answered that the university conducts the impact assessment of each SEED program. Lastly, when asked about the monitoring, evaluation, and student participation aspect of the program, he answered, the SEED program is a continuous cycle sustained by participation of different student batches.

On the other hand, the participants asked Dr. Mabazza if they have done these activities in Mindanao. He responded in the affirmative, specifically in South Cotabato and Agusan. When asked about the role of the local

government units, Dr. Mabazza shared that their usual share will be the accommodation for the students while in the area and is always considered as a service learning arrangement. There was also an inquiry about their extension service in urban areas, and Dr. Mabazza shared that they did one in Antipolo but the priority of the service are the poorest local government units which are usually located in the countryside.

When asked about the challenges in doing such activities, Dr. Mabazza shared that the physical requirement to reach and navigate the rural areas has been a constant struggle since most are not used to the rural terrain. In terms of student preparation, Dr. Mabazza emphasized that the students selected for the service are geography students who have taken prerequisite subjects that qualifies them for the extension program. And in terms of impact evaluation, the department has a database of all their activities which is used for back tracking and review. Dr. Mabazza also expressed his gratitude for the increasing interest in their service but shared that they have limited human resources thus limiting their capability to increase their service opportunities.

Increasing the Efficiency of Multisectoral Institutions through Science and Technology

Moderated by **Prof. Janette Silva**
University of the Philippines Los Baños

Dr. Maria Regina Justina E. Estuar (*Department of Information Systems and Computer Science, Ateneo De Manila University; e-mail at restuar@ateneo.edu*) presented "Building from the Ground Up: Project eBayanihan Story."

In recognition of the relevance of information technology to disaster preparedness and mitigation, the Ateneo Social Computing Science Laboratory has developed eBayanihan. It is a mobile and web-based participatory disaster management system that enables citizens to contribute information to help prepare for and mitigate disaster situations. The technology is also meant to address the need to organize disaster-related information which serves as one of the major challenges in the Philippines. Before the technology was fully implemented, Dr. Estuar mentioned that a pilot test was conducted which enabled the project team to further enhance the systems based on the suggestions of users—one of the key characteristics of the said technology.

According to Dr. Estuar, the information

being collected through eBayanihan allows decision makers, such as government agencies, to come up with sound decisions and strategies that are responsive to the situations and needs on the ground. The analyses of behaviors of people during disaster situations are also significant in terms of understanding how individuals, local government units, and national government agencies should think, respond, and react during disasters. These are made possible the functions of eBayanihan. From there, she pointed out the technology's key components namely eHanda (prepare), eBayanihan (volunteer reports), and eUlat (produce reports) that all follow the disaster risk and reduction framework for post-disaster rapid assessment. In terms of validation, Dr. Estuar mentioned that the project team is making use of algorithms and models to check on

data reliability, paralleling with their efforts to closely coordinate with key stakeholders of the Project.

After one year of implementation, Dr. Estuar did acknowledge some of the key challenges that they have encountered: (1) multiple roles of first responders during disaster events directly challenged the design of the system; (2) varying modes of acceptance were observed in different pilot sites; and (3) developing trust between and among reports. Furthermore, she pointed out that there is a need to incorporate the use of Information and Community Technology (ICT) in disaster training plans to empower citizens to use accessible technology for disaster reporting and response.

At present, eBayanihan is working with

Rappler.com, a fast-growing multimedia news portal in the country, for its Project Agos, whose function is similar with the former. She also mentioned that they are working closely with the National Disaster Risk Reduction and Management Council (NDRMMC), an inter-agency government council for DRRM, by generating reports from Agos to the latter, as bases for disaster preparation and mitigation.

To conclude, Dr. Estuar pointed out that the approach in understanding disaster situations need to be done in a rather multi-sectoral and multi-disciplinary process, in which, the concept of eBayanihan falls under. She also mentioned that the data which are generated by the system as well as the process of analyzing them is being done with and through their key partners/stakeholders.

John Alvin Jose G. De Castro (*University of the Philippines Los Baños; e-mail at jgdecastro1@up.edu.ph*) presented "Time Series Analysis of the Labor Force Participation Rate of Selected Philippine Regions Using the Box-Jenkins Modeling Procedure."

"Everything has a story, even numbers and statistics." This is an introductory statement made by Mr. De Castro, pointing out the need to analyze existing data on Labor Force Participation Rate (LFPR) as a strategy to assess the most essential resources of the country, manpower. The International Labour Organization (ILO) defined LFPR as the ratio between the labor force and the overall national population of the same age range. Based on this definition, Mr. De Castro's study tried to understand the Philippine labor market by modeling time series and forecasting LBPR using the Box-Jenkins modeling procedure. The study used the LFPRs from 2001-2013 in establishing the model, and the rates from 2014 in assessing its accuracy. Selected areas of study include the National Capital Region, Zamboanga Region, and Western Visayas Region.

In order to arrive at a sound conclusion and

recommendation, Mr. De Castro shared how he established the foundation of the assessment by conducting preliminary study before identifying possible models. Estimation and test of significance were also done right before the diagnostic checking which was intended to validate the accuracy of the chosen model.

From there, results had revealed that there is no seasonality in the LFPR of the selected regions. Likewise, logarithmic transformation was seen necessary for non-stationary series to produce better forecasts. It was also found out that after forecasting the LFPR of the first quarter of 2015, all regions had increased except for Zamboanga Region, since conclusively rural areas were observably the group to produce the most value and majority of them are indigenous groups. The said areas also have significantly high rates of illiteracy and unemployment. This serves as both an opportunity and challenge for national and

local policymakers to work on, in order to maximize the active population economically. Mr. De Castro pointed out that rural areas can have higher Labor Force Participation Rates, as far as the 1st quarter of 2015 is concerned. As a recommendation, he mentioned some key points that both the government and civil society organizations need to look at and take

into consideration specifically: (1) Immediate and short-term enhancement of labor standards enforcement framework and strategies and additional investments for Philippine Statistics Office (PSA); and (2) Medium and long-term sustainable efforts for the economy, and institutional reforms specifically at the national level.

Sandra Mae W. Famador (*University of the Philippines Cebu; e-mail at swfamador@up.edu.ph*) presented "Automating the Procedures Used in Crime Laboratory."

With an objective of helping the Philippine National Police (PNP) lessen and eventually eliminate corruption in their system, which is brought about by the slow delivery and low quality of reports, the Regional Crime Laboratory Office of Region 7 (RCLO7) has participated in a Performance Governance System (PGS) Project. This is being undertaken through an advisory council being chaired by Prof. Famador of the University of the Philippines-Cebu.

In her presentation, Prof. Famador explained the key functions/strategies of PGS such as the evaluation/assessment/reorganization of office procedures, inventory of equipment/hardware/facility, and software inventory where research and development falls under. As a result of the strategies' roll-out, RCLO7 office procedures were reorganized, cloud-based office operation was implemented, and agency personnel were provided with capacity-building sessions. Prior to these, a process audit was also conducted specifically on the existing reports generation system which had led to the identification of system flaws, outdated processes, and analysis on operations' speed.

In terms of project implementation, Prof. Famador shared some of the key challenges that they encountered such as the lack of training of personnel for a cloud-based office, slow Internet connection, obsolete equipment,

and the unavailability of spacious area for the crime laboratory.

To address these, internal and external resources were mobilized: (1) trainings facilitated by partners (UP) were conducted; (2) need for equipment upgrade was presented to the business sector which has favorably gotten interest for funding; and (3) facility requirement for crime laboratory was communicated to the national government.

With regard to the benefit of the cloud-based system implemented by RCLO7, Prof. Famador mentioned how it has enabled the audit of work procedures to become more transparent given that a lot of procedures in the laboratory were already outdated. The Computer Science Department of UP Cebu on the other hand, is now doing scientific researches to speed up the process of the production of evidences using technology as an enabler and by providing technical assistance to PNP personnel on such area.

Generally, Prof. Famador concluded that the improved office procedure became beneficial to the advisory council, the stakeholders (PNP), and the community not just in reports generation but also in tracking and monitoring of personnel for performance evaluation purposes, by the office head of the Region and the National Headquarter of PNP.

Concurrent Session 1E Discussion

After the presentations, the speakers were invited to come in front for a 15-minute question-and-answer portion.

The first question came from Dr. Imran Ho, Deputy Chancellor of the Universiti Kebangsaan Malaysia, asking Dr. Estuar about how eBayanihan Project Team ensures retention of technology usage and how many exactly have registered to the applications. Quickly, the latter responded by mentioning the on-going initiative of the Project to mainstream the technology through social media (Facebook, Twitter, etc.), partnership building like the integration with Rappler's platform called Project Agos, and its close coordination with the National Disaster Risk Reduction and Management Council (NDRRMC) as part of Information and Communications Technology (ICT) cluster. Dr. Estuar also shared that eBayanihan currently takes an active role in providing validated information to NDRRMC as bases for disaster preparation and mitigation.

On the other hand, Mr. Alexis Diamante of West Visayas State University inquired about the basis of choosing Region 6 as one of three

areas selected for the Time Series Analysis of the Labor Force Participation Rate study. Before answering the question, Mr. De Castro once again pointed out the need to analyze existing data on LFPR as a strategy to assess the most essential resources of the country which is manpower, and how the concept of 'urbanity' influences the kind and quality of opportunities there are in rural areas. With that said, he explained that he chose West Visayas as a pilot area because of its characteristic as a semi-urban and semi-rural region.

Lastly, when asked by Dr. Ellen Salac of Emilio Aguinaldo College on how validation of information are being conducted, and who facilitates the said process for forensic results, Prof. Famador was quick to admit that it is in fact one of the areas that need to be addressed by the PGS. According to her, police officers are actually being sent abroad to attend trainings on forensic study, however, they are also the ones providing re-echo sessions for court judges, to whom they are presenting the forensic results during court sessions. Nonetheless, she reported that some efforts are being undertaken to correct such practice.

Improving Policies through Greater Involvement of Stakeholders

Moderated by **Prof. Finaflor Taylan**
University of the Philippines Open University

Rashila Ramli and Sity Daud (*Universiti Kebangsaan Malaysia; e-mail at rashila@ukm.edu.my*) presented "From Drafting to Policy Input: The UKM-AIPA 36 Experience with the Malaysian Parliament."

The first presentation was from the Universiti Kebangsaan Malaysia (UKM). It generally described how UKM engaged directly with the Parliament of Malaysia and the ASEAN Inter-Parliamentary Assembly (AIPA), also known as the ASEAN Secretariat, an international NGO formed in 1978 comprising of parliamentarians from ten ASEAN countries. AIPA 36 is a week-long activity in which team members facilitate

proceedings on substantive matters. Prior to the said activity, preparatory meetings took place to draft eight (8) resolutions for four (4) committees under ASEAN and consultations were made with the Malaysian Parliamentary System (MPS) assigned to each committee. Over-all, UKM's presentation highlight the University-Civil Society nexus by focusing on academicians in the areas of capacity-building, advocacy and policy input.

Judith Intong (*Caraga State University; e-mail at jsdintong@gmail.com*) presented "University and Local Government Partnership with Agrarian Reform Beneficiaries in Bukidnon Upland Settlements, Southern Philippines."

The second presentation exemplified the collaboration between university and local government in the case of the Bukidnon Upland Settlements in Mindanao. Bukidnon

was selected as the location of the study as it is one of the provinces in Southern Philippines where three settlement areas were established, particularly in the

municipalities of Marmag, Pangantukan, and Kalilangan. The objectives of the study is (a) to enhance the knowledge and skills of the Agrarian Reform Beneficiaries (ARB) on small-scale dairy production through technical training, cross-visits, on the job trainings, and enhancement trainings on dairy nutrition and health, (b) to augment the income of the upland farmers by introducing smallholder dairy project in the form of a dairy processing

center established in Bukidnon, where dairy products are collected, and marketed by the ARBs themselves (c) and lastly, to assess the perceived benefits and challenges encountered by the farmers during project implementation. Thus, it was concluded that the project provided a mechanism whereby a state university facilitates people empowerment at the rural communities in close collaboration with the local government units.

Dennis Mapa (*University of the Philippines Diliman; e-mail at csmapa@up.edu.ph*) presented "Consumption Patterns of Poor Households with Older (Senior) Citizens of the Philippines and its impact on the Social Pension Program."

The concurrent session was concluded by a presentation based on Republic Act 9994 or the Expanded Senior Citizen Act, which provides parameters on how the government can help in improving the well-being of the elderly in the country. Considering the current monthly pension of PhP 500 pesos for senior citizens and the dependency of the senior

citizens to their family members especially during emergency situations, the study targeted to look at the consumption patterns of poor households with and without senior members and to provide inputs to reforms in the social pension program of the government, particularly the Department of Social Welfare and Development (DSWD).

Concurrent Session 2A Discussion

The three presentations were all impressive as they highlighted the role of the stakeholders in the success of a project and improvement of a policy. However, it was the presentation of

Dr. Mapa from the School of Statistics which spurred interest from the audience due to the significance of the study and its impact on the Social Pension program.

Science and Technology's Role in Enhancing the Conditions of the Environment

*Moderated by Dr. Paul Michael R. Hernandez
University of the Philippines Manila*

Dr. Anabel A. Abuzo (Xavier University Engineering Resource Center; e-mail at jvallente@xu.edu.ph) presented "Inventory of Air Emissions for a Better Built Environment: The XUEREC Service Learning Program for the City of Cagayan De Oro."

Prior to the main presentation, Dr. Anabel Abuzo shared a brief description about the programs of Xavier University Engineering Resource Center (XUEREC). The Center focuses its programs on the following areas: (1) food security; (2) health; (3) environment; (4) governance; and (5) peace. The XUEREC has been utilizing the service learning program approach to benefit the university and its community. In this light, students through their exposure to various community issues are able to provide solutions using their field of specialization. This scientific research on air emissions was a collaboration of students and faculty of XU, Capitol University, Liceo De Cagayan University, and the Environmental Management Bureau (EMB). This was in partnership with the German Cooperation agency, Gesellschaft für Internationale

Zusammenarbeit (GIZ). This study aimed to contribute in the development of the Clean Air Action Plan (CAAP) of the city.

The fast-paced urbanization of the city has a direct effect on air quality. Dr. Abuzo and her team focused on main sources of air emissions, namely, point sources, areas sources, and mobile sources. They utilized the 2010 emission inventory data (January to December 2010) from the government to establish annual trend according to sources. The mobile sources constitute public and private vehicles, while the point sources represent 18 factories and industrial plants. Area sources correspond to malls, sari-sari stores, among others. Based on the results, area sources have the highest estimated PM10 emission, followed by point sources,

then mobile sources. In terms of carbon monoxide (CO) emission, mobile sources have the highest estimates then point sources, and area sources. For nitrogen oxide (NO₂) emission, mobile sources have considerably more emission compared to point sources and area sources. The highest sulfur oxide (SO₂) emission came from point sources (industrial plants and factories). In terms of non-methane volatile organic compounds (NMVOCs) emissions, mobile sources ranked first, followed by area sources and point sources. In terms of carbon dioxide (CO₂) emission, the mobile sources obviously had the highest emissions. The study had influenced the city in

through some of its regulations with regards to air pollution and traffic management.

At the end of the study, there were challenges that needed to be addressed. These include data collection and processing, consolidation of interim reports, and continuing collaboration with LGUs. On the other hand, some of the lessons learned include the need for quality feedback, information transparency, strong cooperation among stakeholders, and continuous capacity building. At present, they are working with the EMB for the Localized Air Emission plan of Cagayan De Oro City.

Dexter Lo (Xavier University; e-mail at dlo@xu.edu.ph) presented "Watershed and Floodplain Modeling Of The Bitan-ag Drainage Basin."

In January 2009, a flood hit Cagayan De Oro (CDO) that affected communities and infrastructures. A photo of Limketkai Center surrounded with water was shown by Prof. Lo while describing the changing climate pattern of the city. Based on the data presented, the projected climate of CDO in the next 20 to 30 years will be warmer while rainfall will be lesser.

Heavy flooding, caused by Typhoons Sendong, Pablo, and Agatun, has been a trend in the city. Bodies of water overflow when rainfall goes beyond the average volume. The Bitan-ag creek is one the frequently flooded waterways during heavy rains, affecting 16 barangays (villages) in the city. It traverses the Claro M. Recto Avenue, which is considered as a major thoroughfare. One of the major constructions being done along the creek is an SM mall. Further, wastes improperly disposed in some portions of the city aggravates the flooding. As such, the city government organized a program called *Hapsay Sapa* (meaning "clear water") to address flooding. The XUERC participated as well to provide scientific analysis and solutions to address long-term effects of flooding of

Bitan-ag creek. Based on the maps shown, most of the development happens along the Bitan-ag creek. High built-up areas are also located in this area. In addition, the XUERC was tasked to conduct a hydrologic study of the area that aims to determine the factors that cause flooding along the Bitan-ag Creek.

The study was conducted by students and faculty together with the CDO City Engineering office. The study comprises two components: (a) the watershed model; and (b) the floodplain model. The watershed model delineates basin boundaries, land cover, and upstream tributaries that are simulated to determine the flow rate using HEC-HMS, while the floodplain model uses HECRAS, which constitutes flood simulation using the flow rate obtained from the watershed model. The study simulated the recent local rain event of December 15, 2015 which caused widespread flooding in the city. There were two scenarios created for the two models: scenario one with a rainfall of 10 cu.m./s; and scenario two with a rainfall of 30 cu.m./s. The simulation shows that around seven hectares of the downtown urban could be flooded when the creek is clean, while 62 hectares could be flooded, if it's silted.

Prof. Lo shared what they learned on this type of service learning engagement. It has brought issue awareness on the environment to the students, developmental

approach in projects, and consider ridge-to-reef connectivity approach in addressing environmental problems.

Dexter Lo (Xavier University; e-mail at dlo@xu.edu.ph) presented "Flood Inundation Mapping along the Proposed Dike System of the Cagayan De Oro River: The Sendong-Scale Flood."

In December 2011, Typhoon Sendong (Washi) caused much devastation and human loss in Cagayan De Oro. To mitigate the impacts of river flooding, the Department Public Works and Highways (DPWH) has instituted the Flood Risk Management Project-Cagayan de Oro River which proposes the construction of a 12-km. dike system along the river. However, the dike system is designed for a Pablo scale flood which is estimated at 25-year return period, as compared to a Sendong scale flood, which is approximated at 50-year return period. The Japan Inter-Cooperation Agency (JICA) and the Department of Public Works and Highways (DPWH) have a joint project on flood risk management wherein a dike system will be constructed under a Sendong scale flood that will cost billions of pesos. While the project is under the negotiation among parties, the XU saw some flaws and took the initiative to review the dike system project. The map generated by the students of XUERC was utilized by the JICA and DPWH in looking at the dike system appropriate for Cagayan De Oro. It was noted, though, that the construction will occupy large masses of land wherein housing projects will be affected.

This study aims to determine the flood-inundated area along the Cagayan de

Oro River considering the proposed dike system under a Sendong scale flood. The XU conducted a simulation with a scenario of having 70 percent of the actual flood as strong as Pablo was used. They created 70 models using typhoon Pablo and Sendong. Results show that majority of the areas along the river are protected by the dike, thus conforming to the Pablo scale flood design. However, under a typhoon Sendong, there will be some barangays that will be inundated even with the dike system. The XU also develop a model using rainfall gauge of 5,000 cu.m/s to 8,000 cu.m/s that also resulted to inundation with the dike system. The XU emphasized that watershed perspective should be used in looking at any impact of water infrastructure projects. This should consider also the upstream, not only the downstream.

In the course of the study, the XU insisted to partake in this initiative as it too is a stakeholder in the dike system project. It recommended to the concerned agencies to revisit the dike system project prior to full implementation to ensure sustainable flood mitigation. Any type of mitigation project should enhance DRRM plans of the community and the government. Also, ridge-to-reef concept should be applied.

Concurrent Session 2B Discussion

The open forum was moderated by Dr. Paul Michael R. Hernandez. Since there were no questions raised initially, Dr. Hernandez asked the resource speakers on the next specific steps of their respective projects. Dr. Abuzo said that XUERC will push for the Clean Air Plan of the city as well as lobby for legislation. On the other hand, Prof. Lo will submit findings to DPWH to rectify the dike system design.

An ASEAN Youth Volunteer Programme (AYVP) Alumni from Cambodia inquired on the type of support from the government that they need for the projects. Prof. Lo conveyed that more than monetary, they need more access to the available data for analysis to enhance government projects. Dr. Abuzo, on the other hand, needs funding support, but she shared

to the group that the faculty and students were involved despite the lack of compensation because they wanted to provide substance in helping the communities. Prof. Lo also emphasized that they have the responsibility to shed light on the impacts of the projects and provide solutions. Another AYVP Alumni from Cambodia asked on the challenges in collecting data. Prof. Lo said that data is very important in identifying trends. Not all data are available but they can start with they have at hand.

In the end, the moderator summarized the discussion of the open forum—projects should engage students in critical thinking; they should provide evidences; and they should share evidences to the stakeholders.

Sector Capacity-Building through Education and Training

Moderated by **Dr. Kristoffer Berse**
University of the Philippines Diliman

Elle Christine Melendez (*Bukidnon State University; e-mail at melendezelle@gmail.com*) presented "Monitoring and Evaluation of Innovative Instructional Strategies for Professional Military Education."

The professional military extension project of the Language and Letters Department of the Bukidnon State University was in response to the request of the 4th Army Training Group in Malaybalay City to train military instructors with instructional strategies. The project on the Innovative Instructional Strategy Training for Military Education is divided into five phases. Phase 1 is the Pre-development or Planning Phase which involved needs assessment of 20 military instructors. Results of the needs assessment revealed that military participants have varying educational achievements, have limited English proficiency, and have time constraints. With these limitations, the 29 instructional strategies were incorporated in the training design. A Memorandum of Understanding (MOU) was forged between these two parties.

Phase 2 is the Project Operation which covered work schedules, instructions,

financial need, staffing, venue, equipment and transportation arrangements. The presenter explained that necessary arrangements were made by the teachers to match the extensions schedule with the instructional schedule. When it comes to financing, the university provided honorarium to teachers as well as material production, while the military counterpart covered training facility and transportation to the participants. Phase 3 is the Project Performance, which involved the development of handouts and worksheets used for the project. The participants were also given opportunities to produce their own instructional materials. One of the problems that the presenter mentioned is the teachers' difficulty in comprehending military terminologies the soldiers used in the course of the training.

Phase 4 is the Project Effectiveness phase wherein a survey was conducted among 10 participants, showing that 70 percent

of the respondents considered the training as relevant and effective. However, the presenter mentioned limitations of project effectiveness due to the absence of pre- and post-test evaluation, as well as lack of class observation during the process. Finally, Phase 5 is concerned with the determination of the impact of the training, which involved survey and group interview of nine military participants. Based on the results of the impact study, there has been a change in teaching practices of the military instructors such as initiating to assume new roles as moderator/facilitator and ability to conduct simulation activities, and the formation of study groups.

About 50 percent of the respondents agreed that their teaching performance has improved and increased their confidence in teaching. Furthermore, the project has complied with the sustainability criterion as the training has created impact on personal and organizational levels.

The presenter concluded that the extension project has not only contributed to the improvement in the teaching practices of the military instructors, resulting to the modification of teaching strategies, but also caused positive change in the civilian perception of the military.

Edgardo G. Macatulad (*University of the Philippines Diliman; e-mail at egmacatulad@up.edu.ph*) presented "UP TCAGP Training Courses: Assisting Institutions in Capacity Building for Geomatics."

Engr. Macatulad started his presentation by describing the general profile of the University of the Philippines Training Center for Applied Geodesy and Photogrammetry (UPTCAGP). He pointed out that it has provided research and extension in the field of geomatics in the Philippines. The UPTCAGP has semestral offering of certificate training courses on Applied Geoinformatics, Geomatics and Resource Mapping and Valuation and other previous Certificate Training Courses. It has been a partner of government institutions in the capacity building of their employees in the field of geomatics.

From 2000 to 2015, the UPTCAGP has trained various government employees mostly from the Philippine Air Force (PAF), Department of Environment and Natural Resources (DENR), National Mapping and Resource Information Authority (NAMRIA), Department of Agriculture (DA), and the Armed Forces of the Philippines (AFP), among others. He mentioned that the UPTCAGP is aiming to become the national center for geomatics, and for this reason, they conducted an assessment of their training courses. Highlights of the result of their assessment revealed that the semestral setup is not suitable for local

government units (LGUs) and other institutions and that potential trainees may need not all courses in a course block. To address these concerns, starting Academic Year 2015-2016, the courses were adjusted to suit the needs of the target trainees by offering monthly modules and Saturday classes. Though it has since expanded its invitation to trainees from State Universities and Colleges (SUCs), Higher Education Institutions (HEIs), the private sector, and Local Government Units (LGUs), only a total of 11 trainees pursued. In a re-assessment of the training courses, it was mentioned that some trainees prefer Saturday classes while faculty from SUCs/HEIs favor it during summer breaks. Some LGUs would like to have the training venue in or near their region.

The presenter wrapped up his discussion by saying that TCAGP has already trained 1,200 technical personnel from SUCs, private sectors, PAF, DA, DENR, NAMRIA and other government agencies. He also mentioned that they would continue to look for ways to offer timely and relevant trainings and to upgrade their facilities. It is hoped that trainees would develop sustainable and reliable products of geomatics technology for the betterment of society.

Janette M. Silva (*University of the Philippines Los Baños; e-mail at jmsilva@up.edu.ph*) presented "Utilizing Literacy Training Service in Raising Students' Awareness On Consumers' Rights."

This project is a partnership between the Department of Trade and Industry (DTI) and the National Service Training Program (NSTP) Literacy Training Service (LTS) of the College of Arts and Sciences, University of the Philippines Los Baños (UPLB). It aims to utilize the LTS component of NSTP to raise students' awareness on consumer laws. The students agreed to this topic, as they want to increase their knowledge and share this to the community.

The topics include consumer laws, areas of consumer concerns, price tag law, and protocols for consumers with complaints on products and/or services. Some of the major activities done for the project were the following: (1) establishing partnership with the DTI; (2) coordinating with the administrator of the target school regarding scheduling; (3) teaching the LTS students the consumer laws; (4) planning the pedagogical approach based on the target Grade 5 and 6 learners; (5) writing the learner-friendly modules; (6) conducting the training; (7) assessing the training in terms of students' involvement; (8) achievement of objectives; and (9) students' insights.

Each stakeholder has a specific role in the project implementation. The university

extended administrative and logistic support. The presenter mentioned that a problem was encountered in securing waivers or parent permits as this project activity was considered a field trip, not a public service. The DTI developed the content training of LTS students and facilitators. The LTS students, on the other hand, crafted the measurable objectives of the training program, identified learner-centered approaches in teaching the target learners, designed the learners' module according to the needs of the target grade school learners (contextualizing and localizing the content from DTI) and assessed the level of awareness of the target learners. The presenter added that during the actual training, the students used teaching method such as role-playing, comics writing, lecture and infographics which encouraged active participation from the learners.

The students' LTS experience was then evaluated using a portfolio containing activities done and pre- and post-assessments of learners. Students were asked to submit a reflection paper to share their meaningful experiences.

Concurrent Session 2C Discussion

During the open forum, several questions were raised to the presenters.

