

EDITORIAL

The Philippine Journal of Social Development (formerly the CSWCD Development Journal) was conceived to create a cross-disciplinary, cross-institutional forum for social development in the country. This move was inspired by necessity. We cannot really talk about social development work without recognizing and acknowledging that a number of disciplines contribute to this undertaking. Moreover, we really cannot afford to confine the dialogue within institutional boundaries. The work in the academic community and the ones undertaken by development organizations are closely interrelated. The efforts of non-government organizations cannot be isolated from the work of government. The academe, the professionals and the agencies that employ them all make up a highly interrelated network whose efforts are inextricably linked with each other.

In fact, if we think of some of the debates in social development, there is even yet another boundary that needs to be crossed: the divide between the national and the international. Many of the problems we deal with in social development work have their roots in the international economic order. Can we really speak of social development in the Philippines without talking about the wider global context? Can we speak of social development without considering the social issues and policies in the region, with key global institutions, and with key global economies? Thus, there is a case for dialogues in social development that cross international lines.

Given these considerations, a vital task for the Philippine Journal of Social Development is to promote cross-disciplinary, cross-institutional and even international dialogue. The Journal welcomes contributions from various schools involved in the teaching of social development, various agencies, and professionals engaged in social development work. While we have yet to fully open the doors to the cross-disciplinary, cross-institutional and international dialogue we wish to provide, the articles in this first issue of the Philippine Journal of Social Development represent a measured but purposive step in that direction.

Lea Deriquito's article focuses on an important concept in current development work, the concept of sustainability. Based