A participant raised one question each to the presenters. The first question was an inquiry about the educational background of the military participants and the teachers who conducted the training. Ms. Melendez responded that the military participants have varying education attainment. There were college graduates, elementary graduates, high school graduates; there were members from indigenous groups, and others were former members of the Moro Islamic Liberation Front (MILF). The teachers' trainers are from the Language and Ethics Department of the College of Arts and Sciences.

The next question was a clarification about the differences between geomatics, geodesy, and photogrammetry. Engr. Macatulad replied that these three terminologies are similar. Geodesy refers to the measurement methods such as shape and area. Photogrammetry is a form of measurement using aerial photos or pictures, while geomatics is the application of all these technologies.

The third question was on how the grade school children would become aware of consumer rights. Ms. Silva explained that they have to contextualize and localize examples according to what the students experience every day. For instance, children were asked to write comics on price discrepancies and how to deal with it.

A student participant asked Ms. Melendez if they plan to extend their training assistance to other ASEAN countries. She said that if they invited and if there is a memorandum of agreement they are willing to share their training course.

One participant wanted to seek clarification on the issuance of student's waiver when conducting off campus activities. Ms. Silva explained that with or without the waiver, teachers have liability over their students. They follow university protocol on the submission of waivers and even if the parents do not agree with this, the teacher reiterates that the activity is a class requirement and they are responsible in ensuring their safety. Another participant asked Ms. Silva about the evaluation tools they are using. She mentioned that they are using the outcomes-based education approach. Students write their portfolio wherein improvement is based on the identified and graded measurable learning outcomes.

The last question was addressed to Engr. Macatulad on training fees and how they would encourage students to enroll in the training course. He said that training fee is free for participants from government and SUCs. For the private sector, the fee is equivalent to the regular university tuition fee per subject. Furthermore, they promote the program by visiting different agencies and inviting them to attend conferences.

University and Community: Plenary Session

Moderated by Atty. Jaime G. Hofileña
Ateneo de Manila University



The 3RD AsiaEngage
REGIONAL CONFERENCE 2016

University-Community Engagement: Challenges to U.P. as a National University

Presented by **Dr. Romulo Davide**
University of the Philippines Los Baños

Poverty, hunger, and illiteracy, especially among farmers, remain as challenges to the University of the Philippines (UP) as a national university. Under the new UP Charter, UP is mandated under Section 3(D) to lead as a public university by providing various forms of community, public, and voluntary service. Section 6 shows the university's responsibility to maintain and enhance high academic standards, and in the performance of its functions of instruction, research, extension and public service. Because of these provisions, UP is now in the frontline of community development and public service.

The UP Los Baños (UPLB) Corn-Based Farmer-Scientist RDE Training Program (FSTP) for a Sustainable Agricultural Development is an example. It is a partnership program with farmers, local government units (LGUs), state colleges and universities (SCUs), UPLB, Department of Agriculture (DA), Agricultural Training Institute (DA-ATI), Commission on Higher Education (CHED), Department of Agrarian Reform (DAR), Department of Environment and Natural Resources (DENR), and non-government organizations (NGOs), under Executive Order 710.

With its theme "to empower farmers for socio-economic progress," FSTP is a technical

science-based community development program and the main focus is corn as food staple aside from rice, and this includes intercropping it with other vegetables, root, and fruit crops.

The program is based on the assumption that "there is no barren soil, only barren mind", and that farming is a business. The program has three phases. Phase 1, Value Formation, Research Exposure and Technical Empowerment, is where the farmers receive lectures on corn-based production systems. They also set up experiments with. From farmers they become scientists themselves. Phase 2, On-Farm Experimentation and

Technology Adoption, is the application of the knowledge garnered from phase one. Farmers set up experiments with the assistance of experts and agricultural technicians to determine which production technologies are adaptable in their farms. In Phase 3, Farmer to Farmer Technology Transfer and Adoption, the farmer-scientist becomes an extension agent to fellow farmers by transferring their acquired knowledge and technologies to them.

In 1994, FSTP yielded its first set of graduates from the FSTP, and these were given certificates

of completion and recognition signed by the dean of agriculture and other regional universities and colleges which are partners. Currently they have more than 100,000 graduates and some of them are already earning up to 1.6 million pesos. Indigenous people such as the B'laan, Mangyans and Aetas also benefitted from the program. Farmers under this program were able to yield more harvest. This greatly affected their well-being and they were able to afford better homes and education.

Perspectives on University Engagement with Community

*Presented by Dr. Segundo Joaquin E. Romero Jr.
Ateneo de Manila University/Universities and Research Councils
Networks on Innovation for Inclusive Development in Southeast
Asia, Inc.*

Dr. Romero presented some perspectives on university engagement with communities based on his experience with the Universities and Research Councils Network on Innovation for Inclusive Development in Southeast Asia, Inc. (UNIID-SEA). The key challenge for any society is turning the iniquitous pyramids into diamonds. This means improving the poor base, moving them up towards the middle-class.

The presenter proposed social innovation as a way of problem solving and as a development program—a new approach that creates new ideas, products, methods, and services that simultaneously meet social needs, and create new social relationships and collaborations. An example is how to make medicines more affordable or corn plants yield bigger cobs (with respect to Dr. Davide's presentation). According to the speaker, what we need today are the following: (1) customized solutions; (2) better and faster results; (3) scaling of impact of development efforts; and (4) new ways we can work together.

We usually see universities as “bulldozers,” able to move people, minds, and money. But

even if this is true, universities are not really organized for community engagement, according to Dr. Romero. Outreach and extension work remains to be less prioritized in universities since people do not usually get promoted, awarded, or compensated for these kinds of work.

Universities remain to be: (1) fixated on research and teaching; (2) fragmented vertically due to hierarchy and horizontally due to its myriad of disciplines; (3) any sort of community engagement is rebooted every semester; (4) engagements with these communities are seen by the student and the faculty as a benefit to themselves, not for the community; and (5) universities see

themselves as institutions for the world rather than for specific local communities. At the same time, communities are not organized to engage with universities so the latter must organize themselves for community engagement.

The UNIID-SEA is a network of higher education and research institutions in ASEAN countries that mainstreams “innovation for inclusive development” (IID) in learning, research, and extension services. It also supports innovative and collective problem-solving with targeted poor, marginalized, and vulnerable communities.

The presenter discussed four of their initiatives. First, they have formulated courses related to IID. They also reformed the research

grant system by making the communities themselves co-proponents of the projects they will be recipients of. Thirdly, backward integration of community-generated teaching, and learning packages are integrated into university teaching, research, and extension work. Lastly, they have created the Community Transformability Scorecard (CTSC) with six dimensions and 30 indicators to locate specific dimensions in the community that needs attention after evaluation.

Early habits of community engagement will ensure that university administrators, faculty, and students will eventually contribute more to the public good rather than their private ambitions, Dr. Romero said in conclusion.

Enhancing University-Community Engagements

Presented by **Dr. Leland Joseph R. dela Cruz**
Ateneo de Manila University

Dr. Dela Cruz presented some reflections on how we can move forward in terms of university-community engagement. According to him, there are two categories of university-community engagement: (1) direct community engagement; and (2) community engagement integrated with mainstream university activities.

In direct community engagement, there are what Dr. Dela Cruz calls "University NGOs." These are entities dedicated full time to carrying out community work and these university NGOs are in an increasingly precarious position. Most of them are in the periphery of the university since there is more emphasis in research than service in universities. Because of this, it has been difficult to allocate tuition revenues for the service or extension offices of these universities, and there are also limited opportunities for sustainable revenues.

But the presenter did not dwell much on this. Instead, he gave an alternative which involves the second type, "integrating community engagement with mainstream university activities." This is like the social formation program of Ateneo de Manila University, which includes their National Service Training Program (NSTP), Junior Engagement Program, and Immersion.

Dr. Romero posed this question regarding the social formation program: "How do we enhance the impact these programs to the communities?" This is because the problem with this program is that first, it tends to work with small groups in the community without situating them in the entire ecosystem of the people they work with. It also tends to work with advocacy organizations which are good in getting awareness on a particular advocacy but not as well in terms of implementing and sustaining a project. Lastly, it is also a time-bound engagement with students. In general, there is a problem in terms of its sustainability.

The answer proposed by Dr. Romero is to work with "competent" and "committed" change agents who worked with these communities. These are the non-government organizations (NGOs), the local government units (LGUs), or the national government institutions that stayed with the communities. Based on the

criteria “committed” and “competent”, these change agents must be able to work in the long-term. They should also have strategic plans for the communities so they could follow-through with the initiatives of universities. Students can aid in forming their strategic plans so they can also work in the long term. An example is doing a baseline survey in Capas, Tarlac for the Holy Spirit Commission. However, the limitation is that the university cannot claim

credit because it goes to the change agent but even so, it is more sustainable.

Universities should step back to let others claim credit for the sake of these communities. They must work with partners that are already on the ground to help communities become more capable of helping themselves.

Plenary Session Discussion

Four questions were raised regarding the presentations.

The first question was addressed to Dr. Dela Cruz. Since there is limited time for community engagement per semester with modules such as the National Service Training Program (NSTP), he was asked what are his approaches in scheduling the training of new students and the adjusting of the community to these new sets of students? According to Dr. Dela Cruz, this is where the partner organizations come into play. Since they can see a wider picture when it comes to student intervention in these communities, they can help in this aspect of the program. It is a common mistake to let students gather data on the field, only to start from scratch again in the next semester. To have a semblance of progress, it might be necessary for certain knowledge management of previous projects to be briefed to the new sets of students. Dr. Romero added that video documentation of projects should be integrated to the next community engagement and they can also have workshops with the community so that both parties are up to speed on the projects.

The second question was addressed to Dr. Davide regarding his project: how did he make his project a success? According to Dr. Davide, it is the increased emphasis on public service, in the UP Charter, that influenced the change in the design of public service. Since there was a mandate, it was easier to move around. It would also be better if they changed

the word “extension” to “public service” so it would be more defined. Dr. Davide also added that since he is a professor emeritus, he can now commit more of his time to public service.

The third question was directed again to Dr. Dela Cruz, regarding how to approach the problem of accreditation and finance. As director of the Office for Social Concern and Involvement (OSCI), this is a problem, according to him. He then stated that if there are partner organizations, they can already help out with community enterprises. Students are good at product development and marketing but these partner organizations can sustain the project marketing done by the student. The students are capable of teaching them how to fish.

Dr. Davide added that this is already what they are doing with the FSTP. Farmers, as farmer-scientists who went through the program, can teach other farmers until they become self-sufficient. Our only job is to check their progress.

During the open forum the speakers also received comments. The idea of working with people on the ground is good since they have more experiences with the community, according to one member of the audience, while another commented the importance of instilling “love and care” for the community in the students.

University and Community: Concurrent Sessions



The 3RD AsiaEngage
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Assessing the Role of the University in the Efficient Management of Public Service Initiatives

Moderated by **Lourdes Marie Tejero, Ph.D., RN**
University of the Philippines Manila

Liberty N. Espectato and **Genna D. Serofia** (*University of the Philippines Visayas; e-mail at lnspectato@gmail.com*) presented "The Emerging Role of the University in Fisheries Co-Management."

This study highlights the emerging role of the academe in the area of fishery co-management. In the SICRMC experience, UP Visayas played as a neutral catalyst in a politically-charged environment, to address the coastal resource management concerns in the Panay Gulf. The Southern Iloilo Coastal Management Council, Inc. (SICRMC) is an inter-local government unit (LGU) alliance of the coastal municipalities of Oton, Tigbauan, Guimbal, Miag-ao, and San Joaquin. Building on the experience of the Panay Gulf Development Program, SICRMC's model of cost-sharing and power sharing is evident as its leadership is rotated among member-LGUs and members contribute annually to a trust fund.

UP Visayas facilitated the conduct of activities on settlement of municipal water

boundary conflicts, capacity building activities, coordination and strengthening of fishery law enforcement activities, and efforts to harmonize fishery ordinances, among others. Noted best practices in the SICRMC implementation include: (1) the key role that a university like UP Visayas plays in SICRMC management; (2) the trust that LGUs and the community give to the University; (3) the Council serves as venue where issues and conflict among member-LGUs can be discussed; (4) SICRMC as a council has a mechanism for resource-sharing and responsibility-sharing.

The decentralization of government functions provided the impetus for fishery co-management arrangements (multi-sectoral nature with LGU partnership and different resource sharing schemes in the Philippines)

especially in areas where there is common resource, such as the case of the Panay Gulf.

The following continue to challenge SICRMC's co-management of the Panay gulf: (1) too

much dependence on the University; (2) limited window for participation of the community and other agencies; (3) unsustainable political commitment; and (4) delayed remittance of LGU counterpart funding.

Iris Rowena A. Bernardo (*Polytechnic University of the Philippines; e-mail at ztestella@pup.edu.ph*) presented "Assessment of Salin-Kaalaman, Tungo sa Kaunlaran Project of Polytechnic University of the Philippines (PUP) among the Beneficiaries of Pilot Barangays in Sta. Mesa, Manila."

On behalf of the authors Racidon Bernarte, Zandro Estella, Randy Sagun, Junnette B. Hasco, Jayson C. Morales, and Jao R. Obungin, Ms. Bernardo presented this study that examined PUP's implementation of the "*Salin-Kaalaman, Tungo sa Kaunlaran Project*," involving seventy-four (74) respondents from the twenty-three (23) beneficiary barangays in Sta. Mesa, Manila.

Results of the study showed that the university's implementation of project is "highly effective" in terms of information dissemination, staffers and officials, series of trainings (e.g. livelihood, organizing cooperatives, solid waste management and disaster and risk reduction) and programs, trainers and speakers, programs, accommodation and venue, and the personal impact of the extension program

to the program beneficiaries. Satisfaction rating on the extension program was noted to be high.

The findings also revealed "no relationship between the level of knowledge of the beneficiaries on PUP's project and their level of satisfaction." On the other hand, the study supported the relationship between the level of satisfaction of the project beneficiaries and their assessment on the level of effectiveness of its extension project. The following are the recommendations of the study: (1) provide a monitoring scheme to assess the outcome of project implementation; (2) coordinate with the barangays for more involvement of participants in the training; and (3) utilize results of the study to improve PUP's extension service delivery to partner-beneficiaries.

Lourdes Marie S. Tejero (*University of the Philippines Manila; e-mail at lstejero@up.edu.ph*) presented "Determinants of Rural Retention of Human Resources for Health."

The preference of many health professionals in developing countries such as the Philippines to practice in urban areas has created an inequitable distribution of health workforce. There is then a need to examine the factors that motivate health workers to stay and/or leave the rural communities. The research aims to determine the factors that contribute to the production, recruitment, and retention of health workers in rural municipalities.

Specifically, the study explored the initiatives, capacities, and issues and challenges faced by rural LGUs involving health workers. The study made use of a sequential mixed-method design. The qualitative phase involved key informant interviews, focused group discussions, and surveys conducted in twenty-two (22) third to sixth class rural municipalities in the Philippines. In the quantitative phase, self-administered questionnaires for the LGU

officials and rural health workers were distributed in 120 randomly selected third to sixth class rural municipalities from the different regions. Sixty (60) municipalities responded in this phase.

Results of the study showed that LGUs engage in various initiatives to produce, recruit, and retain their health workers. The University of the Philippines School of Health Sciences (UPSHS) was noted to have produced health workers who eventually served their communities after graduation. Their experience exemplifies the university-municipality partnership in addressing community health needs. However,

graduates of health courses are insufficient to meet the needed number of competent and highly motivated health workers that are expected to respond to the needs of the entire country. Hence, the inadequate delivery of health care services or poor health outcomes is observed in communities. Findings also suggest that retained health workers do not necessarily mean that they are highly motivated to stay in their work. There is then a need to adequately remunerate the health workers in addition to other incentives, and to train them for competencies relevant to the needs of the communities.

Jay Fallan (*Mindoro State College of Agriculture and Technology; e-mail at minscaatbrcresdept@gmail.com*) presented "Community Collaboration with State Universities and Colleges: Implications for School Management and Community Development."

Extension community service is one of the mandated functions of state universities and colleges (SUCs). Institutions of higher learning such as SUCs establish linkages to help facilitate capability building that strengthen the capacities of people in the community and provide avenues for equal opportunities.

This study determined the status of the MinsCAT Bongabong Campus' community collaboration, and its implications to school management and community development in terms of purpose, membership characteristics, getting to know the community, planning for impact, implementation, building relationships, decision-making, governance and leadership. The descriptive exploratory method was employed in the study. The respondents of the study were selected from among beneficiary residents and officials of the community.

Results showed that the collaborative efforts of MinSCAT Bongabong Campus with the community significantly contributed to its development and progress. The collaborative efforts of the College and its partners helped in addressing the needs of community residents. The purpose or objective of collaboration was achieved through shared leadership, participatory planning, active involvement of partners and community members, effective communication and sustained efforts in the implementation of various programs/projects for community development. The community needs assessment was successfully conducted and served as basis for the College extension/ community services and activities. Good governance contributed in making major decisions such as setting strategic priorities for the success of the collaborative efforts.

Concurrent Session 2D Discussion

A clarification was requested from the first presenters on the usual activities that the Council undertakes. They responded by saying that policy discussion and recommendation is held at the council level.

A question was raised to Ms. Tejero on how the program promotes service to the community. She answered by saying that in UP, community service is embedded in the curriculum – this is the academic side. On the organizational side, programs such as the adopt-a-community program encourages students to frequent themselves in the community to

extend service. Ms. Tejero further made an elaboration regarding UPSHS' ladderized system of schooling, in which 80 percent is community based.

A question was also raised to the fourth presenter on how MinsCAT is able to sustain its community extension services. The presenter responded by explaining that the University allocates a budget for extension services activities per college. The University pools together any unutilized allocation at the end of the budget period for the same purpose.

Utilizing Various Approaches and Perspectives in Education and Sectoral Engagement

*Moderated by Prof. Daniel L. Mabazza
University of the Philippines Diliman*

Mildred O. Moscoso (*University of the Philippines Los Baños; e-mail at wbdagli@devcom.edu.ph*) presented "Field Instruction as Development Communication Praxis."

Prof. Moscoso started her presentation by explaining the concept of Development Communication (Devcom), defining it as a field which combines the science and art of communication in the pursuit of human development and the overall transformation of societies and institutions. She then related their own personal experiences on community engagement that made them passionate in assisting their Devcom students in community engagement. She stressed that even when she was a student, she has been considerably involved in community service, giving credit to her parents whom she regards as her model in community service. She further explained that this paper looks at how an emerging model of field instruction in the Devcom undergraduate program becomes a venue to interrogate the researchers' assumptions of the field, which were shaped by their experiences as development communicators, and how these are reflected in their engagement with the

community and how these are articulated in the classroom.

As a field, Devcom in UP Los Baños started as an application of theories to support agricultural modernization in the 1970s. In the emerging model of field instruction, the orientation veers from transmission view of communication to a constitutive view that looks at Devcom as a process and an outcome of collaboration between the academe and communities. She specifically mentioned in her presentation the various community engagement of their students in three particular areas/programs: School-on-the-Air (SOA), Adopt-A-School, and Devcom Extension Projects.

Her presentation of the School-on-the-Air program seemed to have elicited peculiar attention from the audience. She mentioned that this program has been very effective in engaging the community. Lessons

conducted have encouraged their partners in the community to actively participate. Those who finished the School-on-the-Air Program participated in Graduation Ceremonies and received a certificate signed by their Dean. Other programs for community engagement became an avenue for their Devcom students to acquire knowledge on the conditions with government-run public schools and other community concerns and situations. Their experiences have shown that higher education

institutions can facilitate a theory- and practice-driven approach to field instruction and extension that is grounded on the communities' history and experience. She concluded that through analysis and reflections, continuous reflection at different levels and finding an avenue to share these reflections would be a way leading to a dialogue and inclusion of the community in this engagement because community partners should gain as much as the students.

Myrna A. Tenorio (*University of the Philippines Los Baños; e-mail at elamatienzo@gmail.com*) presented "Determinants in Organic Agriculture (OA) Adoption: A Multidimensional Approach."

Ms. Tenorio started her presentation by stating the objective of their research: to assess determinants to organic agriculture adoption from a holistic, systems perspective using a multidimensional approach. Following this, she related the framework they used on the Multidimensional Approach in Organic Agriculture (OA) Adoption, which is dubbed as STEEP: Socio-cultural, Technological, Economic, Environmental and Political. "Farming communities" are considered as the pillars of sustainable organic agriculture development. In her explanation regarding the framework, she highlighted the interplay of the STEEP factors as these influenced the organic agriculture adoption much. She continued that engaging the communities is vital for effective promotion and implementation of organic agriculture programs and that the University's role is to develop new methodologies to address needs of farming communities, and to build capacities for local planning and development of organic agriculture.

With regards to their partner communities or project sites, the selection of possible project sites went through rigorous selection process through which they have identified a total of six (6) project sites (two per island group): Tublay, Benguet and Sabtang, Batanes

(Luzon); Dao, Capiz and Victorias City, Negros Occidental (Visayas); and Sta. Josefa, Agusan Del Sur and Braulio E. Dujali, Davao Del Norte (Mindanao). For the data gathering phase, in-depth interview and participatory methods such as survey, case study, video documentation and participatory workshops were used.

The practitioners (farmers) were officers of organic farmers' group. They practice diversified farming for food security and safety. Participation in trainings enabled them to apply new technologies, produce seeds and organic inputs. She also mentioned that other determinants to adoption are strong organization, support from local government units and other relevant agencies, as well as ordinances that facilitate it.

There are also major challenges that farmers face in adopting OA. These include pest and disease proliferations, lack of water supply, limited knowledge in producing quality organic seeds and marketing, difficulty in complying with certification requirements, unstable market prices, and poor farm-to-market roads, among others. Natural calamities and chemical contamination are also problems. She added that there is also limited financial

support, and the changes in local leadership form institutional constraints. In conclusion, the presenter stated that assessing determinants of OA adoption is useful for unified planning,

implementation and evaluation of sustainable organic agriculture in the country. It is useful for inclusive participation of multiple stakeholders through the holistic systems approach.

Erwin B. Daculan (*University of San Carlos, Cebu City; e-mail at ebdaculan@gmail.com*) presented "Creating Opportunities in the Rush for Outcomes-based Introductory Environmental Engineering Course."

Mr. Daculan started his presentation by mentioning the Commission on Higher Education (CHED) Memorandum Order No. 49, which requires curriculum integration of Introduction to Environmental Engineering for Engineering Education. The ultimate objective would be to make the students aware of the potential applications of technology in preserving our environment, and solving the problems caused by known and unknown pollutants. With this memorandum, he stated that the University of San Carlos is committed to adopt outcomes-based education and be accredited as such before the implementation of K-12 program. Apart from the CHED Memo, the presenter also mentioned other laws concerning the environment.

Because of these, the University of San Carlos started offering the course in 2004 along with a Course on Safety. Accordingly, the program that they have conceptualized runs through 16 weeks divided into four (4) quarters. Students are loaded with knowledge on various concerns and issues regarding environment through class lectures littered with documentary films, jigsaw puzzles, surveys, and think-pair-share activities. Learning feedback and personal journals provided a more candid look at the psyche of the students. The presenter stressed that film-showing on environment is integral to the program. T-shirt design and re-purposed trash ("Trash Talk") formed the first quarter assessment activities, and its proceeds went to a scholarship fund. Infographics about the four legislations protecting the environment, and acquired

skills on briquetting and Takakura composting made up the second quarter activities.

A campus-wide environmental aid project with debriefing and report engaged all students from both classes for the third quarter. The environmental awareness campaign in a nearby barangay engaged the same students in campaigning for environmental advocacy. Furthermore, the presenter stated the following as possible outcomes for the course: (1) identify conditions of pollution in the environment based on applicable legislations; (2) reflect on practical solutions to some environmental concerns using locally-available materials; and (3) collaborate with other students in an environmental awareness campaign.

Meanwhile, the following are possible outcomes for the program: (1) function in a multidisciplinary team; (2) understand the impact of engineering solutions on global economic, social and environmental context; (3) exhibit knowledge of contemporary issues; and (4) know and understand engineering and management principles as a member/leader of team projects. Lastly, Mr. Daculan presented their Evaluation Tool which seeks to find whether there is alignment between the intended outcome by the facilitator and the perceived outcome by the students. All assessment activities converged on the vision of the institution: what they know, they apply justly and honestly; what they do not know, they seek to learn; what they do not have, they endeavor to acquire; what they have, they share.

Concurrent Session 2E Discussion

For the first presenter, a question was raised regarding how do they conduct monitoring and evaluation for School-on-the-Air Program. Professor Moscoso responded that they do it through quizzes or a sort of a pre-test before enrolment. A follow-up on this was raised by clarifying if they have a tool on monitoring evaluation and who are the respondents if they have to monitor. The presenter answered in the negative, but mentioned that only those who are enrolled are being monitored. A similar question was raised by another on how do they assess the impact of the program and to which Prof. Moscoso answered that they have not yet conducted an impact evaluation. One more question regarding the School-on-the-Air Program was focused on how to ensure that it is outcome-based. The presenter mentioned in her answer that there are no outcome-based outputs yet but that they are working towards it.

For the second presenter, a question was raised with regards to the factors that determine the project sites for the adoption of organic farming. Prof. Tenorio replied that they determine the project sites through research or case studies of the various farmers' organization belonging to third and fourth class municipalities, and that these farmers' organizations are recognized as utilizing organic farming. A second question relating to this was on how the project is funded. The presenter answered that the project is funded by partner government agencies such as the Department of Agriculture, Bureau of Agricultural Research, and the University of the Philippines Los Baños College of Agriculture,

Agricultural Systems Cluster. Lastly, a question raised was regarding the cost analysis of the program to which the presenter answered that they submit a financial statement to the funding agencies after the program is finished or completed.

For the third presenter, a question raised was regarding the length of lectures or how many hours do they allot for lecture. Mr. Daculan answered that they only allot six hours for lectures since most of the time, classroom-based sessions are conducted through documentary films and games. Another question was about identifying their community partner and how they get the community to engage with them. The presenter answered that they establish partnership with certain municipalities through Memoranda of Agreement, and stressed that it is the community that asks the university for possible intervention. He further stated that the students connect their particular activity to the community through advocacy programs on the environment. Another question raised was regarding the impact of the program. Mr. Daculan explained that the main beneficiaries of the program are actually the students. They become more aware of the potential applications of technology in preserving our environment, and they have disseminated information on environmental education through a number of ways and students demonstrated the Carolinian character envisioned by their alma mater. On the final round, a Malaysian Professor commended the presenter for the good and beautiful program they have created.

Assessing the Relationship and Outcomes of University-Community Engagement

Moderated by **Engr. Edgardo Macatulad**
University of the Philippines Diliman

Ericson H. Peñalba and **Denia M. Clacio** (*Bulacan State University Meneses Campus; e-mail at ericsonhp@gmail.com*) presented “Empowering Children with Special Needs and Their Families: Assessment of an Extension Service Project Using Context, Input, Process, and Product Evaluation model (CIPP).”

This extension service project used Context, Input, and Product Evaluation Model (CIPP) to fulfill the following specific objectives: (1) facilitate the mastery of basic skills of Children with Special Needs (CSN) as a support to the implementation of the transition program for special education; (2) raise parents’ awareness regarding their children’s rights as well as their own rights; and (3) improve parents’ knowledge and skills through practical trainings and provide them opportunities for generating alternative sources of income.

According to the presenters, they used the following strategies to accomplish their objectives: (1) skill-building workshops; (2) information educational campaign (seminars); (3) practical training; and (4)

livelihood and skills training activities. These strategies help the CSNs in their transition program, empowering and allowing them to become productive members of communities (e.g. creating basic table settings and dish bottles, gardening, and weaving). As for CSN’s parents, they attended seminars aimed to raise awareness about human rights, including children’s rights and rights of persons with disabilities. These parents also attended training programs aimed to create alternative sources of income, including dishwashing liquid and fabric conditioner making. All seminars and trainings were facilitated by the faculty and students of Bulacan State University.

Mr. Peñalba discussed each stage of the CIPP. For Context Evaluation, an assessment

based on scaffolding was used to determine the possible opportunities for addressing the unmet needs of the beneficiaries. They used “*Mga Pangunahing Suliranin, Pangangailangan at Kakayanan ng Komunidad*” (The Primary Problems, Needs, and Capacities of the Community) as their assessment instrument. They also used demographic profiling to determine appropriate transition program activities for the CSN students. For input evaluation, work plans and activities based on the assessment findings were developed by the existing capabilities of the faculty and resources of the institution. For Process Evaluation, feedback from beneficiaries were gathered through interviews and evaluation forms. Extension service providers were tasked to evaluate the process by accomplishing

a terminal report. The Product Evaluation is composed of quantitative evaluation (e.g. gain more knowledge and become more aware of children’s rights as well as parents’ rights), qualitative evaluation (e.g. training programs aimed to generate additional sources of income and deeper understanding of children and their parents’ rights), and the outcome of the project. Thirty-eight families benefitted from this project.

The two-year community engagement project was launched by the Bulacan State University Meneses Campus in partnership with the Bulacan District Special Education (SPED) Center. It was implemented during the school years 2014-2015 and 2015-2016.

Dr. John Phoa (*Universiti Malaysia Sarawak; e-mail at jphoa@fss.unimas.my*) presented “Engaging Rural Community with ICT Development by Replicating e-Bario Model: A Case Study of Long Lamai Community, Sarawak, Malaysia.”

According to Dr. Phoa, e-Bario is an Information and Communication Technology (ICT) Project aimed to engage rural communities in Malaysia. As of now, the project is being implemented in four sites. The presentation focused on the process of replicating the e-Bario model in Long Lamai, Sarawak, Malaysia. Unlike other community development projects, e-Bario was implemented on the basis of a bottom-up approach and has used the Participatory Action Research (PAR) approach as a guideline. PAR offers constructive opportunities for the subjects covered by the project. Action research becomes a process in which research is mixed with practical problem-solving.

During the duration of the project, researchers composed of professionals (e.g. engineers, IT and entrepreneurs) learned about the rural life while community members learn about ICTs. Through this project, researchers were able to identify with the community, and community members were able to perform major portions

of the ICT research. The components of the e-Bario model for rural informatics include the following: (1) useful information systems embedded in the needs of the community; (2) specific actions required by both researchers and the community in order to articulate those needs; (3) methodologies for designing and implementing useful data systems that will emerge from participatory action-oriented research activities; and (4) data that would be obtained using a combination of surveys, direct interviews, workshops, and discussion groups.

For the replication process, the project was based in Long Lamai village, which is composed of an estimated 50 households. Community engagement within the rural village involved the following: (1) consent (from the community); (2) discussion (between the community and the researchers); (3) decision-making (a joint decision from the community and the researchers); and (4) capacity building (giving training to the community). Success of

this project is dependent on how smoothly the technologies run within the community and how helpful and profitable these technologies are to community members.

The e-Bario project was initiated about

ten years ago and due to its success, it has received many national and international awards.

Ana B. Castañeda (*University of the Philippines Los Baños; e-mail at abcastaneda@up.edu.ph*) presented "Promotion of Local Development and Nutrition through State Colleges and Universities (SUCs) Extension Program: The BIDANI Network Program."

According to Ms. Castañeda, the Barangay Integrated Development Approach for Nutrition Improvement (BIDANI) program started as an action research program by a team from the College of Human Ecology at the University of the Philippines Los Baños. It aims to solve the problem of malnutrition using inter-agency holistic development strategy. In 1984, BIDANI expanded into a network program in which they conducted trainings with other partner State Universities and Colleges (SUCs) throughout the country. As of now there are 46 State SUCs led by seven key regional SUCs. Currently, the Department of Budget and Management allocated a regular fund for this project (for ten years) to be implemented at the national level.

To implement this program, there are three innovative strategies: (1) Barangay Integrated Development Approach (BIDA) which creates awareness to empower stakeholders to actively participate in development efforts and facilitate the preparation and formulation of the Barangay Integrated Development Plan (BIDP); (2) Barangay Management Information System (BMIS) which focuses on the identification of the needs of the barangay through an efficient and effective data collection needed for program planning, management, and implementation of various projects and activities at the barangays; and (3) Participative Nutrition Enhancement Approach (PNEA) which utilizes the life-cycle approach, promotion of food production

and market-driven livelihood activities among households in order to prevent malnutrition among pre-school children and nutritionally at-risk families. As these innovative strategies are being implemented in the local government units (LGUs), the BIDANI's key role is to provide technical backstopping for the LGU. In order to achieve the goals of this program, the stakeholders must follow BIDANI's Operational Framework, which are the following: (1) Social mobilization; (2) Nutrition and situational analysis; (3) Training and action planning of PPIC; (4) Implementation and monitoring of BIDP and nutrition interventions; and (5) Assessment and re-programming of BIDP.

The presenter discussed the contribution of BIDANI in the academe, to the national government and to partner LGUs. In the academe, BIDANI is an Outstanding Extension Program, serving as a model in "universities-for-development" External Evaluation Mission. At the national level, BIDANI is a member of the National Nutrition Council (NNC) and remains a part of the Philippine Plan of Action for Nutrition (PPAN) as one of the enabling mechanisms. In partner LGUs, BIDANI contributes in reducing malnutrition prevalence through the PNEA.

This program is a recipient of awards in the UPLB community such as the Most Outstanding Social Sciences-Research Program and the UPLB Outstanding Extension Program Award.

Dondiego Eleazar G. Casanova, RMT (*University of the Philippines Manila; e-mail at dondiegocasanova@gmail.com*) presented "Institutionalized Reorganized Paper-Based Record-keeping System from a University and Community Partnership in Barangay Luksuhin Ibaba, Alfonso, Cavite."

Mr. Casanova started his presentation by emphasizing the high incidence of hypertension in Barangay Luksuhin Ibaba, Alfonso, Cavite. In 2014, there are 107 reported cases of hypertension in the area. However, due to poor case reporting at the Barangay Health Center (BHC), the number of reported cases might be underestimated during that time. After the intensive consultation, they discovered a poor record-keeping system existing in the BHC, contributing to difficulties in monitoring hypertensive patients in the area.

In order to address this issue, Mr. Casanova and his team came up with project guidelines intended to improve maintaining health records. They came up with the following: (1) the records should be adapted to the community; (2) they should be compliant with the guidelines established by the World Health Organization (WHO) in record-keeping; and (3) resources should be available within the community. After developing these guidelines, they came up with the Paper-Based Record-keeping System Project.

The project aims to provide stakeholders easy access to medical records. In order to fulfill this aim, they came up with a four-project component: (1) reorganization of the record-keeping system where they rearranged the family records numerically then alphabetically and further divided them into their purok/subdivision; (2) Providing a manual on

record-keeping – the Municipal Health Office of Alfonso (MHO), Community Health and Development Program of University of the Philippines (CHDP) and Barangay Health Center (BHC) came up with a manual written in Filipino and English which will be used for the next generation of Barangay Health Workers. The manual contains step-by-step procedures for using the system; (3) Providing workshops on record-keeping – workshops were given to the barangay health workers who accomplished and passed the demo-return-demo approach; and (4) Institutionalizing the system through an Office Order from the MHO, which adhered to the barangay system. After two years of implementation, they received positive feedback from the stakeholders based on the sustained developments as well as the practicality and adaptation of the project. The MHO expressed its plan to implement the project in other barangays in Alfonso. Due to the strong involvement of partners and stakeholders, as well as the strong support of the Local Government Units (LGUs) and the MHO, the project became possible and successful.

The Paper-Based Record-keeping System Project is an on-going collaboration launched by the College of Public Health of UP Manila, the Community Health and Development Program (CHDP) of the university and five municipalities in Cavite (i.e Alfonso, Mendez, Indang, Gen. Aguinaldo and Amadeo).

Concurrent Session 3B Discussion

Three questions were raised during the open forum. The first question focused on the extension service project for children with special needs and their parents. There was a clarification on the institution as it is associated with the vertical articulation in the curriculum, particularly in the implementation of the extension. Mr. Peñalba stated that the campus has a program in Bachelor in Elementary Education focusing on Special Education. This program allows students to provide services to children with special needs. He added that their team is currently collaborating with the special education center of the municipality to provide trainings such as sign language tutorials to the students and teachers, before they embark in the extension service of the university. As a follow-up question, participants inquired how the project is linked to non-government organizations' (NGOs) services for children and their adherence to children's rights. Ms. Clacio stated that they educate the parents first as they are in the denial stage. At this stage, parents have difficulty accepting that their child has special needs. As for the children's rights, the parents were exposed in this area because they collaborated with the university's Center for Human Rights, Education, and Gender

Development. In addition, Mr. Peñalba stated there is a Norwegian organization helping them to implement this extension program of the university.

Another concern raised during the forum centered on the way parents' sensitivity to issues concerning their children with special needs is handled. There are some parents who are sensitive to the rights and feelings of their children with special needs. According to Mr. Peñalba, when the parents were made to attend seminars regarding children's rights, they were surprised with the information they got that they were not aware of those rights before. Apart from seminars, practical training also helped parents guide their children. In interviews, the parents realized that the program helped them a lot and they had no feelings of being used or abused.

The last question raised was about the cost effectiveness and sustainability of the e-Barrio Project. Dr. Pho mentioned that the e-Barrio Project was accepted by the community as they try to get sponsors from the government. As for the Internet provider, they are partnering with the Malaysian Internet company for the installation of a cell site for the community.

Improving the Conditions of the Community through Student Participation and Empowerment

*Moderated by Dr. Dennis Mapa
University of the Philippines Diliman*

Zynen S. Baniel and Noelle R. Flores (Ateneo De Manila University; e-mail at nflores@ateneo.edu) presented "Service-Learning as a Strategy for Social Formation of Students and CCT Beneficiaries through Financial Literacy."

This project is implemented through Republic Act No. 9163 or the National Service Training Program (NSTP) Act of 2001 by the social formation arm of the Office for Social Concern and Involvement (OSCI) of the Ateneo de Manila University (AdMU). In partnership with the John Gokongwei School of Management (JGSOM) as well as government institutions such as the Department of Social Welfare and Development (DSWD) and the Department of Education (DepEd), the OSCI developed an enhanced second year formation program through service learning. The objective of the project is to instill financial literacy or the effective management of resources toward a state of financial well-being, among students. According to the presenters, the Ateneo de Manila is a pioneer in financial literacy. In this program, the students, in turn, share their

knowledge of basic financial concepts to beneficiaries of the conditional cash transfer (CCT) program of the DSWD. The students also get to know their future stakeholders and clients.

In preparation for the project implementation, training designs for JGSOM students and financial literacy program modules for CCT beneficiaries were developed with the help of student organizations. In coordination with the DSWD, the CCT beneficiaries were oriented and were made to take a financial behavior survey. The project began in school year 2013-2014. Out of 765 JGSOM students, there were 385 facilitators for the program. Meanwhile, there were 1,364 CCT beneficiaries participating in the program. Certificates of completion were awarded to 783 of these participants.

The project covered seven public schools and provided seven financial literacy modules. The modules were entitled "*Wais sa pera, wais sa buhay*" (Wise in finances, wise in life). Seven financial literacy sessions were set up.

Using the evaluation tool developed for the program, 43 percent of the students agreed that they appreciated the financial concepts being taught. In addition, 35 percent strongly agreed that the participants provided them new insights, and 40 percent strongly agreed that the students gained better understanding of the situation of the participants. As for

the participants, their responses during the focus group discussions (FGDs) show that the facilitators were able to build rapport with them, that they learned systematic budgeting and saving, and that the modules provided were helpful to them. The evaluation also revealed that students needed more training in using Filipino for the sessions. Home visits may also be done, and entrepreneurship topics can be included in the lessons. With these in consideration, continuous improvement has been made for the school years 2014-2015 and 2015-2016.

Rodhel Mapada (*Southern Christian College; e-mail at rodhelmapada@gmail.com*) presented "Enhancing Values and Principle-based Leadership Training Program: The Southern Christian College Experience."

Southern Christian College (SCC) is a private institution in Midsayap, Cotabato. In pursuit of molding the youth, the college launched a program to enhance values and leadership principles. It is the advocacy of the college to produce students with high level of leadership performance. The SSC Leadership Training Program began in 2014, and it resulted with the establishment of the SCC Young Leaders Congress (SYLC). The program is an institutionalized leadership program of the school under the Office of the Student Affairs and Services (OSAS). Every year, three days were allotted for the convening of the SYLC. It is a preliminary program which prepares student leaders for two more annual leadership programs, the Cotabato Young Leaders Congress (CYLC) and Ayala Young Leaders Congress (AYLC). The program itself allows student leaders to explore their capacity as advocates of values and principles-based leadership, know themselves through various indoor and outdoor activities, create opportunities for participating in socio-civic activities, and cultivate within them the spirit of volunteerism. The activities during the three-day congress include lectures, *tambayan*

sessions, panel interviews, challenge courses, video presentations, and group processing work.

A screening process was done in order for students to qualify to the program. The process is facilitated by the Office of the Guidance and Counseling Services. This allows only 80 students to be accepted every year. As of 2016, the SYLC has produced three batches of student leaders, namely Batch *Sahandurot* (2014), Batch *Baligsi* (2015), and Batch *Hulagtik* (2016). The students were assigned to come up with their respective batch names. For instance, *Hulagtik* is a portmanteau of the local words for "movement" (*hulag*) and "energetic" (*malagtik*), thus, energetic movement. There were SYLC participants who managed to qualify for CYLC, which only has 100 successful applicants annually. In particular, eight from Batch 2014, 21 from Batch 2015, and four from Batch 2016 qualified. CYLC is the province-wide leadership congress sponsored by the provincial government. Meanwhile, the program was replicated through the leadership of an SYLC alumnus (Ruel Gonzaga Sanot – Batch 2015) in Notre Dame of Upi, a high

school in Maguindanao. Sanot currently teaches in the said school. Both the SYLC and the CYLC has been held in the SCC Nature Farm, the official venue of the two leadership

congresses for three consecutive years. Based on the results of the evaluation, students who underwent the program were very satisfied with the outcomes.

Mohd Aderi Che Noh (Universiti Kebangsaan Malaysia) presented "Education among Muslims Community Immigrant Filipinos in Kota Kinabalu, Sabah, Malaysia: Challenges and Expectations."

The objectives of the study are to determine the demographics of and identify the problems faced by Filipino Muslim migrants in Kota Kinabalu in Malaysia, particularly in terms of education. In order to fulfill these, a quantitative study was done.

A survey of 1,000 respondents was undertaken. The respondents were all Filipino Muslims in Kota Kinabalu. The respondents were classified into various demographics. In terms of gender, 59.8 percent are male and 40.2 percent are female. In terms of age, 65.4 percent are 20 to 40 years old, and 34.6 percent are 41 years old and above. In terms of marital status, 28.5 percent are single, and 57.1 percent are married. In terms of ethnicity, 53.9 percent are Suluk (Tausug), 23.9 percent are Ubian (Badjao), and other ethnicities account for 22.2 percent. In terms of province or region of origin, 25.7 percent came from Sulu, 25.4 percent came from Tawi-Tawi, and 48.9 percent came from other areas. In terms of length of residence in Sabah, 21.1 percent have been staying in the area for one to ten years, and 78.9 percent have been staying from 11 years or more. In terms of employment, 61.4 percent are self-employed, and 27 percent have

been working in construction jobs. In terms of monthly income, 66.8 percent earn 500 ringgit (RM) or less. In terms of educational background, 34.4 percent have reached primary school, 23.6 percent have reached middle school, 16 percent have reached high school or above, and 26 percent did not have any formal schooling. In terms of settlement area, 88.9 percent live on mainland Sabah. In terms of housing types, 33.2 percent live in refugee shelters, 29.9 percent live in squatter houses, and 36.9 percent live in other housing types. Lastly, in terms of missionary (dakwah) organization involvement, 12.5 percent are involved in the *Tabligh* (*Tablighi Jamaat*), and 87.5 percent in other organizations. All these numbers were integrated to ascertain correlations between the different demographic categories and the issues facing Filipino Muslim migrants. Meanwhile, challenges identified include economic pressures, lack of financial capacity, and lack of recognition from various parties due to their status as refugees and migrants. With the results of this study, the main recommendation to the authorities concerned is to provide better educational facilities for Filipino Muslim migrants in Kota Kinabalu.

Concurrent Session 3E Discussion

During the open forum, five questions were raised.

The first question was for the second presenter. The concern was about measuring the effectiveness of the SYLC program. Mr. Mapada answered that the program has an evaluation system wherein participants are evaluated even after their graduation from the program to see that they carry on the values and principle-based leadership skills instilled in them during the program. An example presented is the case of Ruel Gonzaga Sanot, who spearheaded the creation of a similar program in Notre Dame of Upi.

The second question was for the third presenter. The concern was about the so-called balik-Islam, or Filipino Muslims being converted back to Islam out of convenience. Prof. Aderi answered that the assessment made through his study aims to ensure that Filipino Muslims, particularly the youth, would practice Islam and cease to continue as nominal Muslims. He cited that the responsibility of a Muslim is to understand Islam, and this can be done through formal and informal education. Islamic education can be accessed through the *madrasah* or school.

The third question was for the first presenter. The concern was the integration of financial literacy in the students' curriculum, and if this program is extra-curricular, what are the

incentives or motivation provided to students to take the program. Ms. Flores answered that the National Service Training Program Act (Republic Act No. 9163) mandated the course as required. Therefore, it does not need any incentive to make the students take the program. However, it is not included in the computation of the quality point index (QPI). She also mentioned the strengths of the program, mainly the partnerships it managed to maintain.

The fourth question was for the second presenter. The concern was about the challenges faced by the SYLC program. Mr. Mapada answered that the students are indeed aware that there are issues needed to be resolved to maintain the program. This was done in order to let the students be involved in coming up with solutions for the corresponding challenges. Annual evaluations are being done as well to see what improvements must be done to the program.

The fifth question was for the first presenter. The concern was about measuring the outcome of the financial literacy program. Ms. Flores answered that in evaluating the program, tests were given to the participants before and after the program (pre-test and post-test). These tests show that the participants learned how to have savings particularly in bank accounts, how to operate within cooperatives, as well as other basic financial concepts.

Various Public Service Initiatives and Approaches Towards Improvement of the Community

Moderated by **Prof. Lucia P. Tangi**
University of the Philippines Diliman

Leonora H. Astete (*Lyceum of the Philippines University Manila; e-mail at leonora.astete@lpu.edu.ph*) presented "Sense of Place and Relationship: Considerations For Culture-Based Program Initiatives."

This project examines Dumagat communities in Aurora, Bulacan and Quezon provinces as consideration for culture-based program initiatives. The focus is on the commonalities of the indigenous communities. The purpose of this study is to: (1) examine the cultural value systems of Dumagat communities in Dingalan, Aurora, Pinag-anakan, DRT, Bulacan and Masla, General Nakar, Quezon provinces in relation to their geographical, social and spiritual context and its implications for culture-based program initiatives; (2) illustrate how the Dumagat of Aurora, Bulacan and Quezon view themselves in relation to their physical and social environment (cultural landscape); (3) explore the factors affecting their mutual relationship with their cultural landscape; and (4) surface distinct cultural practices, beliefs and systems emanated from their

common frame of experiences (sense of place) as bases for culture-based program initiatives. The activities undertaken through qualitative research were participatory mapping, in-depth interviews, participant observations, informal conversations, and FGDs across Dingalan, Aurora; DRT, Bulacan and General Nakar, Quezon. While they all fall under the same indigenous clan, the program and engagement in each location is different.

The Dumagat cultural landscape includes (1) cultural identity, (2) source of sustenance, (3) sense of security, (4) spirituality, and (5) freedom of space and mobility. This encompasses the use of a place's attributes or resources to satisfy a need or goal and indicates the degree to which people perceive themselves to be functionally dependent

on a particular place (place dependence). It also signifies the symbolic connection people feel with a place and a deep emotional tie to a favored setting (place identity). While the Dumagat cultural values and their orientations to the natural world suggest the concept of place as specifically relevant to culture-based programs in indigenous territories where land, language and culture are interrelated, economic and social factors, mostly external, have also impacted on the Dumagat ability to secure food from the seas and mountains, their use of medical plants to heal basic ailments and their reliance and respect to their natural habitat as life-giving being.

In conclusion, participation of the Dumagat in any program initiatives by any stakeholders—DENR, DepED, DOH, DSWD, LGUs, IPOs, academe—from planning, implementation and evaluation; participation of all stakeholders in cultural sensitivity seminar-workshop before engaging with the cultural communities; to documentation and dissemination of culture-based instructional IP materials (education, health, disaster management, among others), networking and alliance building with Dumagats are recommended.

Daylinda Luz R. Laput, Ph.D. and Jorge Ramil M. Daarol, RMT (*Jose Memorial College; e-mail at daylinlaput@gmail.com*) presented “Patients’ Satisfaction Level on the Health Services of Agape Health Care Center.”

Health care is one of the most critical public issues in the world. In response to the institutional aim at sustaining community engagement initiatives, Jose Rizal Memorial State Campus in collaboration with Agape Health Care Center studied the patients’ satisfaction of services at Agape Health Care Center. This includes medical/dental clinics, customer care, diagnostic department, physical facility, the business office and the laboratory department. The objective of this study is to determine potential problems and strategic questions pertaining to patients’ satisfaction vis-à-vis the healthcare services provided. Thus, AHCC would be able to address issues raised, could devise plans to improve the service and come up with sound management decisions to better serve its clients. The study is guided by the Donabedian model postulated by the World Health Organization (WHO, 1966), a framework for health care assessment raising client’s awareness and satisfaction of the outcomes. The outcome is considered desirable only if it reflects the patient’s preferences rather than the caregivers’. It defines three distinct aspects of quality, which include structure, process and outcome.

Through purposive sampling, 122 respondents, from a population of 170 clients, accomplished the survey daily. Responses were rated using the Likert five-point scale. Coding was done especially noting responses on the open-ended items. Descriptive analysis of the results showed that the respondents were married females between 25-54 years old, who reached or completed college. The health care service they mostly availed was clinical laboratory tests (blood extraction and body fluids), followed by diagnostics (X-ray), and then medical consultation. All the services received “very satisfied” ratings in the thorough examination of medical and dental services, customer care, and diagnostics, which refer to the skills and knowledge in doing the procedure.

In conclusion, the overall satisfaction level was high. Almost all the patients were very satisfied with the quality of services provided in the healthcare facility. The friendly environment, thoroughness of the doctors in examining the patients and the instructions given after examination at the medical and dental clinics were appealing to and positively perceived by the majority of patients. It is recommended,

however, that the laboratory department shorten waiting time for extraction and claiming of laboratory results and that medical/dental clinics give client instructions on filling out of

forms. If this is not possible, recorders should be tasked to do the writing to ensure correctness of entries in the patients' record.

Thelma B. Magcuro (*University of the Philippines; e-mail at thelma_magcuro@yahoo.com*) presented "Reclaiming Lives, Rebuilding A Community, and Charting a New Future: The Story of Survivors of Typhoon Pablo."

This is a presentation on the story of survivors of Typhoon Pablo and how they can rebuild a community and survive a future. The visitor, "Pablo", came on December 3, 2012. It was considered the strongest tropical cyclone to ever hit Mindanao, categorized as a supertyphoon and was given an equivalent of Signal no. 5. It hit Davao Oriental and eventually Compostela Valley, cutting off electricity, causing landslides and leaving hundreds of families homeless. As a response, collaboration between different agencies was done to provide assistance with welfare, recovery, rehabilitation, and rebuilding efforts for the victims.

This project aims to construct these families' new abodes. While the provincial and municipal LGUs with the local DSWD staff facilitated the provision of the land for the housing site as well as the equipment for the construction, HOLCIM Philippines through its Corporate Social Responsibility Program provided all the materials for the construction of the houses and the training for the local volunteers on hollow block making and roof tile production. On May 2014, the houses were turned over to the Association of Survivors, through certificates of Right to Occupy. One hundred houses were turned-over, benefitting more or less 110 families/households or more than 500 individuals. Efforts on community building also started in the same period. The Association was formally adopted and was named Tabang Ta Kabalayan Organization

(Magtulangan Tayong Magkakapitbahay, Organisation, TTK). They elected their first set of officers and started planning for their community.

The three-pronged approach to participatory development include: the (1) community development framework, emphasized on community organizing; (2) socio-economic work; and (3) network advocacy to achieve community development. In order to strengthen and expand TTK, the presenter said we can help them develop the internal control system of the organization (e.g. policies, basic financial management, documentation and regular meetings), strengthen the capacities of the leaders (continuous training e.g. organizational management, project development and management, conflict management, preparing project feasibility studies), develop a good network of partnerships among stakeholders, and conceptualize and develop sustainable enterprise and other resource mobilization strategies.

Moving forward, there are two major target projects for the second half of 2016-2017: the development of an eco-educational park and the development of an events facility. The speaker ended the presentation by showing photos of the future generations of Tabang Ta Kabalayan Homeowners and Builders also known as HOLCIM Community-in-Action, as they work on organizational assessment and sustainable livelihood training.

Concurrent Session 4A Discussion

During the open forum, two questions were raised.

The first question was raised to Prof. Thelma B. Magcuro, with regard to the framework she used specifically in building a community that was destroyed by typhoon and the processes involved in community development. Prof. Thelma B. Magcuro began by sharing the importance of community organizing in order to have a common vision in uniting towards a common goal. The greatest challenge, according to her is identifying the challenge to be attended to. As a resolution, community organizing and identification of challenge were done simultaneously, depending on the limitations set by the community. She said that there is a constant need to engage community members for them to understand and work in a collective manner.

The second question was raised by the moderator, Prof. Lucia Tangi, regarding the

sustainability of community engagement. Prof. Thelma B. Magcuro stated that there is a need to empower the community to organize themselves. Both the university and community have their respective knowledge and skills. As such, the university should not attempt to organize the community, rather, the university must assist community organizers to organize their own communities and to understand their needs and issues. Dr. Laput added that based on her experience, they were able to work closely with the LGUs and the barangays to see what skills they could assist in. Ms. Astete, on the other hand, reiterated Prof. Magcuro's statement that there is a need to emphasize the role of the community in deciding whether the university can help. She shared that their goal is to encourage participatory development with focus on collaboration between communities and other stakeholders such as the Department of Education.

The Role of the University and Community in Achieving Resource Sustainability

Moderated by **Dr. Consuelo DL. Habito**
University of the Philippines Open University

Anecito M. Anuada (*University of the Philippines Los Baños; e-mail at amanuada@up.edu.ph*) presented "The Urban Vegetable-Gardening Project in Bogo City, Cebu, Philippines: A Case Study."

The urban vegetable-gardening project was created as a response to typhoon Haiyan (Yolanda), which left villages and communities devastated and food availability became a major issue. Through this project, the Farmer-Scientists Training Program (FSTP) of the University of the Philippines Los Baños (UPLB), in partnership with the Department of Science and Technology (DOST) was implemented in Bogo City, Cebu. The FSTP is a corn-based program that started in 1993. It has three phases that aim to involve farmers: (1) learning and sharing of knowledge through values formation; (2) research exposure; and (3) technical empowerment.

Farmers from Bogo City, Cebu were randomly selected to participate in the program, with the goal of assessing the impact of the urban vegetable-gardening

project. Moreover, it also aims to help these farmers generate income and manage their environment to sustain their families. At first, the respondents were given surveys and interviewed to better understand their backgrounds. Ocular inspection was also done as an environmental scan to identify the participants' residences. The respondents then underwent three phases of FTSP wherein they were given the chance to apply the different theories learned through on-farm experimentation. Since the local government was involved, direct supervision and collaboration with UPLB was observed all throughout the project.

After the training, the project showed significant impacts on the lives of the respondents. First, the participants learned how to grow vegetables and had immediate food source by planting on their second

backyards. Second, there has been an increase in income among the farmers whose main source are basket weaving, tailoring, having sari-sari stores or small eateries/carinderias. Lastly, improved social capital was noted and an association to facilitate farm inputs was created. It has also been observed that through this initiative, more locals from Bogo City became more involved in various activities of their villages. Trust among fellow farmers and their families, and sharing of knowledge among them was encouraged as well.

Overall, the urban vegetable-gardening project in the villages of Bogo City was generally effective in helping the participants who were affected by typhoon Haiyan (Yolanda) recover. The immediate hunger and poverty experienced by its residents were alleviated. Relationships among community members were also improved. Suggestions of expanding the program to other cities were also made.

Eugenia A. Lonzaga (Northwest Samar State University; e-mail at lonzagaeugenia@yahoo.com) presented "Farmers' Field Day: A Tool for Integrated Crop Management Sustainability."

The presenter introduced the study as a product of their research in Integrated Crop Management (ICM), which aims to encourage interaction and facilitation among farmers. According to her, the Farmers' Field Day (FFD) is a group method that is used as extension teaching to train them on new agricultural technologies. During the FFD, active participation and interaction among farmers, agribusiness people and, stakeholders were encouraged to discuss various strategies on agricultural practices. Sessions of the FFD usually lasts from one to three days and can be held in farms where they can practice their learnings.

The objective of the FFD is to be able to gather appropriate knowledge and skills, create new trends of vegetable farming and, to discuss various vegetable practices done in other regions or countries which farmers may adopt. Methodologies involved included preparation of the field site to the organization's various activities for the FFD. The presenter mentioned that the main venue of the activity used Mr. Payod's farm, an ACIAR-ICM vegetable project farmer. Before rolling out the initiative, invitations were sent to participants in Calbayog and Samar to attend the FFD which

was also hosted by Northwest Samar State University in partnership with the Department of Agriculture.

It was noted that four main activities were conducted during the FFD to fulfill its objectives. These include: (1) seedling management; (2) land preparation; (3) integrated pest management; and lastly, (4) horticultural practices such as harvesting and post-harvesting processes. In addition to these, a farmers' forum on issues regarding vegetable farming was conducted.

Results of the FFD showed that farmers who joined this program, although only grew vegetables in certain times of the year and only has growing vegetables as secondary income, were able to improve their farming skills. Some participants were able to plant high-value vegetables such as tomatoes and lettuce all year long, improvise their farm structure to protect their crops, and even develop a bio-pesticide using wild yam and seaweed. Feedbacks from the FFD participants were positive and the presenter recounted that they were grateful to the FFD organizers for sharing them these practices.

However, the limitations of the study include the lack of financial resources to further provide structures for the farmers. It also posed a tedious task in planning on the appropriate technologies that can be disseminated to the

concerned participants. Hence, maximizing the farmers' learning experience through interactions and conferences during the technological expo is highly recommended.

Advan Navis Zubaidi and Luluk Fikri Zuhriyah (*State Islamic University of Sunan Ampel Surabaya; e-mail at advan@uinsby.ac.id*) presented "Sharing Experience UINSA in Empowering University Community Engagement through Long-Term Strategic Plan (RENSTRA)."

Banking on three main activities they call Tri Dharma—lecture, research and community engagement—the presenters emphasized the importance of the university's role with regard to social change within the community. Based on previous claims, these Dharma were implemented separately thus, competing with each other. Hence, for this study, the researchers tried to put a system using the Tri Dharma in order to complement each other and see its impact among community members. The goal of the system is to not only tighten the linkages among these Dharma, but also to create a long-term strategic plan that can strengthen overall community engagement.

Strategies on partnership, training, practice and, budgeting were done in order to implement the system. The team is also in partnership with other organizations (CSO, State University under Ministry of Religious Affairs, St. Xavier University and the local government) to assist them in the execution of the project. According to the presenters, the training and workshop provided support in attaining good community engagement among the locals. These trainings were done in order to learn specifics of community development and monitoring and evaluation. Topics on asset-based community development, community-based research, livelihood and market, and advocacy and facilitation were discussed as well.

Researchers shared that the budget for the

program was about 30 percent of the whole university budget for research and community engagement that came from either the Ministry of Religious Affairs or State Islamic University of Sunan Ampel Surabaya (UINSA).

Throughout the duration of the project, academicians were proud of their achievements through various activities done in the community as it presented a slight improvement to some members of the group but not significant enough to attain its goals. These activities included Kuliah Kerja Nyata or field experience, service learning, and community engagement. However, since making changes in one semester is impossible for the team despite the proposed system, several practices were done to internalize community service instead. Researchers also encouraged students to do community outreach to sustain the project and learning among members.

Other benefits gained from the study were also observed regardless of the results. These include an increased awareness for doing community works as civic social responsibility, being able to see other dimensions of Dakwah Islam (as a Muslim) and creating social change among community members.

The presenters ended their discussion by showing a short video clip of what transpired during their program.

Edgardo B. Garnace (*De La Salle University Dasmariñas; e-mail at egarnace.ed@gmail.com*) presented "Helping Locals Help Locals: A Lived-Experience with S.U.L.O.G. of Tacloban."

The study presented by Mr. Garnace narrated the lived experiences of the faculty members who helped local volunteers for relief efforts of survivors of Haiyan (Typhoon Yolanda). He mentioned that people from Yolanda affected areas were portrayed as victims of the typhoon in social media. The objective of the study is for them to look on possibilities on how they can transform themselves as a group that can foster community development and even create a legitimate non-government organization.

In their study, Mr. Garnace, wanted to use life narratives as method to look into the experiences of helping people because they were able to experience the event first-hand. This perspective also allowed them to create stories and even theories, to differentiate themselves among the others who are helping the Yolanda victims but were not there in their community. The lived experiences also helped them observe that people would want to find ways to seek professional help and lessen interference in what they do but gain more empowerment for others.

The help of partners and linkages of the university faculty and municipality locals

allowed them to see opportunities to establish a better helping community. Therefore, the result of exploring the life stories and narratives of their faculty members brought about the creation of Sustainable Uplifting Life to Organizations and Groups or what they call, SULOG. In their local term, *sulog* means current. With the name of the group, they wish for the people to still embrace the sea—as a means of living, life and development—despite Yolanda.

In the SULOG program of Tacloban, five key programs—youth development, family well-being, elderly care and sustenance, sustainable agricultural, and ecological diversity conversation—were integrated with their values. All these programs aim to help and develop the community.

At present, the SULOG program is on-going and sustains its funding from social entrepreneurship from the university. Moreover, they were able to create linkages with the Livelihood and Enterprise Development Center (LEDC) for De La Salle University Dasmariñas, which gave the SULOG program credit to present business plans and project that can match the standards of non-government organizations.

Dr. Amado A. Oliva (*Camarines Sur Polytechnic Colleges; e-mail at dulce_atian@yahoo.com*) presented "Engaging People to Build Self-Reliant Communities."

In his presentation, Dr. Oliva emphasized that State Universities and Colleges (SUCs) are mandated to take part in nation-building not only through teaching but also through research and extension. He also mentioned that SUCs must be able to provide for sustainable development in their community.

Along with these mandates, Dr. Oliva shared that their school had taken a role to adopt a program, specifically for the Rinconada District in Camarines Sur, to help their community. Their program is called CSPC Community Assistance through Responsive and Entrepreneurial Services (CSPC CARES).

Through this program, they wanted to determine the status of their engagement in building self-reliant communities. Through the theoretical framework that was presented, Dr. Oliva pointed out that there are three major programs in the CSPC model that aims to create a values-driven and learning community which includes skills training, advocacy, and outreach. Meanwhile, methods used in the program were qualitative in nature. Interviews and documentary analysis among residents and barangay stakeholders were gathered and used to support the study.

Dr. Oliva shared the history of the CSPC CARES during the discussion and their partners in the program. He also highlighted the importance of entrepreneurial services in their endeavor because it allowed them to create strong linkages with the community and helped them with the implementation of the program. Some partner organizations of the CSPC CARES include: the University of the Philippines (UP), Department of Justice (DOJ),

Department of Education (DepEd), Department of Social Welfare and Development (DSWD), Korea International Cooperation Agency, ABS-CBN's Bantay Bata, and the municipalities of Buhi, Balatan, Bato and Iriga.

Results of the extension program showed significant increase in skills training and advocacy program. As of date, the status of engagement of the clientele has also increased the number of adopters in the profitable enterprise. The cost analysis of the project also revealed return of investment. Therefore, the researchers concluded that the program is a potential agent of social transformation in the community as it also allows values integration for moral recovery among the participants. It is recommended that further assessment on its impact be probed. It is also recommended that more faculty and students be encouraged to join the program for its sustainability. Linkages with other agencies and organizations are highly suggested as well for expansion purposes.

Concurrent Session 4B Discussion

During the open forum, five questions were raised to the presenters.

The first and second questions were addressed to Dr. Oliva, who presented the CSPC CARES program. One participant asked what sectors have they collaborated with to strengthen the linkages and what were the preparations that they made for this collaboration. Dr. Oliva stated that in order to strengthen linkages, the top requirement is charm. For him, it was difficult to convince communities so they collaborated with DILG which issued a memo in support of the program. He also added that coordinating with the higher-ranked officials added to the efficiency of the process, as these will be the ones to coordinate with the community.

A follow-up question asked whether they ask the community if they approve of the program, and what should be presented to the funding agencies. Dr. Oliva reiterated that it is important to first collaborate with the community and prepare a project proposal for funding requests. Moreover, it was noted that having the right person in the office more than charm itself, is important, and making people feel that there is true care for each

other is essential.

The third question was for Mr. Anuada who was asked what farming methods they used in their project. He mentioned that they used direct planting, crop trial and, integrated pest management. In addition to these, he shared that when they train the farmers, they do lectures in the morning and then practice the activities in the afternoon.

The fourth question was addressed to all presenters, asking how they can sustain their engagements with the community. They replied that this can be done by following the law and relying on experts for the social work perspective, as well as practicing needs assessment and adopting the technologies in the programs. Furthermore, having criteria of selection is highly encouraged.

Lastly, a participant asked the presenters on how they balance their academic functions with these community programs. Dr. Lonzaga answered this by sharing that their university (NWSSU) has a mandate for the faculty that is incorporated in their IPCR wherein every year they are evaluated in their extension activity upon submission of their terminal reports.

Holistic Development and Sector Empowerment through Immersion and Education

*Moderated by Engr. Imee Bren Villalba
University of the Philippines Diliman*

Carl G. Fernandez, RSW, MSW (De La Salle University; e-mail at carl.fernandez@dlsu.edu.ph) presented "Fostering CONVERGE: A Lasallian Community Immersion Activity for Visiting Foreign Faculty and Students."

This project is part of De La Salle University's (DLSU) commitment to carry on the legacy of the brethren's founder, St. John Baptist De La Salle, by spearheading programs geared towards community development. In line with this, they established the University's social development arm—the Center for Social Concern and Action (COSCA). In turn, COSCA developed the Collaborative Opportunities and Network-building towards Volunteerism, Engagement, Research and Glocal Education (CONVERGE) in 2015.

CONVERGE intends to enhance global linkages, promote global civic engagement among universities/schools and provide a cross-cultural opportunity to participants. In 2015, it was implemented in partnership with three foreign universities—Doshisha University (Japan), De La Salle College Mangere East (New Zealand), and Sun

Moon University (South Korea)—together with DLSU's community-based partner organizations—Concerned Parents for Children Development Inc. (Manila) and Parent Support of God's Grace Child Development Center Inc. (Quezon City). The nature of the immersion program entails involving the exchange students in the community depending on their interests. Others taught kids, while others focused on helping the children's mothers. Usually, the immersion could last from half-a-day to a full month.

During the evaluation, the team behind CONVERGE sought to find out the strengths and challenges, as well as identify recommendations in the pilot implementation of the project. Results indicated a strong appreciation from the community, the organization, and the participating foreign

students and faculty members. Naoya Takahashi, a 20-year old student from Japan, felt the need to have more programs like CONVERGE in more areas. On the other hand, according to Chris Temisio, a 16-year old student from New Zealand, the program has allowed him to grow spiritually. Lastly, Lee DoWon, a 20-year old student from South Korea, felt that the program was very exciting for her. Based on the results, the following were

recommended: (1) intensify the preparatory and capacity building activities; (2) improve the orientation proper since most of them are having language or communication problems (specifically between the foreign students and the community members); (3) review the itinerary of activities; and (4) improve the logistical preparations for the project, such as meals and the availability of more conducive venues and better equipment.

Jose Limbay O. Espaldon and Glenn S. Lubuguin (*University of the Philippines Los Baños Ugnayan ng Pahinungod*; e-mail at joespaldon@up.edu.ph) presented "Immersion Service Program: A Tool for Learning and Development."

The UPLB Ugnayan ng Pahinungod is the official volunteer program of the University of the Philippines Los Baños. It aims to make the university a more caring academic community that is bound together by a commitment to the empowerment of people and to selfless service. Through this volunteer program, the Immersion Service Program (ISP) is conducted annually in marginalized communities in the Philippines.

The ISP is a 10- to 20-day program immersing the volunteers in the simple lives of fellow Filipinos in different communities, such as those of marginalized farmers and indigenous peoples. The communities, in turn, provide learning experiences to volunteers who eventually develop values and skills important for their holistic development as persons. Community members expose the volunteers to their ways of living and the related problems they face. Volunteers in ISP are also expected to render service while they are in the community to respond to some of the latter's needs based on the former's capacity. In terms of volunteer development, they have gone to ISP sites in Palawan, Mountain Province, Quezon, Pangasinan, Mindoro, Sorsogon, Laguna, and Ifugao to teach the values of humility, patience, flexibility, sense of community, cultural sensitivity, contentment, shared responsibility, punctuality, nationalistic pride, and environmental sensitivity. The immersion of

volunteers provides them a more "in-depth" look at the community through their interaction with their host families and community throughout the program.

Their resulting initiatives include a medical mission and tree planting activity in Quezon province, Climate Change Adaptability and Food Security Project in Sagada (through Shountoug Foundation), community dialogue and ocular inspection for biodiversity assessment, and DepEd-funded teachers' retooling activity in Mountain Province. As a result, they provide important insights to the needs of the community that Pahinungod can respond to. Their needs analyses are used to develop programs that would respond to the community's needs and expand the latter's network to create opportunities for their development.

For 2016, their sustainability plan or follow-up initiatives include CACDP module development and implementation in Quezon, Biodiversity Assessment in partnership with UPLB Museum of Natural History, Bio-control and Animal Nutrition Management Seminar, and Teachers' Training on Action Research in Mountain Province. ISP is a unique model for volunteer development and community engagement; it is a sustainable way of teaching volunteers and serving the communities.

Maria Cecilia Ranola-Villegas (University of Rizal System Angono; e-mail at cezvillegas73@gmail.com) presented "Kislap Higante: Media and Information Literacy Extension Project."

In support of the RDEP institutional goals of the University of Rizal System Angono, particularly under the program of Bachelor of Arts in Mass Communication major in Journalism, Kislap Higante: Media and Information Literacy Extension Project (KH MIL EP) was conceptualized. KH MIL EP aims to create a media- and information-literate society among children, specifically designed to provide skills in accessing, understanding, and evaluating the different aspects of media and its contents. KH MIL Extension Project was an off-shoot of the Introduction to Mass Communication class. The discussion among journalism instructors led to a discovery of common advocacy: Media and Information Literacy. After a series of meetings with Better World Media Initiatives, identification of KH MIL Core Team and target clients and the Trainers' Training followed. Their strategy of implementation included the orientation of trainers about the objectives of the extension project (spearheaded by faculty extensionists), training of potential trainers by covering one module per day (spearheaded by Better World Media Initiatives), and grouping of trainers per module and assignment of working committees.

Fifty Grade Four students from Angono Elementary School (AES), who were identified

by their class adviser, participated in the project. The students were given basic training, enabling them to be more discerning in getting media messages particularly in identifying good and bad messages, which is basic in the creation of a media and information literate society. Faculty extensionists, ABMC-Journalism students, and selected BMME students served as trainers/facilitators guided by Media Literacy Module learned during the Training of Trainers.

Linkage to the Barangay Council of Brgy. San Isidro and Angono Elementary School (AES) made it possible to officially launch the project. AES partners presented their chosen students for the project. KH MIL Survey Questionnaire was distributed. With the approval of their parents, AES students, or KISLAPPERS as they were called, received the KH MIL Training Package. The project ran on the following dates: February 21, 28; March 7, 14, 21, 28, April 4, 11, 18, 2015. Prior to the graduation ceremony, an exit interview was done. Responses were filed and recorded. The culminating activity was held on April 25, 2015.

Dr. Alex L. Diamante and Julie Gay B. Quidato (West Visayas State University; e-mail at juliviennevictoria@gmail.com) presented "Harmony in Children's Paradise: Journey Toward Eloquence."

The Department of Filipino, College of Arts and Sciences (CAS), West Visayas State University's (WVSU) extension program, *Paghiliugyon sa Paraisong Pambata* (Harmony in Children's Paradise) is aimed at developing elementary pupils effective communication

skills in Filipino. Eloquence training categories include storytelling, declamation, *dayaw*, *pamulong-pulong*, oration, extemporaneous speaking, interpretative poetry, and verse choir. This program was a collaboration among the Filipino supervisors, principals,

teachers and pupils of beneficiary schools (Wari-wari, Cagban, Janipaan, and Jelicuon), district of New Lucena, Iloilo and their WVSU counterpart team. The program started on November 28, 2013, for needs assessment. The Memorandum of Understanding (MOU) was signed between the Dean of WVSU College of Arts and Sciences, and the mayor of New Lucena on October 21, 2014. After the signing, formulation of work and financial plan with stakeholders took place on February 27, 2015. Training officially commenced on June 26, 2015 which involved 48 pupils, eight teachers, four principals, district supervisor and faculty-trainers of WVSU. The whole day training includes activities on declamation, storytelling, oration, and extemporaneous speaking. The training was followed by another session on August 7, 2015, which focused on poetry reading, declamation, and verse choir.

On November 20, 2015, the trainers spent the day for intensive pupils' training and

practicing for the Search for Champions held at the New Lucena Town Hall on December 11, 2015. Three winners were chosen in eight categories and were awarded with medals, certificates, and cash.

Results of the program were assessed by conducting focus group discussions. This was participated in by trainers and teacher beneficiaries. FGD revealed that the pupils have developed higher degrees of self-confidence, spontaneity and readiness in participating in various literary contests on effective communication skills in Filipino.

Based on the evaluation, teacher beneficiaries found the program very relevant and timely. Because of the overwhelming impact of the program, Eloquence Training is being replicated this year in other schools in New Lucena, Iloilo: Cabilauan, Bilidan, Baclayan, Pasil, Damires, and Dawis, in response to the request of the District Supervisor.

Concurrent Session 4D Discussion

During the open forum, six questions were raised to the presenters.

The first question was addressed to the first presenter, Mr. Fernandez from DLSU. He was asked how the immersion program was implemented, specifically in terms of the activities and the length of time it was conducted. According to Mr. Fernandez, the period of activities ranges from half a day to a month, and the type of activities foreign students engage in depend on their interest. He further stated that in terms of the activity duration, visa validity of the student is also a consideration since some Korean students could only stay for three weeks. The response was then followed up with a question as to whether they have a sample memorandum of agreement (MOA) with the communities. Mr. Fernandez stated that their MOA is in Filipino so the community members could understand it. Before the signing, they have a process to ascertain commitment through the trainings they conduct before the actual program implementation.

The second question was about the report the institutions are making after the project implementation. According to Ms. Villegas, they are required to submit a terminal report of the extension program, to which Dr. Diamante and Dr. Quidato agreed. Mr. Espaldon also stated that, in Pahinungod, they have

progress reports after every fieldwork, which are submitted to the Vice Chancellor.

The third question was a clarification as to how the students and faculty members are involved. According to Ms. Villegas, they were compelled to sign a memorandum of agreement (MOA).

The fourth question raised was about the sustainability of the project, especially in terms of measuring it. Dr. Quidato stated that they were greatly influenced by the work ethics of Dr. Espina and the Augustinians. They said that they always see to it that the programs go on and on. Dr. Diamante admitted that they go to communities that are committed and that requires a lot of determination and grace from the divine. Lastly, Dr. Diamante stated that they are now compiling stories to assess the impact of the program.

The fifth question was whether the university students were still involved in the phase 2 of the extension program. Dr. Diamante stated that they focus on the teachers because they are the ones who will stay in the institution.

The last question was a clarification on whether Gawad Kalinga is still involved in the Eloquence Training Program. Dr. Diamante stated that they are a separate entity and they only had one engagement with GK.

Evolution of Various Approaches to Ensuring Health and Wellness

*Moderated by Vice Chancellor Ricardo Babaran
University of the Philippines Visayas*

Beulah Rose R. Torres, Ph.D. (Bukidnon State University; e-mail at brrttorres@gmail.com) presented "Project Wellness for The Third Agers."

This is a project of Bukidnon State University which targets the elderly or adults with ages 60 and above. Its goal is to address the spiritual, physical, social, emotional and intellectual needs to improve the quality of lives of the participants. The project's specific objectives are the following: (1) to increase these people's awareness of holistic wellness; (2) to engage them in holistic wellness activities; (3) to collaboratively plan with them in the implementation and evaluation of wellness activities; and (4) to influence other elderly to engage in holistic wellness activities.

Two studies were conducted as basis of this project, first being "The needs of the retirees of Bukidnon." The result of the first study suggested that the primary need of the elderly is a decent place exclusively for them to conduct their activities. Based on this, the Bukidnon Senior Citizen Center was built. The second study is "The wellness activities of the third agers of Bukidnon:

scope and challenges." The result says that spiritual need is considered first as the most urgent need followed by physical, social, occupational, intellectual and emotional needs. The reported challenges were leadership issues, lack of time, and laziness.

Last year, eight activities were conducted: physical exercises or "dancercises," free medical and dental check-ups, intellectual games, a forum on peace, dish gardening, feeding, prison visit, and a musical concert in celebration of the International Older Adults Day last October 1, 2015. It is the aim of Project Wellness that the third agers who benefited in the project last year will organize similar wellness activities for the benefit of their fellow senior citizens within their spheres of influence.

Project outputs were research data, technological packages, instructional materials and policies in favor of the third agers' wellness. Some of the effects of the

project was satisfaction among the senior citizens, newly trained facilitators (e.g., faculty, staff and students) to facilitate wellness activities, and wider network of generous volunteers/supporters for the project.

Plans for sustainability of the project include the expansion and training of third agers to train

and develop their fellow elderly. Partnership is also planned to reach more barangays and their leaders, to help more senior citizens be holistically well. There are also plans to collaborate with faculty and students across colleges and departments in the university in partnership with ASEAN neighbors.

Dr. Anthony GH. Cordero (*University of the Philippines Manila; e-mail at ahcordero@up.edu.ph*) presented "The University of the Philippines Manila Community Health and Development Program (UP CHDP)."

The University of the Philippines Community Health and Development Program is used as an effective instrument of national development, using its resources as inputs such as academic knowledge, skills, human resources and network, to help communities become healthier and more empowered. The objectives of the UP CHDP are: (1) to provide learning opportunities for the faculty and students of UP in the principles and practice of community health and development, which they can also use in their extension and volunteer service work, and (2) to assist communities attain increasing capabilities in their own health care and development through the Primary Health Care (PHC) Approach.

University and community partnership can provide a primary healthcare that is interdisciplinary, addresses social determinants, and has a rights-based approach to health, bringing to mind that in training, community is not a classroom; in research, community is not a laboratory; and in service, community is not a charity case.

The community partner of the UP CHDP from 2007-2013 was the Municipality of San Juan, Batangas. The two partners successfully worked together from 2007 to 2013 "to decrease by

50 percent the morbidity of children ages 0-12 years old." The partners from 2013-present are the Province of Cavite and the A.M.I.G.A. Inter-L.G.U. Health Collaboration Council. A.M.I.G.A. is made up of the Municipalities of Alfonso, Mendez, Indang, General Emilio Aguinaldo and Amadeo and they decided to seek the help of the UP CHDP in their efforts to address non-communicable diseases (NCD). UP CHDP and AMIGA then jointly decided to base most of the NCD activities on the DOH's (Department of Health's) PhilPEN (Philippine Package of Essential Non-Communicable Disease Services) Strategies. The UP CHDP also worked together with San Juan and is working together with AMIGA on several other municipal-based and barangay-based projects such as school-based projects, dengue prevention, solid waste management, environment, and livelihood. One of the good practices of the UP CHDP is its strict adherence to the bottom-up approach, which is a core principle of the PHC Approach. Another good practice, is the implementation of Inter-Professional Education/Practice among the UP units in the efforts to work with the LGU partners. One major challenge being taken on is advocating the PHC Approach to student organizations and volunteer groups in their community partnership projects.

Arlene Cecilia A. Alfaro, DDM (*University of the Philippines Manila College of Dentistry; e-mail at aaalfaro@up.edu.ph*) presented "School-Based Oral Health Promotion and Intervention in AMIGA."

Evident disparities in health, high cost of healthcare, and unaffordable and unavailable health service called for reorientation towards prevention on a mass scale by the World Health Organization. This pushed the dental interns of the University of the Philippines College of Dentistry to use community-based education to assist the communities in developing programs that promote, achieve, and maintain oral health among its members. Since children are best multipliers of health promotion at home, schools give an ideal setting for introducing preventive measures for health. The objectives of this project include developing sustainable health, promoting behavior change and long-term health outcome improvements.

The partners tapped in the inter-local health zone of AMIGA in Cavite were the elementary and high schools in the municipalities of Alfonso, Mendez, Indang, General Emilio Aguinaldo and Amadeo. The schools chosen to engage in the program depended on the priority barangay identified by both AMIGA and the University. Thus, needs analysis was the first step in isolating the emergent problem and eventually drafting the program. Consultation and presentation of the oral health status of the students to the stakeholders, specifically parents, teachers, municipal dentists, municipal health officers, and local government officials were

scheduled so that the needed support and commitment are expressed and realized. The programs and activities done in the partner schools include oral screening, atraumatic restorative treatments, scaling and polishing, topical fluoride application, and oral health promotion. Both preventive and curative treatment modalities were employed in addressing dental disease.

Parent involvement ensured that everything taught in the school will be reinforced at home. The teachers also identified student leaders who were trained in proper tooth brushing to become certified "Fluoride Patrols." Animated films, storytelling, role playing and games were used for oral health promotion.

The schools were also given educational materials. Choice of strategy was dependent on the resources available to each municipality and reflects the priorities of the local government on health. Success of the programs relied heavily on the participation of all the stakeholders at all stages of the project, from organizing, financing, promotion, and implementation. Endorsement of the activities to the municipal dentist, together with referrals of specific cases not managed in the community setting was done to facilitate monitoring and evaluation.

Concurrent Session 4E Discussion

During the open forum, questions were raised to the presenters.

The first question was directed to Dr. Cordero about the examples of the ten herbal medicines recommended for children's illnesses he mentioned. He responded that it was anchored on ten recommended herbal medicines in general not just for children's diseases; examples are lagundi, bayabas, etc.

The presenters were also asked about their opinions on the goal of not just addressing the development of the community but also of the students. According to Dra. Torres, one of the challenges is the funding for project and the attitude of the students. Although they have funding from the university, the problem is with the system of allocation of the funding. Another problem is experts in extension should also reach Mindanao to give new perspective to the students.

Dra. Alfaro addressed the problem of the students regarding schedule rotation from the clinic and going out of the community. She acknowledged that sometimes their minds are in the clinic while doing tasks in the community. What they do is to try to change the mindset of the students, that they can also learn and make a difference on a massive scale in the community. Dra. Alfaro talked about operationally defining developing students for: (1) Selection process of students that value the public good rather than private ambition; (2) Actual four-year or five-year curriculum; (3) Post-graduation deployment;

and (4) Role modelling from the faculty.

Another question was raised to Dra. Alfaro on how to conduct the dental health program, who to contact and the availability of module they can use in Cebu. Dra. Alfaro responded that they can be invited if there is no one to conduct the program. A person from the audience responded that they can contact Dr. Angelica Ninyal who teaches in a dental faculty in Cebu. Modules are also available but have not been published yet.

Another question for Dra. Alfaro was asked by a human resources employee in a business process outsourcing (BPO) company. She asked about how to improve their dental health program in the office. Dra. Alfaro advised to ask what the employees need. They need to be educated by putting up posters and having a program within the company.

A question was also raised on how to introduce dental care to indigenous tribes doing betel nut or "nganga" chewing. Dra. Alfaro recounts an experience in 2014 when she encountered a community which does the practice of betel nut chewing to keep them warm. She tried telling them to brush their teeth to remove the stain and showed pictures of oral cancer and explained the hazards if they continue doing it.

Enriching Cultures through Community Involvement

Moderated by **Prof. Thelma B. Magcuro**
University of the Philippines Diliman

Maria Sherla Najera (*University of the Philippines Diliman; e-mail at manajera@up.edu.ph*) presented "Empowering Lives through Community Music: A Three-Year Study of an Informal Music Education of Children in Payatas, Philippines."

The Community Music Service Learning program (CMSL) was developed as a part of the service-learning program designed for students of the College of Music at the University of the Philippines. To promote civic consciousness and involvement, the program is dedicated to providing the community with music—informal teaching and learning of it outside traditional classrooms. The program, which has already been running for three years, is implemented in partnership with the Payatas Orion Foundation, Inc. (PAOFI), an organization aimed at alleviating poverty and sustaining programs on health, nutrition and education. Its role on this program is providing support through facilitation of resources.

Since the program's formation in 2013, students of different levels from UP College of Music have been teaching music lessons to participating children of Payatas, a huge urban poor community of families largely

dependent on scavenging of dumpsites to survive.

This community music program has the primary purpose of empowering society through engaging in musical activities. Hence, the goal of the program is to understand the impact of community music especially since the degree and extent of the effects this particular informal music education have yet to be established.

From 2013 to 2015, musical instruments were taught to participating children from the Payatas community ages eight to 12. In 2013, keyboard and guitar lessons were provided by the university students under the CMSL program. Violin and voice lessons, which included teaching music theory, note reading, technique and drills, were provided the following year. By 2015, the children were introduced to voice ensemble. Through mutual and active participation of

the students and teachers along with parental support, the children were able to learn simple music making by rote and note, alone or in group, and sing in an ensemble. By the end of the program, the participating children were able to play alone in a group without teacher guidance.

Engaging in community music allowed the participating children to develop the following: (1) comprehensive musicianship; (2) improved self-esteem and self-worth; (3) discipline and perseverance; and (4) good citizenship.

A number of issues have challenged the sustainability of the program. The changes in

student-teacher composition contributes to a varying approach which affects the children's skill acquisition. Scheduling had also become difficult following the new school calendar adopted by the university. Finding a proper venue was also problematic. To address these issues, a Comprehensive Guide of Lessons based on the three-year program is currently being established to address these concerns. Support of parents or guardians were also encouraged. Finally, constant coordination and clear communication between the university and the collaborating NGO is promoted.

Dr. Consuelo DL. Habito (*University of the Philippines Open University; e-mail at conie.habito@upou.edu.ph*) presented "Advancing Cross-learning and Artistic Creativity among Woodcarvers in the Philippines."

This project was designed to provide woodcarving communities better ways to interact with each other, communicate, share narratives, develop networks and enhance their artistic expression. For the past three years, University of the Philippines with support from International Wood Culture Society (IWCS) and the National Commission for Culture and the Arts (NCCA) has been working with the artists' guilds in three woodcarving communities: Hongduan, Ifugao; Guagua, Pampanga; and Paete, Laguna. The collaboration between UPOU, IWCS and NCCA and the woodcarvers' artist guilds was formalized through a memorandum of understanding that is mutually beneficial to all stakeholders. It worked toward professionalizing the woodcarving tradition of the artist guilds by organizing a woodcarving workshop that provided opportunities to learn from seasoned art teachers and renowned artists.

The main goal of this project is to enhance the quality and competitiveness in the market

of wood carvings produced by Filipino artisans. By encouraging their participation in competitions, exhibits and workshops, the project specifically aims to foster regional participation in culture and the arts, and to expand the awareness and appreciation for the wood art in the host community.

A short video of wood carving event in 2015, interviews with the different people involved as well as photographs of the various activities of the project, were shown during the presentation. Some of the activities since 2012 were local wood carving competitions organized by Betis artists (e.g., in SM San Fernando Pampanga), art exhibits in Paete, workshops on visual composition, individual work project or studio work, studio tour, visits to other woodcarving communities and collaborative projects. There were also lectures on The Basic Elements and Principles of the Visual Language by Prof. Gerry Leonardo and on Paints vs. Stains by Prof. Marc Cosico. In partnership with IWCS, two local wood carvers were sent abroad for workshops and

World Wood Day competitions.

Bridging the geographic divide between the three communities, the woodcarving competitions and exhibits have allowed the artists from all three communities to interact in an atmosphere of friendly competition, while granting due recognition to the best

artistic works through the awarding of prizes. It has effectively instilled a sense of pride and confidence in the participating artists' abilities, unique skills, and artistic expression. Finally, the art exhibits have successfully raised consciousness of the general public regarding the woodcarvers and appreciation for their art through the exhibits.

Jose P. Tabbada (*University of the Philippines Center for Integrative and Development Studies; e-mail at josetabbada@hotmail.com*) presented "Do Member-Countries Benefit from Economic Integration? (A Case Study of ASEAN)."

The study aims to assess the impact of the Association of Southeast Asian Nations (ASEAN) economic integration on the member-countries' growth rates. Prof. Tabbada presented the theoretical considerations underlying the research. First, free trade maximizes welfare in that there is an observed increase in output and consumption. Regional economic integration among the member-countries is a move towards free trade. Following these arguments, regional integration is a welfare-maximizing move.

The specific question this study raises is whether the ASEAN economic integration has had a positive impact on the member-countries. Have member-countries' GDP gone up? Have growth rates improved after the integration? Have per capita incomes increased? To address these concerns, a comparison of growth rates before and after ASEAN Free Trade Area (AFTA) was done. A predictive analysis using linear regression was also made to estimate the path of gross domestic product (GDP) and GDP per capita. Finally, to find out what would have been the growth rates of the member countries if the AFTA/ASEAN intervention did not happen, a synthetic control method was conducted which Prof. Tabbada considered as the main contribution of the study. The general procedure is to trace the path of subject country using the outcome variable (e.g.,

GDP per capita) of other countries outside of ASEAN that has similar characteristics to the subject country. The characteristics could include the following: (1) size of GDP per capita; (2) population growth rate; (3) rate of completion of secondary education; and (4) contribution of agriculture/services to GDP.

Using World Development Indicators, initial results reveal that although there are more member-countries who gained, there is an average loss of 0.4 percent among the members of the AFTA—a result of larger losses compared to gains. Countries who gained during the course of their ASEAN membership are Myanmar (8.02 percent), Lao PDR (1.54 percent), Brunei Darussalam (0.54 percent), Cambodia (1.80 percent), Philippines (0.44 percent), and Vietnam (0.08 percent). Countries who experienced loss were Thailand (6.96 percent), Singapore (3.62 percent), Indonesia (2.93 percent), and Malaysia (2.90 percent). After determining the synthetic growth rates of the member-countries without AFTA/ASEAN integration and comparing this with actual growth rates, results show that member-countries generally benefitted from economic integration. Although, gains were unevenly distributed, with Singapore and Malaysia as biggest gainers, member-countries who did not gain (i.e., Indonesia and Thailand) suffered relatively small losses.

Given these results, Prof Tabadda pointed out that it is interesting to study why some members benefited (or lost) more than others.

Another suggestion for further research is the employment effects of the economic integration.

Concurrent Session 5A Discussion

During the open forum, six questions were raised to the three presenters.

The first question raised was an inquiry as to whether Dr. Habito's project instills environmental accountability among the woodcarvers. Recognizing wood as a natural resource that is starting to get scarce, Dr. Habito stated that environmental accountability is being taught. She enumerated some steps that are already in place to address this. One is through tree planting and another via monitoring and regulating the use of wood (i.e., certifying the wood to be used and the final product).

The second question was a clarification on how the effects of the ASEAN integration were delineated from the natural trajectory of a nation's development and whether the gains were really due to the integration itself or due to some internal or domestic development that would have occurred even without the intervention of the integration. Prof. Tabbada explained that the effects of the ASEAN integration were isolated through the synthetic control method. Growth rate of selected groups of countries that are not part of ASEAN, but have very similar characteristics to the subject country are compared. The best-fitting line or regression line will then be determined to help predict synthetic growth rates. While Prof. Tabbada admits that this is not foolproof, it is the best course to take to address the issue.

The third question asked was an inquiry as to whether there is a promotion of other local wood carvers or artists using other medium, especially in areas of southern Mindanao and Bukidnon. Dr. Habito stated that she is in fact looking at two more groups (in Palawan

and Lanao). However, she has yet to explore the larger region of Mindanao and is willing to collaborate in order to connect with other artists.

The fourth question inquires about possible reasons why Indonesia and Thailand incurred losses and Singapore, Malaysia and even Philippines (which was considered a lion economy) were part of those who gained. Prof. Tabbada regarded the gains of Philippines as a pleasant surprise. As for the other countries, he then explained that before Asian financial crisis in the late 1990s, countries Indonesia and Thailand were actually gaining from 1992 to 1997, suggesting they are benefitting from the integration. However, they were also among the hardest hit during the crisis. Indonesia, in particular, experienced a twofold setback because it was also dealing with political instability.

The fifth question was on how open the local woodcarvers are to using new technology and whether there have been efforts to consider using these. Dr. Habito was very much willing to explore this with the woodcarvers. She mentioned that when Chinese woodcarvers brought some equipment to help with woodcarving, local woodcarvers have responded eagerly to using these.

The final question was raised regarding the impact of music and how to measure this. Prof. Najera shared studies like these are essentially ethnographic and that the impact can be seen in the changes in the lives of the children, particularly their studies and their dreams. However, she admits that three years is a short period to see any impact.

Empowering Health Workers through Health Education and Training

Moderated by **Dr. Anthony GH. Cordero, MD**
University of the Philippines Manila

Elizabeth Gonzales de Castro (*University of the Philippines Manila; e-mail at eadecastro@post.upm.edu.ph*) presented "Expanded-Duty Barangay Health Workers as Oral Health Workers in AMIGA, Cavite."

According to the World Health Organization (WHO), low and middle-income countries' general population do not benefit from systematic oral health care, nor have preventive programs been established. In the Philippines, the main oral health problems are dental caries and periodontal disease. WHO states that oral health promotion is a cost-effective strategy to reduce the burden of oral disease, maintain oral health, and maintain overall quality of life. In the WHO 60th World Health Assembly, the oral health action plan was created for promotion and diseases prevention for oral health personnel such as auxiliaries at the primary-care level and dentists. In the Philippines, the "*Kalusugang Pangkalahatan*" or Universal Health Care stated a provision that every Filipino should have the highest possible quality of health care that is accessible, efficient, equitably distributed, adequately funded, fairly financed, and appropriately

used by an informed and empowered public.

With the need to explore fast-track approaches to respond to limited dental services in the public sector, the oral health personnel of UP Manila College of Dentistry conducted trainings for barangay health workers to become oral health workers. The training program under any accredited government and non-government organization voluntarily renders primary health care services in the community. Guidelines promulgated by the Department of Health included first aid, equipment sterilization, assisting in health center activities, collecting vital statistics, maintaining records and making reports, participating in community meetings, assisting in nutrition education, monitoring and feeding, assisting in immunization education, monitoring and dispensing, assisting in family planning services, assisting in sanitation and hygiene promotion and

education, and assisting in oral health care programs as a duty and responsibility of a Barangay Health worker. This action raised awareness in the limited dental rehabilitative services in the public sector.

Students were prepared for community engagement as they participated with the faculty in the training of Barangay Health Workers. Their intended goals were: to (1) to impart knowledge on simple oral hygiene practice; (2) give advice on simple oral

health problems; (3) screen patients for dental missions; and (4) refer patients to a dentist when necessary. The outcome of the training led to the empowerment of barangay health workers to serve as oral health workers for the community. As policy, Barangay Health Workers as Expanded-Duty Oral Health Workers with a responsibility to assist in the oral health care of the community can be designated.

Jessica K. Rebuena-Santos (*University of the Philippines Manila; e-mail at krpaceteestrera@up.edu.ph*) presented "Capacity Building of Midwives and DOH Nurses of AMIGA, Cavite on Oral Health for Pregnant Women."

Oral health is a neglected concern in the community and more so, in pregnant women where primary focus is given to their and their offspring's general health. The Department of Health oral health program provides preventive, curative, and promotive dental health care to Filipinos through oral examination, prophylaxis, permanent fillings, gum treatment, health instruction, infant oral health care and checkup as the first tooth erupts. The Department of Health has made the following action points and strategies: (1) midwives and nurses are the first health providers; (2) midwives and nurses work in their assigned barangay; (3) health care is provided with emphasis on hygiene and oral health; (4) highly motivated health professionals and trained auxiliaries are built up to manage and provide quality oral health care.

Sixth year dental students from the University of the Philippines Manila conducted focus group discussions among midwives and DOH nurses in AMIGA, Cavite (Alfonso, Mendes, Indang, Gen. Aguinaldo, Amadeo) to identify their current oral health knowledge and to determine currently

available resources and needs of the midwives and nurses to effectively educate the pregnant women about their and their infant's oral health. Consent forms were given prior to conducting the focus group discussions. Thirty midwives and 11 nurses participated. Most of them encountered questions on safety of undergoing procedures during pregnancy. When faced with these questions, most demonstrate a lack of knowledge regarding pregnant women. Midwives and nurses need to also be trained in oral health education. As a result, oral health education activities were planned, including: (1) lectures on common oral health problems and misconceptions among pregnant women; (2) dental visits during pregnancy; and (3) proper tooth brushing, nutrition, and dental care for infants. Educational materials were also provided to help educate the pregnant women. Pre-tests and post-tests were conducted to measure what they have learned. The pre-test prior to the lecture is done to know the current level of knowledge of the participants. They will then undergo a lecture/seminar on oral health focusing on common oral health problems and misconceptions, proper tooth

brushing and proper hygiene (e.g., tooth brushing demo and infant oral care and return demonstration with the participants). At the end, they will receive instructional educational materials. For the post-test,

continuous monitoring and evaluation of the program would ensure that midwives and nurses have the capacity to help improve the oral health knowledge and practices of pregnant women in Cavite.

Michael Antonio F. Mendoza (*University of the Philippines Manila*) presented “Oral Health Education of Daycare Workers to Improve the Oral Health of Children in Gen. Aguinaldo, Cavite, Philippines.”

While the Filipino people are known to be always smiling, many of these people smiling suffer from different levels of pain caused by their dental cavities. In a dental survey by the Department of Health (DOH), 87 percent of five-year-olds have dental cavities. While there are limited providers of oral health services, oral health needs are rising. Limited human and financial resources do not allow the traditional curative, dental approach. Thus, even if we provide dental services, it is not a guarantee that all members of the community will go to the rural community health center for services. Patients do not feel comfortable paying dentists for preventive services such as teaching them how to brush their teeth. There is a need to come up with a strategy to reach all children that is affordable, proven and evidence-based.

This program focuses on schools as a venue for mass intervention for all children. Children are best multipliers for health promotion at home. Improved oral health education of teachers may increase their capacity to positively influence the oral health habits learned at home by their pupils; and oral

health intervention on pre-school children can be started earlier at daycare centers through their teachers.

Before embarking, there was a DCW Training by the Provincial Health Office in 2015. Results showed that training was inadequate as only 14 percent of the DCWs obtained a perfect score in the post-training evaluation. Senior dental interns conducted needs analysis. A diagnostic exam was administered to DCWs to evaluate their learning based on their experiences and expectations. To assess if they were able to use their learnings on training, a follow-up training was conducted. This oral health training refresher was in coordination with the Municipal Dentist served as a review of the previous training. The following were also discussed: (1) dental charting using Palmer's Notation; (2) management of dental emergencies; (3) alternative oral hygiene measures; and (4) teaching proper tooth brushing. After the training, they were given printed training modules and articulated plaster casts. It is recommended that refresher courses be continued at least yearly.

Paul Michael R. Hernandez, MD, MOH (*University of the Philippines Manila; e-mail at prhernandez@up.edu.ph*) presented "Occupational Hazards in Selected Public Hospitals in the Philippines."

Workplaces have hazards that may potentially cause adverse health effects given the right circumstances. Evidence has shown that hospitals are some of the most hazardous places to work in and that healthcare workers face distinct hazards which are uncommon in other industries. Furthermore, occupational hazards throughout hospital departments are said to be highly variable. The study aimed to describe occupational hazards present in clinical and support service areas of public hospitals.

The Department of Health states that all workers in all types of occupations are entitled to healthy and safe working places. However, the health sector is one of the most neglected groups of the working population. It is not given priority when it comes to program or services on occupational health and safety. Healthcare workers are undeniably more exposed to infectious agents, cancer-causing chemicals such as formaldehyde, and radiation. But before these hazards can be controlled, their existence needs to be proved. Thus, it is the aim of this study to describe occupational hazards in clinic and local public hospitals.

Thirteen hospitals (three regional/specialty hospitals, five provincial hospitals, two district hospitals, and three infirmaries) across the Philippines were investigated: after being given ethical clearance by the

National Ethics Community. Health hazards and safety hazards were identified in both clinical and support areas. In the clinical areas, the health hazards identified are latex gloves, glutaraldehyde, formaldehyde, biological agents, absence of ergonomically-sound table chairs and other equipment, shift work and prolonged shift work. On the other hand, the safety hazards in the clinical areas were inadequate work spaces, inadequate use of personal protective equipment, improperly maintained machines, moving parts of machines inadequately or improperly guarded, chemical containers with incomplete labels and not in good condition, lack of water sprinkler system, and insufficient general storage for chemicals. Similar findings were also reported in support areas. The Department of Health also looked if doctors and nurses in these facilities are overworked. Results show that only specialty hospitals are adherent to DOH standards, while the rest lack the number of medical doctors and nurses.

The following are the recommendations of the study: (1) stricter implementation of Philippine Occupational Safety and Health Standards; (2) formulation of policies specific to the needs of the facilities; (3) conduct of other hazard identification strategies; and (4) conduct of work environment monitoring. After the study, the department is involved in strengthening National Occupational Health and Safety.

Concurrent Session 5B Discussion

During the open forum, questions were raised to the presenters.

The first question addressed to Dr. Mendoza was on how to ensure utilization and implementation among day care workers. Dr. Mendoza discussed having continuous monitoring and evaluation through FGDs. Dr. Santos added by stating their vision for the oral health advocates to be given the chance to give oral health education to their constituents.

When asked about the obstacles they face, Dr. Mendoza emphasized that not all day care centers have the same facilities available. Dr. Santos then gave focus on the problems in the respective communities. For instance, trained oral health workers are not recognized by their barangays. Dr. Mendoza added that right now with the discussion with the Municipal officer, they would try to put it in agenda to have a municipal ordinance.

Dr. Ferds of University of the Philippines, Manila raised a question on sustaining drive and interest of paraprofessionals that had been trained. Dr. Santos responded saying that for most of the municipalities, the choice came from themselves or the barangay captains. In addition, Dr. Mendoza discussed the importance of having volunteers trained. Assigning people to attend was not successful as compared to other municipalities who were

volunteers or chosen in terms of age, cognitive ability, and willingness to be trained.

The next question was on the co-ownership of the local government on the program. Does this mean that budget is allocated for this cause? Dr. Mendoza responded by sharing that obtaining local government support could be a tedious process. Some LGUs will provide venue and meals, while some will provide as little as just the reproduction of training materials. He said that right now they are getting whatever is offered to them.

A question was asked on why AMIGA was specifically chosen. Dr. Cordero shared that as the head of one of the units, he wanted to explore the possibility to try out district health as an approach. Cavite was initially considered, but there were problems with foster family accommodations. AMIGA was appealing in that the partner community should be 200 kms from the university and should be amenable to having a partnership, not just benefitting from direct services.

Lastly, Dr. Gurango from DLSU Cavite asked if it possible to avail and use the modules and training for that they have used. Dr. Santos ended by saying that it is the vision to have more Oral Health workers and that interest is something that they are looking into. They are working on having the modules reproduced.

Assessment of the Sustainability of Various Disaster Risk Reduction Programs

Moderated by **Mr. Jose Limbay Lahi Espaldon**

University of the Philippines Los Baños Ugnayan ng Pahinungod

Raquel Raiza T. Francisco (*University of the Philippines Diliman; e-mail at raxx.francisco@gmail.com*) presented "Enhancing and Integrating Community-Based Natural Resource Mapping: Framework and Challenges."

Ms. Francisco shared that natural resources are drivers of a nation's growth. Hence, the fundamental step to identify these would entail having accurate identification and evaluation of the resources. These may include optimizing use of reforestation and fishing bans. Because of the said concerns, the Climate Change Commission in cooperation with UP Department of Geodetic Engineering conducted an assessment of sustainability of disaster risk reduction in Palo, Leyte.

The goals of the program are: (1) to identify the resources present in the community; (2) to determine if the existing resources are being used effectively as well as if there are new resources that can be tapped for future projects; and (3) to recognize vulnerable areas of natural resources as well as environmental problems. The program made use of community natural resource

mapping as part of their methodology wherein they engaged the locals to create land maps. Also, this approach is claimed to be a powerful tool that creates opportunities for stakeholders and to capture relevant information. The use of satellite images were done as well. Although the issue of validity was raised, the researchers believed that the participants are also experts and are more familiar in the land that they live in.

A comparison between base maps, including Google Earth images, was done to see the agreements and disagreements in land identification. Ms. Francisco noted that the possible reasons why these land masses deviated were because there are some areas that were classified as water, agriculture or rice field. In addition to this, the common factor in the group is the farmer participant wherein some were not able to identify if it is rice field or not. Meanwhile,

the combined maps showed that much of the difference came from the difference in forest and non-forest areas.

Overall, this project was able to come up with a community-mapping framework that highlights where the mapping can be used. It was also able to identify the types and

number of classifications, combine maps, and create further programs that can help the community. Challenges using this approach however, include the difficulty to engage the participants to take part in the activity as well as standardizing land cover classification. Finding the appropriate method for combining maps is also still in progress.

Rosabelle Louise A. Caram (*University of the Philippines Diliman; e-mail at iovillalba@up.edu.ph*) presented "Mainstreaming Disaster Preparedness and Environmental Sustainability Awareness in Communities through the National Service Training Program."

At the beginning of the presentation, Ms. Caram showed hazard maps and discussed the different areas vulnerable to environmental disasters. She also mentioned that disaster risk has three factors – hazard, exposure, and vulnerability. Through their study, they aim to reduce vulnerability by raising public awareness of disasters and their risks. The researchers also want to encourage youth participation (students) in the community and foster knowledge building in the community.

Using the National Service Training Program (NSTP), Ms. Caram shared that their methods included class discussions on selected modules, development of videos, community immersion and presentation of students on their learning. The NSTP is conducted and implemented in a span of one academic year. During the first semester, students are focused on community appreciation and theory building wherein they have different topics or areas of studies to understand. Experts are also invited throughout this phase to talk about modules on: (1) Awareness of Hazards in the Philippines and in One's Locality; (2) Disaster Preparedness in Households; (3) Environmental Sustainability and Community Resilience; and (4) Safe Communities through Resilient Structures. The next semester is more hands-on. It included the development of videos (around five to six minutes), community

immersion and presentation of their learnings for educational purposes to the community – and it focuses on the implementation of their program in the communities.

To implement the learning intervention after the semester, pre and post-tests were given to the community participants to assess their disaster and environmental awareness. At this point, students are sent to the community to rollout their projects and spend time with the community. Ms. Caram discussed that the results of the NSTP have a positive impact on the participants. The data was also said to look good in such a way that there was an increase of awareness before and after the learning modules were given to the community.

Generally, the NSTP gave the participants, especially those who are from the urban poor communities an increase in their awareness on what is happening in their surroundings. An integration of the disaster preparedness and environmental awareness also push for community progress. Aside from these, the NSTP gave the students opportunities to interact with the locals and help them develop a sense of civic awareness and the drive to serve. Further linkages with communities and constant communication between partner organizations or universities are highly recommended for the continuity and sustainability of the NSTP.

Concurrent Session 5C Discussion

During the open forum, seven questions and a comment were raised.

The first and second question was for Ms. Caram. The participants asked her regarding the timeline of their NSTP. To address this, Ms. Caram first shared that they did the program for a year with the community immersion done for about five months for the students to get to know the community. Two months are given to the students for them to create the educational video. Meanwhile, she addressed the next question of the student asking if the videos presented in the community were in English and if it is effective for the community. She said that at present they used English but cannot directly say how effective it is because there is nothing to compare it with.

The next question was for Ms. Francisco. She was asked how they can continue doing their project as well as to clarify on the methodology they used for the classification of the land and why they used that method. Ms. Francisco mentioned that they encourage engineers to help communities (she called them engineers without borders) to sustain the project. As for the method, she said that they used field survey and satellite mapping to give the community first-hand knowledge of their land since they are the ones familiar with the place they live in. Also, she believes that these participants can give them more data of the land they are trying to cover.

The fifth question was for Ms. Caram again, asking how sustainable NTSP and communication-based resource management

is. She said that with this approach, they can integrate land-use plans and the villages can even help create modules. Furthermore, the videos can be left in the community for their use.

The remaining questions were still for Ms. Francisco. One is about the criteria of the community mappers and the kind of software they used to create the maps. She responded by talking about how they went through the project. She shared that they mixed and matched participants to see which group can create a better map. As for the software, she said that they used Quantum GIS, which needs license. But if resources are limited for those who want to try, they can use free satellite images that can be downloaded from websites of earth explorers.

The next question was about the parameters for the maps and improving community-based maps. Ms. Francisco clarified by stating that they first combined the maps and then used remote sensing-based approach to improve the accuracy of the map. The use of software and mapping according to how they think they should would also be helpful.

Lastly, a participant commented that educating the community in basic mapping and the proper use of maps, especially the barangay officials, may be useful in validation than official purposes. Therefore, it was suggested that the experts provide those maps. Ms. Francisco reacted to this by stating that they are actually creating a framework so that these experts can approve the accuracy of the map.

Assessing Initiatives Geared Towards Accessible and Inclusive Education

Moderated by **Prof. Nelson G. Cainghog**
University of the Philippines Padayon Public Service Office

Marilyn L. Ngales (*Lyceum University of the Philippines; e-mail at marilyn.ngales@lpu.edu.ph*) presented “Collaborative Initiatives in Making Education Accessible and Equitable: The Cases of the Agta, Batak and Dumagat Indigenous Peoples of the Philippines.”

The indigenous people’s (IP) needs for collaborative initiatives in pursuing their education prompted this project. The purpose of this study is to look at how access and equity in education have been addressed by IP communities and their various stakeholders through collaboration. The objectives are: (1) to determine the status of indigenous peoples’ education implemented among three IP ethnic groups—the Agta, Batak and Dumagat—through LPU’s research, innovation and extension interventions; (2) to provide a profile of six DepEd schools and their communities implementing IP Education within selected communities in the Sierra Madre Mountain Range and Palawan; (3) to identify the community and the schools’ issues and concerns on access and equity; and (4) to describe collaborative efforts done by all stakeholders to respond to these issues and concerns.

Community involvement manifested in the form of consultation meetings, linking with government agencies, meeting DepEd recognition requirements, providing information for the learning materials, indigenizing existing curriculum, counter-parting for community library buildup, gathering data as para-researchers and sharing folk stories as references to generate learning materials. The flow of learning material production starts with identification of needs and concerns. It proceeds to conceptualization and formulation of contents, then to translation into the mother tongue, and finally, inputting and formatting. All this is done in coordination with community elders, community teachers, cluster point persons, and DepEd teachers.

This initiative impacted the IP’s education in the following ways: (1) increased access to education of children from disadvantaged

IP communities; (2) improvement of children's educational performance; (3) adaptation of knowledge and skills; (4) utilization of learning materials and other resources; (5) increased awareness and understanding as a result of advocacy initiatives; and (6) preservation of IP language and culture.

There are still many challenges that this initiative continues to face. For one, there is no common time for all stakeholders to meet. Also, weather conditions can hamper more frequent visits. The turnover of DepEd teachers assigned in the remote communities are also fast, and there is difficulty in

gathering immediate reports due to the distance of communities. There are also no regular staff to oversee the project in the community.

In a conclusion, collaboration among all sectors can be said to be an effective strategy. No one group no matter how endowed can provide and sustain efforts in accessing and making education available to all. Community participation is also very crucial and necessary as they are the affected group and would know best what they require. Ownership through active participation by the community members discourages dependency and promotes sustainability.

Early Sol A. Gadong (*University of the Philippines Visayas; e-mail at egadong@up.edu.ph*) presented "A Teacher Education Institution (TEI) Initiative for Collaborative Materials Development in Mathematics through Community Engagement."

This project is about engaging graduate students in a Teacher Education Institution (TEI) in Iloilo, Philippines for the development of localized learning modules. This project aims to respond to the need of grounding mathematical learning through the following: (1) experiential and situated learning by involving students, faculty members, and other community stakeholders in a collaborative effort to develop appropriate learning materials; and (2) promoting learning through experiences and critical thinking in order to promote the construction of knowledge through students' lived experiences.

Using the Community as Laboratory model to develop learning materials in mathematics through community engagement, four graduate students immersed in an island-community in Northeast Panay to gather relevant information for the learning materials that they intended to develop.

Aside from collaboration among members

of the academe, the participation and involvement of key community members are vital in facilitating engagement with the community. This facilitation is necessary especially since engaging the community has implications on the safety of the members of the collaborative group, as well as their ability to manage resources.

This project proposes what is, at best, a model-in-progress for a community-based development of learning materials in mathematics. Engaging community members and allowing more knowledgeable people from the academe to be immersed in community practices and day-to-day activities provide a strong background in ensuring the contextualization of the learning materials.

The final draft is field tested to an appropriate group of learners belonging to the community. Throughout the use of the learning materials by the learners, audio and video recordings may be made. After learners are exposed to the

learning materials, post-tests, interviews, and surveys were conducted to capture effects of, and reactions to, the learning materials.

Overall, the endeavor was successful in terms of documenting relevant ethnomathematical concepts and practices in the island community. In addition, all four students were able to successfully develop contextualized learning modules that may serve as supplementary learning materials for the learners of the island community. As such, the

paper strongly suggests using the model for materials development in other disciplines.

Moving forward, the future plans of the group include completing the learning modules, turning-over learning modules to the community, conducting teacher training, monitoring and evaluating the impact of the modules to the learners and the community, and engaging other graduate students to develop learning materials for other communities.

Concurrent Session 5E Discussion

During the open forum, seven questions were raised to the presenters.

The first inquiry was about the response of the community on their initiatives. Ms. Ngales responded that they were lucky that the principal of the school is the wife of the leader of the community and the engagement with the community was not as difficult. She also went to the community and introduced herself as an indigenous person. She also gained their trust by always consulting with the community leaders. No matter how difficult it is, they always do it through the community protocol.

The second question was about the availability of modules and their copyright. Ms. Gadong answered that it has been thought of yet since sometimes there is a disconnection of goals between the Department of Education (DepEd) and local communities. Ms. Ngales also shared that the National Commission of Indigenous Peoples (NCIP) is very strict about it. For her, the modules should be disseminated and authorship and royalties should go to the IP community.

The third question was about the Memorandum of Agreement (MOA) with the community and provision of financial help. Ms. Ngales answered that they are still strongly committed until now. The students have a strong sense of volunteerism. There is also an existing MOA with the local government unit, the university and DepEd.

The fourth question was about the provisions on the Indigenous Peoples Rights Act (IPRA) and how it is processed or accepted in the community. Ms. Gadong responded that NCIP consults and it takes time but it is the community that will decide.

The fifth question was about the involvement of the students. Ms. Ngales answered that students sometimes use their research classes to help with the needs of the community, though there are difficulties in deploying students because they need waivers from parents. Parents worry a lot about their children's safety and the lack of communication signals. The sixth question was about where to avail of books about indigenous stories. Ms. Ngales answered that there is a policy now that materials should not be bought but should be teacher-generated. The learning materials they create are for internal use only.

The last question was about the output especially involving the IP, how it is returned back to them, the profit for the community and what will happen after the production. Ms. Ngales answered that the book is a collaborative effort of many people, the community, the university and DepEd. They have worked for four years and they only get as much.

The Philippines After Yolanda

Moderated by **Dr. Michael Antonio Mendoza**
University of the Philippines Manila

Dr. Yu Sumi (*Doshisha University; e-mail at back2earth4good@yahoo.co.jp*) presented "Assessing the Disaster Perspective of Typhoon "Yolanda": Identifying Memorable Forms of Action in Still-Vulnerable Island Barangays of Concepcion, Iloilo."

The project was done in Concepcion in the northeastern part of Iloilo. It is composed of 25 barangays, but the project is mainly concerned with some of the island barangays that are more vulnerable to typhoons and other natural disasters (compared to the mainland barangays). These island barangays also have high risks of being hit by storm surges and landslides.

Several workshops were done in the concerned barangays (Polopina, Igbon, Tambaliza, and Malangabang) in order to hear and assess the needs of the citizens living in those barangays. In Brgy. Polopina, the main concerns of the citizens is shelter and electricity which they use for charging, while in Brgy. Igbon, the citizens wanted patrol boats and electricity which they can use for lighting. On the other hand, in Brgy. Tambaliza, they wanted shelter for the isolated sitios and the renovation of the evacuation centers which they use as comfort rooms and kitchens. In Brgy. Malangabang, the concerns are means communication in case of emergencies, shelters, and the adjustment of lifelines.

The project identified some needs and problems that should be prioritized in these barangays. First is to look at the geographical risks and the capacity of facilities because these factors may affect the process of evacuation. In addition, the barangays also lack tools for evacuation such as alarm systems and patrol boats. Another problem is the vulnerability of lifelines, especially electricity, water, and sanitation – all of which are very vital during and in the aftermath of natural disasters. There is also a need for a practical example or text for disaster risk reduction and management (DRRM) and climate change adaptation (CCA) education. Lastly, livelihood development programs and space for practice are necessary.

As a solution, the project is planning to create multi-role disaster shelters (hard approach) and a "citizen-oriented" education will also be done (soft approach). Criteria such as social design, evacuation, and community development will be used for these approaches. The purpose of the social design is to gauge the effectiveness of the infrastructure while the evacuation's goal is to have the people vacate the place in

times of emergency. The aim of the community development criterion is to impart the significance of community activity in ordinary times. For the project's future tasks, local knowledge will be included in the text of DRRM/CCA education. This will be done along with the completion of

the evaluation of lands within these barangays. There is also a plan to heighten environment compatibility through citizen autonomy and to clarify the citizen capability within the project sites.

Thelma B. Magcuro (University of the Philippines Diliman; e-mail at abbawagan@gmail.com) presented "Working and Learning with Survivors of Super typhoon Yolanda."

On November 8, 2013, Typhoon Haiyan (also known as Super Typhoon Yolanda) struck the Philippines, affecting the provinces of Leyte and Samar in the process. It is the strongest typhoon to have ever made landfall in recorded history. According to the National Disaster Risk Reduction and Management Council (NDRRMC), the typhoon affected 16 million people, and damaged an estimated amount of PhP 40 million worth of agriculture and infrastructures.

The College of Social Work and Community Development (CSWCD) of University of the Philippines Diliman whose field of specialization is social development practice, research, and extension services, came to the aid of those who were affected by the typhoon. Directed by the principles of being transformative, inclusive, pro-people, gender-sensitive, and environmentally-friendly, the CSWCD uses community-based and participatory strategies in research, education, planning, organizing, monitoring, and evaluation.

As early as 1990, the CSWCD has already done initiatives on relief and rehabilitation work which provided the college with valuable experience in terms of responding to various calamity and emergency situations. These experiences, in turn, further enriched the knowledge and skills in community work of the people involved. The college also has been a partner of several organizations in communities that were affected by previous typhoons such as

Ondoy and Sendong, as well as the Habagat monsoon, etc.

The disaster caused by Yolanda prompted the college to respond immediately to the situation through "Operation Bangon." With the help of the college's faculty, staff, students, and alumni, the college set up its emergency response mechanisms and various efforts were done to evaluate the situation, gather funds, mobilize people, and coordinate with the affected communities. On the 2nd Semester of AY 2013-2014, two teams of senior students were assigned in the affected communities in Leyte and Samar. The students helped in the relief operations such as distribution of food and non-food items, and organization of the relief operation itself.

The college, along with the students, gained lessons from their experiences. They learned how to conduct damage and needs assessment, plan and organize relief operations while targeting the right beneficiaries, validate data, and conduct Participatory Capacity and Vulnerability Assessment. The students have also partaken in sharing their knowledge on Participatory Action Research with local community leaders. The whole experience is considered by the college as an achievement and a valuable learning experience. Opportunities to learn more about Disaster Risk Reduction Management (DRRM) and Humanitarian work opened due to this experience, helping the college discover and develop ways to link the college's courses to emergency response and DRRM.

Concurrent Session 6E Discussion

Several questions were raised to the presenters during the open forum.

Asst. Prof. Magcuro was asked if the CSWCD has a stand-in army of disaster response volunteers or if the college has to organize every time it has to respond in such situations. According to Magcuro, the college itself serves as a standby army of volunteers and when needed, organizes volunteers and contacts their partner communities and organizations. She was then asked on how to tap this army whenever there is a need for it. Magcuro said that when needed, the officers of the college call for a consultation. They will discuss the situation and assess their capacity to respond which also takes into account their academic work. Another question was asked if CSWCD serves as a hub for all the warm bodies in UP Diliman who want to volunteer and if they have patrons. As it is a difficult task, Magcuro stated that the college cannot really do it every time but it takes on the responsibility to initiate if no one does. One of their patrons is the UP Mountaineers which Magcuro said is helpful because they share their essential knowledge and skills on rescuing in times of disaster. A delegate also asked Magcuro if the college has an allotted budget for disaster response. Magcuro explained that their college is one of the less privileged in the university when it comes to financial resources but said that what it lacks in financial resources, it compensates with networks and alliances.

Dr. Yu Sumi and Dr. Tasuku Ohashi were asked about their reason for selecting Concepcion, Iloilo as a case for their study. According to Dr. Sumi, they have chosen this site because it is a peculiar site having many island barangays. There are many hazard risks and there are no places to go to in times of disaster. For them, it was a special site to choose for their project in implementing Climate Change

Adaptation (CCA) and Disaster Risk Reduction (DRR) education. After that, they were asked if they have visited Estancia, Iloilo since it is close to Concepcion. Dr. Ohashi affirmed but the reason they did not choose Estancia is because Concepcion did not get attention as a disaster-affected area. Most of the attention went to Tacloban and in addition, the people of Concepcion are less informed on Disaster Risk Reduction Management (DRRM).

How the CSWCD prepares its students was asked by another delegate. Magcuro answered that they prepare their students as early as in their first year by giving them experiences on community immersion. The parents are also oriented on the contents of the course. Before their senior year, they go through a series of orientation on different topics such as gender sensitivity, human rights, things to do when sexual harassment is experienced, and DRRM. There are also preparatory activities for all the students before they are assigned to the field.

A question was also posed on how the CSWCD is supposed to respond when they are far away from the disaster-affected area. According to Magcuro, the college itself is a place for standby volunteers but it does not necessarily mean they always go to the area. Volunteer work can also mean resource generation, manpower organization, and network communication.

The presenters from Doshisha University were asked if they can recommend specific steps that the country could use to induce local acceptance and knowledge for their planned program. Dr. Sumi replied that they separated the citizens and the municipality because their needs are different. They also categorized them in age groups and gender to clarify their individual needs. They are still trying to process the information in order to know what to implement in the island barangays.

The presenters were also asked if they have learned additional knowledge that might help the Philippines to prepare when the same kind of magnitude were to hit again. Magcuro answered that education regarding the issue of climate change should be done. It should be translated and explained within the level of understanding of the ordinary people in the communities. Dr. Segundo Romero Jr., a delegate from Ateneo de Manila University, added that universities must step in because it is not practical to pass the consolidation of all the lessons to be learned to the government. Dr. Ohashi said that there is a need for the promotion of the DRRM issue to each barangay captains because based on their research, disaster prevention highly depends on the ability and skills of the barangay captains. He also gave storytelling as an example on how to narrate these memories and experiences to the future generation. By doing so, the people are being enlightened on disaster prevention.

Regarding Dr. Sumi and Dr. Ohashi's presentation, they were asked if they will try to

incorporate local knowledge in the production of DRRM plans in the barangay or even in the municipality. Dr. Ohashi stated that the municipality of Concepcion had only become interested in DRRM after Yolanda. He added that it depends on the barangays because some have insufficient budget for these trainings and that they are trying to link the mainland barangays with the island barangays.

Magcuro said that all local government units are required to make a DRRM plan with an allocated budget. Unfortunately, they lack the knowledge and skills and she thinks that the universities can provide these.

Ericson Peñalba, a delegate from Bulacan State University, added that the municipality of Bulacan coordinated with a non-profit international organization that gave seminar workshops for the barangay officials and the end product was a DRRM plan. This kind of coordination is a possible engagement opportunity.

University and Civil Society: Plenary Session

Moderated by Ma. Lourdes F. Melegrito
De La Salle University



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The University and Civil Society

Presented by **Dr. Angelina P. Galang**
Green Convergence

Dr. Galang considers civil society as the third pillar of society, the other two being government and business. According to her, the university is tied to civil society, both existing for the common good. For state universities, they must be independent of the state because utmost freedom of speech and action are their hallmarks. Universities must also be independent of business, never mind that business corporations may be their donors and funders.

She distinguished the focus of work done by NGOs and universities. Universities focus on rigorous study and scientific research and have formal disciplines which over the years have been subdivided into specializations. NGOs, on the other hand, are in the field, working on the ground, and closer to the community and the sectors that they serve. However, she emphasized that these two institutions should have a two-way communication to avoid the sometimes narrow views of academic and misguided action of NGOs leading to disastrous policy recommendations. If the fruits of labor of these two are combined, she believes that results are unbeatable.

She then shared a quotation by an environmental economist, which she led to a question, "Shall we throw our Ph. Ds and Masters or stop pursuing them?" She answered that what is essential is to have

an education wherein emphasis is placed on care for the earth. She said that the world needs more scientists to be able to discern nature's ways and reverse the damage. Scientists must go beyond specific academic disciplines and human cultures, technologies, and economic and political systems.

She cited three social-environmental activists-scientists who went beyond academic disciplines to explain the reality of the world. First is Dr. Barry Commoner, an American physicist, who linked environmental issues to broader social and economic injustices and can be credited for awakening the world to environmental and global situation. Next is Dr. David Suzuki, a Japanese-Canadian physicist, who advocated for the creation of systems adaptive to ecology and hosted radio, T.V. programs, and documentaries. Lastly, Fr. Sean McDonagh, an Irish Columbian missionary and anthropologist,

who said that environmental issues have ethical and moral implications. He became instrumental in the formation of the Philippine Bishops Pastoral Letter on the Environment in the 1980s helping Filipinos to realize the reality in the country.

In the end, Dr. Galang hopes that mainstream scientists become radical as it should be the

norm in a world threatened by climate change, and that universities increase their core of environmental activists, who influence their own institutions and students, as the world needs them.

Anyone Can Play a Guitar

Presented by **Mr. Francesco Volpini**
Better World Korea

Mr. Volpini is sarcastic with his presentation title, as he believes that everyone cannot volunteer because not everyone can build mechanisms and enabling environments to solve problems and facilitate meaningful and sustainable volunteerism. With this belief and 15-year practice in working with civil society, he regularly checks volunteer programs and has observed that universities attempt to build volunteer programs but fail to do so effectively. Universities try to engage in volunteering without the volunteering skills. This motivated him to research on partnership with NGOs and volunteering in universities.

He then gave three key points about volunteerism: (1) physical presence is essential, (2) NGOs and universities must not have specific territories and boundaries, and (3) volunteering cannot simply eradicate the problems of the world if not done with all sectors of society.

He discussed AYVP development as a case. In 2011, he met with UKM and started working on mechanisms in the organizational level and developing enabling environment to volunteer meaningfully across ASEAN. They moved to the implementation phase in the community level with the intention of empowerment.

For the 3rd AsiaEngage, they built partnerships with people who are involved in their research and assessed volunteers'

learning because changing them is a key objective. He reiterated the need for physical presence of working together as it builds and produces knowledge and learning and the need to assess the impact of volunteering experience to the community.

His organization's activities, compared to other organizations, can place processes and conduct research on goals in the level of volunteers and towards social development; can substantively show their process through a number of individuals and variables; and ultimately understand and assess the development of their volunteer work.

As a sample, he showed a study wherein they put together variables and information about the volunteers to determine the volunteers' competencies. AYVP participants were

part of this worldwide research involving 23 countries which showed results that problem solving capacity went down implying that volunteers overestimated the problems they will face in the ASEAN community. Another alarming result is the perceived discrimination based on ethnicity and age, showing the lack of social integration.

For Mr. Volpini, the invaluable outcomes were change in proportion and doubling

of number of people involved in community, positive change in the people's personal well-being, and increase in life satisfaction (more than eating three weeks' worth of chocolate as demonstrated by a Canadian Study). To end, he encouraged everyone to volunteer while remembering the need to do it with all partners in society.

Universities and Civil Society: CIFAL Newcastle, Its Mission as a Conduit to the Community

Presented by **Dr. Graham Brewer**
CIFAL Newcastle

Dr. Brewer characterized the relationship between university and civil society as essentially tripartite. It has a relationship with every student – aspiring to provide them with quality education and prepare them for career and life. The university also has a relationship with the industries that they serve. In CIFAL’s case, it ensures that graduates know their purpose and become successful and productive employees in businesses. In the same way, the industries can call on the university to solve problems which increases global competitiveness and productivity. Furthermore, the university has a relationship with civil society, conducting dialogues with widespread interest groups while informing and being informed by the process.

The university and civil society are confronted by challenges including maintaining academic independence while being reliant on governments for research funding, providing basic and applied research but offering contrary advice if necessary, and advising regarding complex issues causing conflicts in different sections of society within the community. Given these challenges, universities are expected to diplomatically navigate around complex issues to offset difficulties, to be catalysts of beneficial change, and to build leadership capacity

across all sectors of society. In the end, universities try to contribute with evidence-based policy and to be independent from funders. However, the main challenge confronted by universities together with civil society is to convince disparate groups with often deeply held differences that universities speaks to them all with the mixture of dispassion and compassion, often with the best interest of humanity at heart.

The UN shares the challenge confronted by the university and civil in a larger

scale. As such, the UNITAR was created to develop decentralized cooperation program with international centers with CIFAL being one of them. CIFAL provides for networking opportunities, city-to-city collaboration, exchange of best practices, transfer of knowledge from government, private enterprise, and civil society, and national strategy development. For example, CIFAL Newcastle focuses on disaster risk reduction while CIFAL Manila focuses on human migration issues.

CIFAL Center is notable for its core mission to promote awareness and to share understanding and use of UN Sustainable Development Goals and its integration into

processes. It has a transparent mechanism in connecting university and civil society to address issues providing a design brief, safeguarding the planet's future, serves as call to action to government, private sector, NGOs and all sections of civil society, has robust set of targets and indicators upon which all countries have agreed on, become a report card revealing progress and room for improvement, and a real trigger for businesses to innovate.

To conclude, Dr. Brewer emphasized the need for dialogue, exchange of best practices and importance of evidence-based action.

Plenary Session Discussion

During the open forum, one question was raised to all presenters regarding their views of the world phenomenon regarding development, which seems to subvert common understanding. Some even say that we are moving towards a post-truthful generation, because of certain attempts to mislead sociopolitical discourse in falsities. In line with this, the question is how challenged the speakers' positions and views are about university and civil society given the effects of post-truthful discourse.

Dr. Galang responded that this mystifies her. She said that the post-truth times is the worst of human nature getting the better of humanity. She is unsure as to whether it is just reaction or over reaction to what we do not understand, so we go with the dramatically different. She said that it seems to be that way as far as the environmental problematique is concerned and she referred to climate change discussions, the Paris Agreement on the 1.5-degree limit on the increase of global temperature which was supposed to be the target for 2013 as an example.

Mr. Volpini responded that people forget to engage others who do not share common things with them. He reminded the audience that conflict is good for change if the people in the opposite side are engaged. He shared his experience with the U.S. elections and said that everyone has a "Trump inside" or dark inside. Assuming that, he said that we should continue engaging the people who do not share our values, to promote our values, to understand their values as to why they do not share them, and ultimately to bring inspiration to bring change within them.

Dr. Brewer responded that his country has a habit of changing government every year making it difficult to have a stable form of government and environment. As such, he said that from the university's perspective, all of these things reinforce the idea that change is inevitable. Lastly, he argued that it starts on the individual, and with regard to climate change, there is a need to develop solutions along those circumstances among businesses, governments, universities and civil society.

University and Civil Society: Concurrent Sessions



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Knowledge is Power: Assessing the Role of the Civil Society and the Academe in Education

*Moderated by Prof. Sandra Mae W. Famador
University of the Philippines Visayas*

Finaflor Taylan (*University of the Philippines Open University; e-mail at finaflor.taylan@upou.edu.ph*) presented "Opening Up Opportunities through Open and Distance E-learning."

Considering several factors related to the problem of protecting and promoting child rights, UP Open University (UPOU) engaged with UNICEF in the development and management of capacity building and advocacy initiatives by offering massively open online courses (MOOCs), which target a large number of participants who can share and learn from one another. Eight MOOCs or Massive Open Distance e-Learning (MODel) on child rights protection and promotion are developed and offered by the UPOU free-of-charge to everyone. Prof. Taylan also discussed the particulars of the said open online course by

elaborating the course descriptions of these subjects while also explaining the learning activities that are usually conducted. Among the perceived effects of the engagement partnership between UPOU and UNICEF is to enhance understanding and appreciation about children, child rights, and related laws, and various structures and systems in the Philippines and also to strengthen interest and commitment in child rights work. The said initiative has also considered documentation of experiences, formal evaluation and redevelopment of materials, and re-offering of courses as its next steps.

Rashila Ramli and **Sity Daud** (Universiti Kebangsaan Malaysia; e-mail at rashila@ukm.edu.my) presented *"University-Civil Society Nexus: The International Malaysian Studies Conference (MSC) Series as a Site for Knowledge-based Advocacy."*

As a background, the Malaysian Series Conference is the flagship program of the Malaysian Social Science Association (MSSA). It is a biennial conference launched in 1999 with the purpose of sharing research findings, providing intense feedback to young scholars, and identifying emerging issues for research and advocacy. The series also aims to foster volunteerism among lecturers, students, and government agencies

and to cultivate partnership in the national, regional and international sphere. There were also three offshoots of the Malaysian Studies Conference (MSC) Series namely: (1) Capacity: Young Scholar Article Writing Workshop; (2) Advocacy: Press Statements; and (3) Policy Input: Budget Consultation. In moving forward, it envisions the creation of the Malaysian Social Science Research Council.

Civil Society and Changing Cultures

*Moderated by Prof. Maria Sherla Najera
University of the Philippines Diliman*

Ryan Punsalang Santiano (*Don Honorio Ventura Technological State University; e-mail at rayansantiano@yahoo.com*) presented "Political and Economic Impacts of a 'Kampampangan Diaspora': The Case of the City of San Fernando and its Historical Heritages."

The City of San Fernando is considered as the heart of Pampanga. Its strategic geographical location allowed for the increase of social, political, and economic activities to flourish. San Fernando is located along major waterways which were useful during the Spanish conquest. This also meant that the residents of San Fernando were experiencing civilization before the colonization took place. This factor made sure that the city will flourish alongside the developments brought about by the Spaniards.

Having adjacent pueblos in Bacolor and Mexico, the increase in population to San Fernando was imminent. Political events such as the transfer of the seat of government and the possibility of Bacolor and Mexico being the preferred residence of wealthy people made the development of San Fernando logical. The creation of the Manila-Dagupan

Railroad also made the adjacent pueblo Bacolor unfit for residence making San Fernando as the relocation point for its residents.

These political and economic developments also made San Fernando a cradle for social development. Ilustrados from different wealthy families travelled around the city and its nearby towns, creating distinct social structures and opportunities for political and economic development. These social developments may also be the reason for the rapid social awareness of the residents, even making the city host the first organized strike in the country and the first of eight provinces to declare revolution against Spain.

The development of San Fernando was summarized in four points. First, the diversity and movement of people around the city and Pampanga led to the increase of socio-

political activities. Second, the geopolitical location allowed it to host very important institutions and further its value as a territory. Third, its strategic economic traits allowed it to cater to the relevant business models

such as water and land trade. Finally, its pre-colonial cultural structure gained developments alongside the conquest making San Fernando as competitive as it is now.

Ms. Tricia A. Lizama, Ph.D., LCSW and Zita Pangelinan (University of Guam; e-mail at tlizama@triton.uog.edu) presented "I Yo'amte: Our Traditional Healer."

This is an exploratory study to document the healing practices of the Chamorro and how these practices are continued and preserved. A semi-structured interview with sixteen questions was done to gather data. Dr. Lizama shared that it was hard to reach the out participants because the information usually travels only through word-of-mouth. Most healers do not advertise themselves and would not even identify themselves as healers during the interviews. The demographics were also on the older spectrum since most children will not take on the practice. Healers will also have another job to help them get through since money was not always the mode of payment. The educational attainment from incomplete high school to college and technical education showed how the healers use other means for sustenance.

Results showed that there are three types of healers: those who produce medicine; those who do massage; and those who can address spiritual issues. Although some healers can do all three, they mostly engage themselves with medicines and massages. Healers are mostly consulted for fertility, congestion of babies, sprained ankles, flu, and spiritual issues. The

challenges faced by the culture of healers are the lack of successors, forest degradation, and conflicting values between self-promotion and humility.

Efforts to address the challenges come in terms of creating awareness and revitalizing the forest. Ms. Pangelina shared that Amot conferences aims to raise awareness among the healing community and to create a community. Workshops are offered through a course in the University of Guam to introduce and educate the people about the culture. A charter between organizations and government units was also agreed upon for the effort. For the preservation of forest resources, healers are also tapped to help identify and record endemic plants for medicinal use. Legislation was also passed to allow a portion of land to be dedicated for the preservation of medicinal plants. The movement to decolonize the diet by eating locally produced food was also seen as a method to sustain local plant life. A healing center was also established to serve as the home of operations for the cause. There is also an ongoing effort to create a network for research and development.

Jean Encinas-Franco, Ph.D. (*University of the Philippines Diliman; e-mail at jeanfranco825@yahoo.com*) presented "Shaping Critical Public Discourse on the Critical Electoral Process: The UP sa Halalan 2016 Project."

The project started as political education project for the midterm elections of 2013. The success of the website allowed UP faculty to be invited as resource persons by media networks with similar thrusts. The 2016 National Election initiative aimed to make election relevant data easily accessible, disseminate university-led researches through a meaningful manner especially to non-academics, and make the candidates accountable for their claims through fact-checking and public engagement.

Methodologies for the initiative included UP issue experts participating in media engagements and partnership with media networks. The partnership allowed them to share election-related materials made by the university and hold voter education campaigns such as fora and debates. The effort was mainly manifested by the UP sa Halalan 2016 website which featured think pieces, essays, commentaries, and fact-check articles by UP experts, alumni, and students. The website also included infographics about candidates and election data. The team also engaged other UP constituents to create their own election-related activity and highlight local electoral races.

This effort resulted to a memorandum of understanding with one of the Philippines' media giants, ABS-CBN, for election related media efforts. This also allowed the hosting of fora and events in partnership with other media providers such as GMA, CNN, and Rappler. Thirty-four articles from different UP experts, alumni, and students were also published in the website. University faculty experts have also appeared in different TV shows, podcasts and radio shows. This also allowed constituent UP universities to hosts other activities, with UP Cebu as the selected venue for one of the Commission on Election's presidential debates as an example of this.

One of the most important lessons shared by the presenter through the initiative is the important role of the university in addressing national concerns. The university has the resources to provide informed choices to the electorate. The project provided hope for the better use of the online platform for national discussion, and the potential participation of more stakeholders regarding national issues and events.

Concurrent Session 3C Discussion

A question regarding the election campaign was directed to Dr. Franco on how they handled criticisms, since their platform was the Internet. Dr. Franco shared that she once received a death threat because of the materials. What the presenter realized is that they have to make their materials more understandable for laymen to better engage their readers. She added that the main challenge is about the content and giving something new to potential readers. When asked about the demographics of their readers, Dr. Franco said that there was no data on the demographics of the websites' visitors. They learned that the readers do not stay long in their website, which was an important lesson. The professor was also asked about UP's political preference, to which she shared that the university should not have a political preference but added that it should ensure that the students are critical to be able to have informed choices. In terms of their effect on public discourse, Dr. Franco shared that through the project, they felt that they have affected the electoral process through invitations to participate in various media

engagements, although the project is very much still a work in progress.

Dr. Lizama and Ms. Pangelinan were asked how difficult the introduction to the university course was. They said that the course wherein the healing orientation was offered is flexible so they are not burdened on maintaining the course as a core academic offering. One of the participants also suggested that they can attempt to tie up with existing courses on subjects such as medical anthropology and indigenous pharmacology. The speakers shared that part of their visit to the country was to understand current Philippine laws on the protection of indigenous cultures and medicines. Another inquired how the documentaries were made, to which Dr. Lizama shared that it was finished after a relationship was built since the healers were not initially trusting to outsiders. With regard to the charter being agreed upon, Ms. Pangelina shared that it was done in Palau and the main agreement is to establish a network among healers and practitioners to ensure that the dialogue is done continuously.

University and Industry: Plenary Session

**Moderated by Prof. Dato' Dr. Imran Ho Abdullah
Universiti Kebangsaan Malaysia**



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Universities in an Integrating Regional Community: Engagement with Industry

Presented by Mr. Leonard Ariff Abdul Shatar
Chemical Company of Malaysia

Drawing from real world examples, the speaker shared several corporate social responsibility (CSR) programs under the Chemical Company of Malaysia (CCM) involving collaboration between universities and industries (U-I). With its core operations in pharmaceuticals, chemicals and polymers, CCM aims to enhance quality of life by providing sustainable solutions based on innovative sciences.

Three main areas of U-I collaboration was highlighted: (1) talent pool; (2) innovation in research and development (R&D); and (3) engagement with stakeholders. The talent pool serves as the first level of strategic and operational university-industry partnerships; it is also the most commonly known type of U-I collaborations. Through apprenticeship and internship programs, CCM provides student placements for various universities, allowing students to apply theories and concepts learned in the workplace, while at the same time, understand the expectations of a professional environment. Universities, on the other hand, provide the industries with sustainable talents from multiple disciplines through the same programs. The second phase of U-I collaboration is where the actual

synergy between universities and industries takes place. Through joint collaborations, the walls between industrial research and academic research are broken; harnessing university expertise to create innovations that can be delivered to the market. The third level of collaboration combines all forms of collaborations between universities and industries by ensuring that universities build talent pool that aligns with the demands of the industries. As an example, noted by the Ministry of Higher Education Malaysia, The National University of Malaysia (Universiti Kebangsaan Malaysia) collaborates with industries of various sectors in the field of halal pharmaceuticals under the CEO@Faculty Programme. The Programme provides a platform that allows students the opportunity

to engage in active discussions with CEOs of some of the biggest companies in Malaysia for sharing of knowledge, experiences and best practices in the current industries.

The speaker concluded with the notion that university and industry collaboration through

CSR activities will help design an education that are better in line with industry's requirements. Thus, it provides an excellent platform for both universities and industries in driving a common agenda.

Academe-based Shared Services Facilities: Tools for Entrepreneurship and Enterprise Development

Presented by **Atty. Liza Corro**
University of Philippines Cebu

Sharing her university's experiences in university-industry collaborations, the speaker highlighted shared services facilities offered at the University of Philippines (UP) Cebu for the development of entrepreneurs and Micro, Small & Medium Enterprises (MSMEs).

The province of Cebu is a hub for air and sea transportation, high and basic manufacturing, business process outsourcing (BPO), tourism, and creative design. To make itself relevant, UP Cebu niches in information and communication technology (ICT) as well as creative and product design, focusing its shared services facilities on cultivating innovativeness and entrepreneurship. Innovativeness is seen as a way to provide new and effective solutions to problems in the country, while providing avenue for entrepreneurs to propagate. Entrepreneurship is seen as a way to propel the economy of the country with its multiplier effect through job generation and the production of more high-value products and

services. This is in line with the Philippine Medium Term Development Plan 2004-2010 that aims to develop a culture of innovation and entrepreneurship in the Philippines.

The university is flanked by established companies and MSMEs in its role as a shared services facilities provider. Established businesses meet and mentor MSMEs through and at the facilities, while MSMEs receives benefits as mentees of established businesses. Shared services facilities in UP Cebu include: (1) DOST-UPCEBUinIT Technology Business Incubation Facility – DTI-UP Cebu Co-Working Space (TBI-CWS); (2) Innovation Technology Support Office – Technology Transfer Office (ITSO-TTO);

(3) UP CEBU Digital Fabrication Laboratory (FABLAB); (4) Digital Media Production Center; and (5) Cebu GoNegosyo Center (GNC). TBI-CWS serves as an incubation facility where technological innovations can be created and deployed to solve real problems, and where startup businesses can be nurtured to success. ITSO-TTO advises on intellectual property rights protection and product commercialization. Through the Digital Media Production Center, a group of musician-entrepreneurs successfully set up a musical recording facility recently, with the help of established companies. FABLAB opens

up access to advanced prototyping, printing and related equipment for MSMEs and the public to support emerging entrepreneurs in digital-enabled manufacturing processes. GNC helps promote the growth of MSMEs by bringing government services closer to small businesses through the establishment of GNCs in all provinces, cities, and municipalities.

The speaker concluded her presentation, noting that the academe gives the depth and focus while the industry gives life and meaning to the lessons and researches inside the academe.

Building University-Industry Relation

Presented by **Assoc. Prof. Dr. Sufian Jusoh**
Institute of Malaysian and International Studies

Mr. Jusoh provided insights into university-industry relations from the university's perspective by sharing how the Institute of Malaysian and International Studies (IKMAS) at the National University of Malaysia (UKM) works with the industries in developing businesses.

At UKM, IKMAS is the knowledge base for: (1) governance and the state system; (2) economic and market system; (3) culture, history and societal system; and (4) philosophy, discourses and language system. Guided by globalization and occidentalism as the overarching theories, IKMAS employs its rich knowledge base and translates government policies and intelligence into understandable information for the industries. IKMAS serves Malaysia, ASEAN, and the world in the development of industrial policies (i.e. investment, intellectual property management, international trade, and ASEAN), economic diplomacy and negotiations, business advisories, capacity and talent building, as well as revival of heritage businesses. At one of its flagship programs held recently in Kuala Lumpur, the ASEAN Economic Integration Forum (AEIF) 2016, IKMAS confronted the issue of implementing the ASEAN Economic Community (AEC) Blueprint 2015 and 2025 at the government and industry levels. Specifically, they discussed about how AEC 2015 and

2025 can be translated into action. They asked how small businesses and medium enterprises (SMEs) can participate and benefit from its implementation, and how it will impact the lives of ordinary people.

Putting together lessons learned from multiple collaborations with the industries, the speaker urged academics to be actively involved in working with the industries. Primarily, academics (universities) need to identify their strengths and expertise to know what they can offer to the industries. Thereupon, research can be done to understand the needs and requirements of the industries. This way, universities are clear about the potential areas of collaboration when they engage with the industries. Once a partnership is formed, universities must ensure that results are diligently delivered, to build and gain the trust of their partners. Consequently, a sustainable university-industry collaboration that is meaningful and impact-driven can be established.

University and Industry: Concurrent Sessions



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Workforce and Industries: Assessment of Employee Conditions and Behavior

*Moderated by Prof. Early Sol Gadong
University of the Philippines Diliman*

Warrick T. Siy, PTRP (University of the Philippines Manila; e-mail at annahmargarita@gmail.com) presented "DIETA ME: Diet, Impormasyon, Ehersisyo Tangkilikin at Angkinin ng M Employees (Diet, Information, Exercise Patronized and Owned by M Employees)."

The wellness project presented is a requirement for Master of Occupational Health in University of the Philippines Manila. The university partnered with Company M for the students to facilitate the development of an occupational health and safety program. The selected workplace is a medium scale hazardous workplace located in Quezon City. It is an industrial service provider for installation, repair and maintenance of telecommunication cables.

DIETA ME is an acronym for Diet, Impormasyon, Ehersisyo Tangkilikin at Angkinin ng M Employees Project is developed using the logical framework analysis. The students conducted a situational analysis through a walkthrough survey, key informant interviews and document review.

Information gathered was presented to the management and worker representatives to determine the priority problem. The same team is involved in the development of project plan to ensure accountability and further sustainability.

The project aims to decrease the prevalence of BMI greater than 25 among the employees after twelve months of project implementation. Thus, the specific objectives are as follows: (1) development of guidelines on a weight management project after one month; (2) increase the knowledge of Company M employees regarding proper nutrition by 80% after 4 months; and (3) establish participation of workers in fitness activities in Company M after 12 months.

The management approved the guidelines for the weight management program. However, the challenge encountered is the lack of incentives for worker participation. Management was unable to commit any incentive package but will be consider it in the result of project evaluation.

Activities for increase in knowledge have two strategies: a lecture series and an information, education and communication (IEC) campaign. The lecture series on basic nutrition are 15-minute education sessions conducted during toolbox meetings. The IEC campaign is a poster of Pinggang Pinoy which was revised after a pre-testing with a selected number of workers. It is installed in strategic locations

in the company. Increase in knowledge was measured through a pre-test and post-test that is analyzed by an independent t-test.

Morning exercises were done before employees are deployed for work. However, no permanent schedule was set since work hours varied. Also, bad weather causes the activities to be cancelled since there is no alternative venue. Measurement of employee participation is done through attendance and activity reports.

The effectiveness in project implementation is measured by the decrease in prevalence of employees with BMI greater than 25 after 12 months.

Cleofe A. Arib (*Ateneo De Davao University; e-mail at cleofearib@gmail.com*) presented "Spending and Saving Behavior of BPO Employees in Region 11."

The business process outsourcing (BPO) industry is one of the biggest contributors to the Philippines' gross domestic product. Being one of the twelve key employment generators in the country, it offers a competitive income for the Filipino workers. It is one of the top ten industries that give the most amount of compensation to their employees. Incentives based as it is, bonuses are given to employees who reach their quota in addition to health care benefits, and other allowances.

It is observed that majority of these employees are millennials. The foregoing information prompted the researchers to explain whether the BPO industry has improved the employee wellbeing or were forced to succumb to lifestyle inflation. The study aims to explain the BPO employee's behavior in managing their income and expenses. At present, there are no researches that focus on financial management of employees in this sector.

The researchers faced the challenge of getting the participation and support of the BPO companies. Thus, data gathering was

conducted with employees where they usually stay before their shift and during breaks.

Majority of the study group belongs to age group 18 to 25 years with the sex ratio of 1:1. Majority are single. In terms of educational attainment, majority of the participants are college graduates.

Result of the study shows that distribution of monthly income is eighty percent (80%) on expenses and twenty percent (20%) on savings. Expenses are mainly on essentials like food, transportation, loans and education of their dependents. Most employees are not spared from consumerism. The respondents claim that expenses they have trouble budgeting on are dining out, shopping for personal items and credit card payments. Nearly all of the respondents have loans and credit cards that need monthly payment. Some admitted to splurging on personal stuff, travel, entertainment and recreation.

The findings of the study may help in program development for Human Resource

and Employee Relations departments. It is also significant to stakeholders such as Bangko Sentral ng Pilipinas, the institution spearheading the Financial Inclusions Initiatives that aims to bridge the gap

between financial services and consumer access. Further recommendations are geared on investments and financial industries to pay close attention to how millennials are ripping up the financial rule book.

Ma. Fara J. Magada, CPA, MBA (University of St. La Salle; e-mail at f.magada@usls.edu.ph) presented "Entrepreneurial Competencies of Women Business Owners in the Food Processing Sector."

The research aims to describe the level of areas of entrepreneurial competencies of women business owners in the food processing sector in Bacolod City. It will help provide information to government agencies and non-government institutions in putting up infrastructures to support women's enterprise development in preparation for the ASEAN Economic Community implementation.

The study assessed the level of entrepreneurial competency across areas of opportunity, relationship, analytical, innovative, operational, human, strategic, commitment, learning and personal strength, as well as other contributory factors. The following hypotheses were tested: (1) no significant difference in the entrepreneurial competency ratings when grouped according to age, civil status, educational attainment, number of years of experience in business, attendance in business related trainings; and (2) there is no significant difference in the entrepreneurial competency ratings when grouped according to the characteristics of their business profile, MSME classification, age of the business, food processing subsector, source of capitalization, and initial amount of capitalization.

A descriptive research design was used wherein the participants were selected from business listings from the City Office. Data was gathered through a self-administered questionnaire that the researchers developed. The study group is composed of women aged 45 years and below, with business experience of ten years and below, and attended business-related trainings.

Their business profile is primarily belonging in the medium enterprise of flour-based subsector.

Measures of correlation that were used for this study are the non-parametric Mann-Whitney test to describe the participants' personal profile. Meanwhile, the Kruskal-Wallis test was used to describe their business' profile.

Factors among areas of entrepreneurial competencies were dominated by strategic competencies involving short and long term businesses and their strategic goals. Correlating entrepreneurial competencies based on personal profile showed that almost all areas have no significant difference except for the commitment of those who were 45 years old and below, had 10 years or below experience in business, higher analytical skills of those who had no attendance in business-related training. On the other hand, entrepreneurial competencies based on business profile implied no significant difference except for personal strength of those involved in the medium enterprises and commitment of those involved in the flour-based subsector.

The researcher recommends continuing the commitment and dedication by developing an association to increase visibility and interaction with other women business to keep them abreast of technological developments. Seek sustainable support from government agencies since the food processing sector is a flagship of the province.

Concurrent Session 6A Discussion

During the open forum, the question raised to the first presenter was to explore the general development funds in the company in order to address challenges on incentives. In response, he answered that the DIETA ME Project doesn't have budget appropriations since the project activities are only addendum.

The first question raised to the second presenter, was about the environment of BPO employees with high work demand which exposes them to a certain spending behavior. In response, the research recommends that human resource departments develop programs on gearing employees to spend on investments. They can offer affordable investment packages to create the culture. The second question raised was regarding the university's target beneficiary in contrary to serving the marginalized sector. In response, the presenter answered that the university do researches both for the marginalized and affluent communities. The third question raised was about whether an insurance company sponsored the conduct of the study. In response, the presenter clarified that no insurance companies supported the conduct

of the study. But they do however, recommend the introduction of investments through UITFs, BULs and mutual funds. The last question raised was about the negative impressions encountered in the data gathering towards investments. In response, the respondents were just educated on the nature of investing.

The last speaker was initially asked that amongst the numerous recommendations, which one should the women business owners in Bacolod should prioritize in order to be at par to the neighboring ASEAN countries. In response, the presenter highlighted to look into the capabilities and competencies which can be improved. Organizing capacity development projects in partnership with the local government agencies can drive product quality to be competitive in the market. A follow-up question raised was which competencies must be focused on. In response, the presenter focused on the business skill of capitalization. Women business owners will benefit more if capital funds are carefully allocated and utilized not only in the beginning of the business but in sustaining it as well.

Assessment of the Role of University and Industry in Improving Educational Outcomes

Moderated by **Dr. Jessica R. Santos**
University of the Philippines Manila

Ricardo P. Babaran (*University of the Philippines Visayas; e-mail at rpbabaran@upv.edu.ph*) presented “When Academia Meets Industry in the Philippines: Experiences, Challenges and Opportunities to Realize More a Balanced Economic Growth.”

This paper presented the experiences and challenges that the University of the Philippines Visayas (UPV), a constituent unit of the University of the Philippines System (UPS) with mandates in fisheries and aquatic sciences, had over the past three-and-a-half decades while trying to find its niche in relation to the development of the Philippine fishery industry. The confluence of several national policies since the 1990s, including those related to higher education and the charter of UPS, provided opportunities to re-examine the relationship between academia and the fisheries industry. Relative to these developments, UPV introduced various process innovations during the past five years to closely integrate the pursuit of new

knowledge with the development of skilled manpower and use of research outputs as platforms for business enterprises and means to delivering services, and to realize a more balanced growth with multi-sectoral representation.

As of 2011, challenges within UP Visayas included less actively engaged faculty or researchers in research or extension work, not fully utilizing the measly budget of approximately 3 million, operation of the University without a strategic plan, having intense inter-college competition as the norm, and general wariness among researchers to engage industry partners. However, in 2012, these challenges were transformed

into opportunities by improving research capacity in science, technology, and process and by strengthening partnerships with academia and industry for applied research.

At present, it was identified that the remaining challenge is to motivate researchers and industry people in the Philippines that need harmonization to foster successful collaboration. It was also mentioned that despite higher or gradually increasing outputs (e.g. higher in research participation, more new knowledge generated, new patents), process innovations must have more

measurable outcomes that feed the needs of society for greater impact. Apart from gaps in technical maturity and scale of operation between academia and industry, the wide motivation gap between the two sectors should be bridged to initiate and sustain collaborations. Hence, the recommendations were to consider tweaking the promotion system in academia that provides equal incentives for teaching, research and public service activities and to conduct a study to determine the most effective and most motivating industry-academe partnership.

Lucia P. Tangi (*University of the Philippines Diliman; e-mail at profluciatangi@gmail.com*) presented "Transclassroom Journalism Education in the Age of Globalization."

Journalism education is facing new challenges because of globalization. With intensifying race for the attention of news consumers among local and global media organizations, journalism educators introduced trans-classroom learning in order to better prepare their students. The UP Department of Journalism has introduced innovative ways in order to enhance the skills and passion for good journalism of its students through engagement with the industry.

In 2013, the department launched the Journalism Research Conference to encourage students to produce better quality research. Sixty students attended and a veteran journalist, Ed Lingao, was among the panel members. In 2014, this conference was renamed as the Philippine Journalism Research Conference (PJRC). Students from other universities have been encouraged to join the competition for the best journalism research. More than 200 students from 16 universities attended, Vera Files became a partner, the Philippine Star became a sponsor, and the Philippine Daily Inquirer editor, Juan Sarmiento, became a panel member. It was also during this conference that Chit Estrella Awards in Journalism Research was launched. In 2015, 400 students from 20 universities attended. Three categories of competition were created—

research, special projects, and investigative reports. Industry practitioners were also invited as panel members. This partnership with industry experts and other academic institutions has made PJRC the most awaited journalism research conference. According to Winnie Velasquez, former editor of Living Section Malaya, "PJRC has achieved its objective as the students' output in the conference has shown. Although the rough edges are apparent to a practicing journalist, these do not detract from the material they have presented. Research was solid, use of the medium is competent and writing needs a little polish. Overall, however, the goal of the conference was achieved." Meanwhile, Ellen Tordesillas, President of Vera Files, believes that "the value of PJRC is it recognizes exemplary work that students can model their work on."

With the help of industry experts, the UP Journalism Department has produced award-winning research and good quality journalistic piece published in national media. This shows that journalism schools should teach beyond the classroom and apply the trans-classroom approach and partner with the industry in order to produce excellent future journalist. Producing better quality journalists is the best preparation for the intensified globalization in the news industry.

Prof. Tapas R. Dash (*Build Bright University, Cambodia; e-mail at tapas_dash@yahoo.co.in*) presented "Enrichment of Teaching and Learning Through Stakeholders' Collaboration in Developing an Industry-Based Curriculum: An Empirical Experience."

In a knowledge-based economy, higher education is widely recognized as a form of investment on human capital that yields economic benefits to the individual and the society. In the context of ASEAN integration and widening labor market, curricula must be consistent with the requirements of the broader economy, thus, needs collaborative efforts to develop. In the case of Build Bright University, the largest private university in Cambodia, the initiative to develop an industry-based curriculum was based on the market demand. Keeping in mind the Higher Education Vision 2030 of the Ministry of Education, Youth and Sport (MoEYS), and the National Qualification Framework, the university had developed the curriculum supported by professionals from relevant industries both within and outside the country. Moreover, the MoEYS of Cambodia financially supported the project. The main objectives of their project are to develop a new market-based curriculum focusing on the financial services in selected financial sector in Cambodia, to enhance research capacity of academic staffs, to compare the curriculum with developed ASEAN countries, and to develop network among academic staffs in the region.

In spite of several challenges in the process of collaboration, the university had gained valued experience brought by the professionals from industries. Opinions of the manager banks, micro-finance institutions, insurance companies, micro-insurance institution, companies providing service relating to lease, pension fund and stock market were gathered. It was felt that the realization of goal of academic programs could be possible through development of curriculums with stakeholders' collaborations. The stakeholders realized the benefits of such an initiative – the university had given them an opportunity to share their valued ideas, their needs were reflected in academic programs, and they found skilled manpower for their ventures. Thus, through this initiative, market-based curriculums were included in the programs; learners had actively participated in learning; gained knowledge, developed skills and competencies, and programs were more demanded. One visibility is that the university had produced quality graduates and placed them appropriately in organizations. Thus, the whole process was an initiative with a lot of learning experience to carry forward in future.

Noelle R. Flores (*Ateneo De Manila University; e-mail at nflores@ateneo.edu*) presented "Introducing Service-Learning Through Discipline-Based Approach to Exposure Trips."

Holistic development of students as individuals is one of the central aims of many institutions of higher education. In Ateneo de Manila University, undergraduate students undergo a four-year formation program so that they develop into well-rounded individuals belonging to a local and global society. On their freshman year, students undergo Introduction to Ateneo Culture and Tradition (InTACT) wherein homeroom advisers and student facilitators are assigned to help them

transition from basic to higher education. Community building and social orientation are some of the key areas of InTACT. These are highlighted by exposure trips to relevant institutions catering to marginalized communities in order to give the freshmen awareness of social issues and information about ways to get socially involved. Students have gone to institutions, which are pertinent to their chosen discipline and career, for their exposure trips, since 2013. Institutions include

Philippine Toy Library, Catholic Ministry to Deaf People, Lingap Pangkabataan, Marikina Health Centers, Botika Binhi, Messy Bessy, Philippine Jesuit Prison Service, GK Enchanted Farm, Circle of Friends Foundation, ATRIEV School for the Blind, Project NOAH, National Research Laboratory, PNRI, and FNRI. These sectors include private/NGOs, local government, small and medium enterprises, organizations that cater to persons with limited mobility, and other government agencies.

On the first year of the program, the number of discipline-based exposure trips was 84. On the second year, it was increased to 98. In the recent two years, it became 97 and 66. This discipline-based approach to exposure trips is expected to enable students to experience social involvement in the context of their discipline.

Based on a year-end student evaluation, most freshmen indicated they were able to realize that there are various ways that their chosen disciplines and careers can take part in social involvement. According to student facilitators in a focus group discussion, the discipline-based exposure trip was more hands-on and “immersive” since freshmen can see the application of their discipline in different fields or work areas. Discipline-based approach can serve as introduction not only to other formation programs that these freshmen will experience but also as introduction to service-learning, which is a pedagogical approach mostly used in their discipline. Ultimately, InTACT is about introducing service-learning and lead the youth towards a deeper understanding of their social responsibility.

Concurrent Session 6C Discussion

During the open forum, five questions were raised to the presenters.

The first question was addressed to Ms. Flores about the specific challenges of the program. Ms. Flores stated that the biggest problem was the language because most of their students are not comfortable speaking in Filipino. They prepared sessions to help students gain confidence in integrating with the community to address this problem. From the end of the area coordinators, they are also not confident to communicate with them. So Ateneo prepared a list of questions for them so they are prepared to communicate. Another problem, according to Ms. Flores, was the commute. For exposure trips, for most of the students, it is their first time to ride jeepneys. For other programs, they are highly encouraged to commute.

The second question was addressed to Professor Babaran about considering the commercialization of their researches. Professor Babaran stated that they are trying to go to that direction and they want to align their output to the product.

The third question was a clarification about the inclusion of transferees in the program of Ateneo if there is a pre-assigned program per year level. Ms. Flores stated that they will still

have to undergo the inTACT, but for the rest, it is tied up to their course already. Some can choose the area where they want to have their exposure trip like if a student is a chemistry major, their formation is related to chemistry. And, to Ms. Flores, that is the importance of the advisers – if the adviser knows the inTACT block, it is easy for him or her to help the students.

The fourth question was again addressed to Ms. Flores, this time, about the increase of willingness to learn of the students after graduation. Ms. Flores stated that, as of now, the opportunity is there. In fact, quite a number of their students have worked with the government in the past administration. They are also involved in Teach for the Philippines, like some of the graduates of University of the Philippines.

The last question was addressed to Professor Tangi and Dr. Dash about getting the students involved. Dr. Dash stated that, initially, there were time constraints, but they were able to resolve it eventually. Hence, they were able to get involved now. According to Professor Tangi, most of the Boards of Trustees of the biggest networks in the country are graduates of their Department so students are encouraged to present their research in the conference where industry experts are present.

Enhancing Industries through Public-Private Partnership and App Development

Moderated by **Ms. Rosabelle Louise Caram**
University of the Philippines Diliman

Alein Navares (*Cebu Institute of Technology-University; e-mail at aleinbnavares@gmail.com*) presented "Designing and Integrating a Child-Friendly Mobile "Edutainment" Application as a Water, Sanitation, and Hygiene (WASH) and Water Conservation Teaching Strategy."

Project Aquaria is a project initiated by the Cebu Institute of Technology-University (CIT-U) with the primary objective of teaching children about water conservation in Cebu City through the development and use of mobile game application, conducting caravans, and organizing youth forum. It expanded through partnerships with the Cebu City Government, Metropolitan Cebu Water District, student and youth organizations, the Department of Education, the private sector, and local communities.

Project Aquaria started with Water Warrior, the child-friendly mobile game application developed by students of information technology, computer science, and industrial engineering of CIT-U to help children ages

five to nine years old learn basic water conservation practices at home. It is a tapping game wherein the players must prevent raindrops from falling down by tapping them to avoid losing lives. Thereafter, the water collected from the tapping game will be used for the mini-game wherein they need to water plants. Aside from games, it also has a trivia section on water practices.

In creating Water Warrior's user interface, game, and other features, the students utilized a human standard designed approach involving children from three public and private schools through focus group discussions. After launching the app, they conducted a survey using a Visayan questionnaire with 30 children, 6.67 years

old on average, to assess the app's usability which resulted in excellent ratings.

Since the success of Water Warrior as runner-up in a nationwide mobile game application design competition, Project Aquaria expanded through a community extension project called the Water Warrior Caravan which includes: the Water Sanitation and Hygiene (WASH) Caravan aiming to teach kids proper hand washing; a read-along session; and a youth forum.

Since Project Aquaria started, 572 children, which are called Starfishers, have been taught. There are also three Water Warrior schools, and six communities which have

been involved. In 2016, it has conducted nine caravans, four Water Warrior and eight WASH Caravans, a read-along session, and a youth forum. In October, the Starfish academy will be launched aiming to mold youth leaders' personalities and skills in project conceptualization, implementation, and branding.

Project Aquaria, guided by the results of a study regarding water usage in forty households in seven barangays in Cebu, aims to provide rainwater catchment to communities to further increase its impact and contribute in solving Cebu's water shortage problem, and ultimately to create a community of youth leaders and children who care about conserving water.

Romina Grace C. Zaballero (Ateneo De Manila University; e-mail at rzaballero@ateneo.edu) presented "Bridging the Gap through an App and Creating Community Impact."

The Ateneo De Manila University ensures the holistic formation of its students through the Office for Social Concern and Involvement (OSCI) which implements the Republic Act 9163 or the National Service Training Program (NSTP) and other social formation activities. Ateneans are given the opportunity to be "Persons for Others", contributing to nation-building.

The Ateneo NSTP shifted from a discipline-based approach, which means their courses are in-line with their tasks in NSTP, toward a service-learning approach to create better learning experiences for students and to provide greater and meaningful impact to communities. In line with this shift, OSCI partnered with Secured Health Information Network and Exchange (SHINE), to develop Ateneans' computer skills and to gather health records of community members through the SHINE app. SHINE is an open-source electronic medical record designed for use in rural communities. The SHINE development

team trains the students in using SHINE OS in a tablet, conducting household profiling, and gathering medical information. The application is then implemented in 70 to 80% of community households. After gathering the information, the application's database user interface was continuously redesigned using feedback and recommendations from students.

With regard to the implementation of the application in the community, the NSTP formator, Ms. Zaballero, leads the students. The students, together with the barangay council and tanods, create a deployment plan. Levelling off of policies between Ateneo and the barangay is also done. Several sessions with students to set their dispositions are also conducted to prepare them for deployment.

A sample case study presented is the household profiling in Barangay Tagpos in Rizal as the pilot community. After the profiling, they identified issues with the app and provided recommendations for improvement. Aside

from continuous app development, processing sessions are provided by the NSTP formator to the students after each household profiling to manage student expectations.

Through the NSTP, Ateneo students get to go out of their comfort zones and learn about the realities of life from the members of the community. In the same way, the community gets to break their preconceived notions

of the identity of an Atenean student and get to benefit from Shine OS. However, the speaker notes that the most valuable impact of the SHINE OS as NSTP program is that students come to understand the relevance of their courses in addressing issues of marginalization and realize their niche in nation building. Ateneans also get to know, experience, relate with marginalized people and gain experience in redesigning the app.

Severo Madrona presented “Institutionalizing the Rights-Based Approach (RBA) into Public Private Partnership (PPP) of Higher Educational Institutions (HEIs).”

Public Private Partnerships that HEIs can go into come in many forms including but not limited to service contracts, build-operate-transfer (BOT), joint venture agreements, and privatization. There are seven advantages to engaging in PPP: (1) the encouragement of the injection of private sector capital; (2) it makes projects affordable; (3) it delivers value for money; (4) the risk is allocated to the party who can best manage or absorb it; (5) it forces the public sector to focus on outputs and benefits from the start; (6) PPP results in the quality of service to be maintained for the entire duration of the cooperation period; and (7) the arrangement encourages innovation. However, of course, there are associated risks in PPP: (1) construction risk; (2) performance and availability risk; (3) residual value risk; (4) financial risk; (5) demand risk; and (6) governance risk.

The review of related literature of PPP in ASEAN is in agreement that PPP is a solution for developing countries. Philippines, together with Indonesia, are among the top ASEAN countries that engages in PPP. Most of the works, however, are focused on optimal risk allocation between the two parties. To fill the gap, the speaker proposed the Rights Based Approach to Development Framework which has two elements: (1) the Duty Bearer – the HEIs and Private Sector Proponent, who must

fulfill responsibilities toward the (2) Rights Holders – the constituencies. This framework seeks to analyze inequalities at the heart of development problems.

According to Mr. Madrona, if the three yardsticks are met in the PPP which are (1) core services, (2) value money, and (3) public interest, an HEI may proceed. However, if these are not met, it would result in disadvantages for the constituencies and for the HEIs.

Two cases of PPP between U.P. and Ayala Land Incorporated (ALI) were presented, namely the (1) U.P.-Ayala Land Technohub and (2) U.P. Town Center. The first case was envisioned as a Science and Technology Park to improve research and development but turned into an area for business process outsourcing companies. The U.P. Town Center, on the other hand, was developed into a mall without public benefit. In both cases, the Commission on Audit advised UP to monitor the delayed and under payments of Ayala Land Incorporated but failed to do so. These PPP projects did not utilize the RBA approach and are high-level negotiations between the U.P. Administration and Ayala Land Incorporated. To address the lack of the RBA approach, Mr. Madrona intends to take action and renew negotiations for the PPP projects undertaken by U.P.

Concurrent Session 6D Discussion

In the open forum, several questions were raised to the presenters.

The questions raised to Mr. Navares were about the application of WASH and extension to other areas aside from Cebu, and the conduct of reviews on changes in students' behavior regarding water conservation. He answered that they let children post their photos on Facebook, however, concerns were raised by parents regarding the practice. With regard to behavior modification, they worked closely with science teachers but due to time constraints they need to revisit schools to further integrate water conservation practices.

Seven questions were raised to Ms. Zaballero. The first was whether the NSTP program is academic-based. She affirmed that it is academic-based (Management Information System). The second was about the flow of information in SHINE. She answered that information gathered are later returned to the Barangay Council for easier access. The third was whether they will come back to the remaining communities. She answered in the affirmative, since they want to address the problem of marginalization. The fourth was about the availability of line-up of barangays. She said that there is a line-up, but they stopped with engagement due to the elections. The fifth was regarding SHINE as a government project and the availability of partner organizations.

She replied that the government requires residents to have recorded data in SHINE as PhilHealth endorses it, and releases assistance through SHINE. The sixth was about the need for a receipt in case of hospitalization and reimbursement. She answered that in cases of sickness, assistance is easier as the person-in-charge of SHINE in a hospital will only need to verify the profile of a patient in the checklist. She said that patients claiming for assistance in hospitals without SHINE, will encounter problems. The last question was regarding SHINE's availability in health institutions. She answered that a person must ask the information desk regarding its availability.

A series of questions were also raised to Mr. Madrona regarding the ideal set-up for a PPP, the criteria for choosing a partner, and advice on how to go about in a PPP. He responded that a knowledgeable PPP Center aiming to propagate the advantages of PPP is more than willing to assist. For the criteria, it mainly depends on the mission and vision of the HEI. Another question was raised regarding the viability of multinational corporations as partners. Dr. Madrona replied that he believes it is good to engage with Chinese firms. He also suggested Australia's practices as it is the top practitioner of PPP, with cases such as ANU and Canberra University. Maximizing private sector participation is also an option.

ASEAN Youth Volunteer Programme (AYVP) Panel Session

**Moderated by Assoc. Prof. Datuk Dr. Rokiah Omar
Universiti Kebangsaan Malaysia**



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REGIONAL CONFERENCE 2016

Developing Emerging Youth Leaders in Environment and DRR

Presented by **Joey Dela Cruz**

United Nations Educational, Scientific and Cultural Organization

The presenter began by introducing their program for the youth in Batasan Hills, Quezon City. It became known as the Sustainable Development Youth Corps: Developing Emerging Youth Leaders in Environment and DRR. It is organized by the Youth Beyond Disasters, Young Southeast Asian Leaders Initiative (YSEALI), and the ASEAN Youth Volunteer Programme (AYVP). The major partners of the program include the Quezon City Local Government (Committee on Climate Change and Disaster Risk Reduction Management), the Center for Disaster Preparedness Foundation, the Marikina City Local Government (Disaster Risk Reduction Office), the University Student Council of UP Diliman, the Institute of Environmental Science and Meteorology, Buklod Tao, and the International Youth Council Philippines.

The basis of the program is the mandate of the 1987 Philippine Constitution and Republic Act 8044 (Youth in Nation-Building Act) which aims to value youth participation in governance. However, in order to initiate progressive change, the youth would need adequate training. Therefore, the program

aims to make the youth aware of the issues of their community, and equip them with knowledge and skills on leadership, youth development, environment, and disaster risk reduction. These objectives hark back to what the AYVP has been advocating.

In implementing the program, a four-day capacity-building training on response and advocacy for youth leaders was conducted. In addition, the youth involved were immersed in their community. The training is particularly focused on how the youth could impact the environment and help in disaster risk reduction (DRR). It echoes the essence of youth development. What the program achieved were partnerships between adults and the youth, as well as enhancement of volunteerism among the youth of Batasan Hills. This made the youth in the area more organized, and it proved that youth development is not a homogeneous process. The presenter then showed a video presentation to feature the highlights of the program. It portrayed how the youth participants undertook the training and community immersion. It also portrayed how the facilitators of the program took time

and energy to train the youth involved. After the video presentation, he discussed what strategy the organizers would take in order to maintain the program. In the long run,

what the organizers want to accomplish is the creation of a network of youth volunteers on environment and DRR in Batasan Hills.

Best Practice and Challenges in the Implementation of Community-Based Project in ASEAN

Presented by **Atty. Farah Yasmin binti Abd Radzak**
ASEAN Youth Heritage Leaders

The presenter opened her discussion with the question on why people volunteer. Her first point is that volunteering presents a way to know one's self. Her second point is that volunteering helps a person believe in himself or herself. Her final point is that one should not quit in being a volunteer. After this, she showed a poster of their project entitled "A Walk to Remember: Heritage along the Road." It is a project centered in the locality of Georgetown in Penang, Malaysia.

She then presented what the best practice is for any project. Her first point is that any project starts small. Volunteers should not be discouraged if they have humble beginnings, even though it will definitely take time for any project to expand. Her second point is that any project would require good planning. Even if there are unexpected circumstances as the project goes on, adequate planning would form a solid foundation for the project.

Her final point is that any project would require a good team. It is the responsibility of the project head to "get the crowd" together and have all members perform their tasks well.

To promote the project, she emphasized the use of social media. Since social media is a free outlet with a wide reach, activating the people (particularly the youth) to participate in a project would become easier.

Nevertheless, there are challenges in the implementation of any project. One issue of concern is time. Volunteering requires a large amount of time, but given the limited schedule of any individual, it would prove difficult to accommodate volunteering activities. She used herself, who is a practicing lawyer, as an example. The second issue is the stakeholders. One should know which stakeholders are involved, and

then be able to convince the stakeholders to lend their energies for the project. Lastly, the issue she mentioned would be the audience. One has to know which people the project appeals to the most.

In order to overcome these challenges, she gave solutions which volunteers may see as helpful. First, they should know the crux or the most important issue the project seeks to

address. Second, they should plan again in order to plot out their next course of action. Third, they should seek assistance from people or organizations which may be able to help. Fourth, they should brainstorm in recreating their ideas for the project. Lastly, they should start small, a point she already raised when she discussed the best practice in implementing any project. She ended with a couple of quotes from Mahatma Gandhi concerning one's self.

ASEAN Youth Volunteer Program 2015

Presented by **Hoang Hao Tra My**
United States Agency for International Development

The presenter opened her discussion with the concept of Phototek. TEK stands for “traditional ecological knowledge,” which mainly refers to the body of traditional knowledge regarding ecological sustainability. Their project emphasized on the photo documentary of traditional ecological knowledge, thus the name. The project was sponsored by the ASEAN Youth Volunteer Programme (AYVP), the United States Agency for International Development (USAID), Institut de Technologie du Cambodge, Kementarian Belia and Sukan (KBS), and the International Federation of Red Cross and the Red Crescent Societies.

The locale of the project was her hometown, Chuon Village in Thua Thien Hue, Vietnam. It is a village near the coast and has been known as a “floating village” due to the fact that many residences are located over water. The objectives of the project are to examine the traditional ecological knowledge of the people in the coastal village, to understand the relationship between the nature of man in the past and how we have adapted through time, to raise awareness of the importance of TEK in our era, and to promote the

preservation of TEK.

The project lasted for seven months. It began with gaining participation from the villagers, especially the youth, the local government, and non-government organizations (NGOs). Then, there was a period of observation and ethnography before the main phase of the project was carried out.

The main phase of the project is the photo documentary, intended to be distributed all over the world. The instruments they used for project were photobooks, postcards, paper, and pen. She also related how she became involved in the idea of Phototek. She was then a student taking her master’s degree when the concept was introduced to her. The activities done during the duration of the project were carefully documented through photographs, and her presentation showed a number of examples.

Challenges to the project include proposing the project itself and gaining a consensus among the participants. Other challenges are financial management, team operations, time management, gathering knowledge

about the topic and from the site, the use of local versus scientific language, managing the stakeholders involved and meeting their respective interests, and dealing with the interests of the village. Despite these challenges, the project also had advantages to utilize. As for the team itself, time management, teamwork, networking, and

other relevant skills proved helpful. As for the community involved, their thrust towards socio-economic development, their interest in knowledge and environmental preservation, and having a young population provided good opportunities. Her final point is to apply global concepts (think global) to local contexts (act local).

AYVP Alumni Panel Discussion

During the open forum, four questions were raised.

The first question was for the first presenter. The presenter was asked about his opinion on integrating culture, heritage, and disaster risk reduction management. He answered that those concepts can be connected. The example of Tacloban was used. More than a hundred years before Typhoon Haiyan (locally known as Super Typhoon Yolanda), a storm hit Tacloban which caused 15,000 deaths. This leads to the assumption that Tacloban is an area frequented by typhoons. With this example, he began to explain how culture, heritage, and history prove to be important in disaster risk reduction.

The second question was for all the presenters. The concern was about the funding of the projects each of the presenters was involved in. The first presenter answered that in order to carry out their project, technical and financial assistance were requested from the local government and other partners. Local government services were utilized and cost-benefit analyses were conducted with the stakeholder partners. The second presenter answered that since they have a limited budget, they prioritized the use of multimedia and social media to promote their project. The third presenter agreed with the points raised by the two earlier presenters. She added that in order to gain cooperation and be able to expand the project, there is a need to know the interest of the stakeholders and the local

context, and to negotiate with the people involved.

The third question was for all the presenters again. The concern was about how the youth can be convinced to be involved in such activities. The first presenter answered that it is difficult in different contexts. For instance, impoverished youth would prefer to feed their families. Therefore, in order to accommodate their economic activities, the project was done during weekends. The second presenter answered that Malaysian youth are not fond of time-consuming activities. Since most of the youth are online, the project was promoted mainly through social media and other technologies. The third presenter answered that social media can also be used to raise activity among Vietnamese youth. She also emphasized that their strengths and weaknesses should be understood in order to utilize them in the project.

The fourth question was for all the presenters again. They were asked about the most dramatic experience they had during the project and what they learned in the process. The first presenter answered that community politics and gathering the best speakers possible proved to be his most dramatic. The second presenter answered that being a working individual made it difficult to remain involved. The third presenter answered that she had to deny various opportunities to remain involved.

Closing Ceremony: Remarks



The 3RD AsiaEngage
REGIONAL CONFERENCE 2016

Closing Remarks

By Dr. Alfredo E. Pascual

President, University of the Philippines (UP)

Delivered by Prof. Jose Wendell Capili

Assistant Vice President for Public Affairs, UP

University of the Philippines Assistant Vice President for Public Affairs Ranjit Rye began the closing ceremony by introducing President Alfredo E. Pascual. He said that the president believed in balancing academic excellence and public service. Public service must be part of the university. He also said that the president would not be able to come to the closing ceremony for being delayed in his flight from Kaohsiung in Taiwan. The president attended a forum on higher education cooperation between Taiwan and the Philippines from November 20 to 22, 2016 at National Sun Yat-sen University. However, the president did prepare a brief speech to be delivered by Assistant Vice President for Public Affairs Jose Wendell Capili.

The speech provided a background on the agreement of holding the 3rd AsiaEngage Regional Conference in the Philippines, in cooperation with the Universiti Kebangsaan Malaysia, Ateneo de Manila University, and De La Salle University. The president is encouraged by the successful conclusion of the conference but mentioned that this

is only the beginning of fostering research, education, and volunteerism in the region. The president hoped that the knowledge and expertise shared in the duration of the conference will be used for development, engagement, continued cooperation and collaboration as one ASEAN. This cooperation and collaboration is hoped to be seen through partnerships between the academe, the government, industry, and the community. The conference helped produce and continue producing ideas, create policies, and implement programs for social progress in the region. As much as academic institutions are committed to serve their own nations for national development, they also have to be committed to increased cooperation among institutions, academicians, professionals, and concerned sectors to find solutions for the problems of the region and the international community in general. There is a need for cultivating a more collaborative culture by engaging in multidisciplinary studies across nations. International linkages and research opportunities must also be increased. People's skills and talents have to

be prepared and developed for a more open, integrated, and united ASEAN.

Finally, the president thanked the primary partners of the University of the Philippines

in undertaking the conference and closed the conference. He hoped that further cooperation would be fostered in the upcoming AsiaEngage conferences.

Closing Remarks

Delivered by **Prof. Dato' Dr. Imran Ho Abdullah**
Universiti Kebangsaan Malaysia

Dr. Abdullah delivered the closing remarks for the 3rd AsiaEngage Regional Conference. He initially thanked all the partners of the Universiti Kebangsaan Malaysia in holding the conference, namely the University of the Philippines, Ateneo de Manila University and De La Salle University (the Philippine team). He recalled how the semantics of engagement was used throughout the conference. He believes that community engagement comes in different forms. For instance, in De La Salle, it is called the Lasallian Mission. In the Ateneo, it is called social concern. In the University of the Philippines, it is called public service. In the UKM, it is called community partnerships. With the ambiguity in what engagement is called, the field is broad and important to the existence of universities, the public, and the private.

He then discussed the results of the ASEAN University Network Steering Committee

meeting the previous day. The host of the next AsiaEngage Regional Conference in 2018 would be Chiang Mai University in Thailand. Meanwhile, the next ASEAN Youth Volunteer Programme (AYVP 2017) would be hosted by Institut Teknologi Bandung in Indonesia. His main task for this speech is to announce these two upcoming events. He thanked again the universities involved in AsiaEngage and in community engagement as a whole.

Finally, he thanked all the participants of the conference this year, and mentioned particularly Dr. Farok Zakaria of Universiti Malaysia Kelantan, as he invited them to come to Thailand for the next conference. Dr. Zakaria received a special mention for the poem he made about AsiaEngage, and which he read prior to the closing ceremony. He also invited the AYVP alumni to come to Indonesia the following year.

Appendix A: Photos



The 3RD AsiaEngage
REGIONAL CONFERENCE 2016

Conference Day 1



Day 1 Photos during the Registration

(Right) Dr. Wendell Capili, Master of Ceremony

(Below) Awarding of the plaque of appreciation to the Keynote Speaker. From left to right: Br. Raymundo Suplido, FSC, President, DLSU; Fr. Jose Ramon Villarin, SJ, President, ADMU; CHED Commissioner J. Prospero De Vera III; Prof. Dato' Dr. Imran Ho Abdullah, UKM; and Dr. Edna Estifania Co, Vice President for Public Affairs, UP





(Top) University and Government Plenary Panel speakers awarded with plaques of appreciation. From left to right: Dr. Dennis Batangan, Atty. Mark Gamboa, EnP, and Dr. Mahar Lagmay with Asst. Vice President for Public Affairs Ranjit Rye

(Above) University and Civil Society Plenary Panel speakers awarded with plaques of appreciation. From left to right: Atty. Jaime Hofilena, speakers Dr. Angelina Galang, Mr. Francesco Volpini, and Dr. Graham Brewer, with Ms. Ma. Lourdes Melegrito



Concurrent Sessions 1A and 1B



Concurrent Sessions 3A, 3B, 3C and 3E



Gala Dinner



Gala Dinner Performances



(Top) University and Communities Plenary Panel speakers awarded with plaques of appreciation. From left to right: moderator Atty. Jaime Hofilena with speakers Dr. Romulo Davide, Dr. Segundo Romero Jr., and Dr. Leland Dela Cruz.

(Above) University and Industry Plenary Panel speakers awarded with plaques of appreciation. From left to right: Mr. Leonard Abdul Shatar, Atty. Liza Corro, moderator Prof. Dato' Dr. Imran Ho Abdullah, and Assoc. Prof. Dr. Sufian Jusoh.



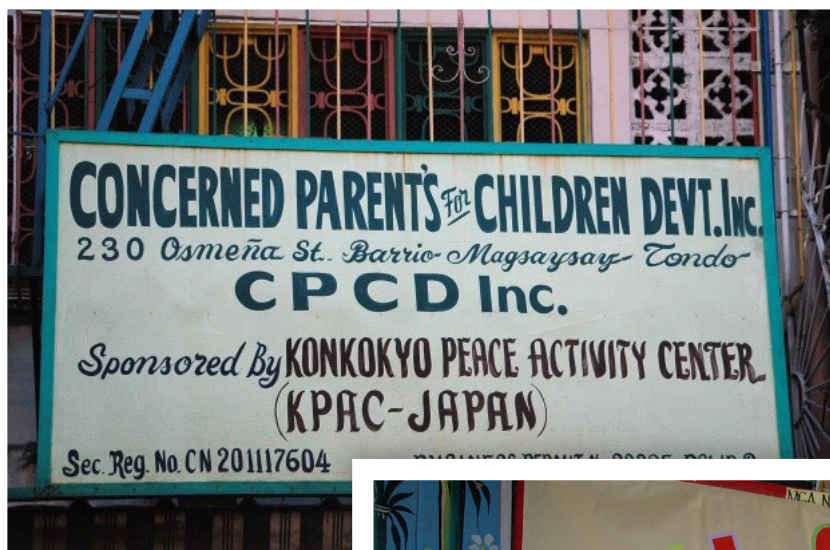
Concurrent Sessions 4



Concurrent Sessions 5 and 6



Community Tour



Community Tour



Community Tour



(Left) UKM Assoc. Prof. Datuk Dr. Rokiah Omar, Director UCTC with AYVP Alumni during the AYVP Alumni Panel Session

(Below) UP Asst. Vice President for Public Affairs Ranjit Rye, Emcee of the Closing Ceremony



(Above) Dr. Wendell Capili delivering a closing message on behalf of UP President Alfredo E. Pascual

(Right) From left to right, UP Asst. Vice President for Public Affairs Ranjit Rye, Mr. Carl Fernandez, DLSU, Ms. Pamela Gonzales, BIDANI UPLB, and Dulce Atian, CSPC during the Voices of Delegates





Some of the winners of the Best Presenter award with UP Asst. Vice President for Public Affairs Ranjit Rye, Prof. Dato' Dr. Imran Ho Abdullah, UKM, and UKM Assoc. Prof. Datuk Dr. Rokiah Omar, DLSU COSCA Director Lourdes Melegrito and ADMU Vice President for Social Development, ADMU

Appendix B: The Scientific Committee



The 3RD AsiaEngage
REGIONAL CONFERENCE 2016

Note on the Scientific Committee

The 3rd AsiaEngage Scientific Committee assumed the role of reviewing the submissions for the conference. Depending on their expertise, experts from various fields and disciplines were assigned to the four (4) subthemes of the conference: University and Government, University and Civil Society, University and Community and lastly, University and Industry. The experts sifted through the myriad of abstract submissions in order to judge whether an abstract has the potential to contribute to the wider discourse on the theme of the conference.

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AUN USR&S Steering Committee Member
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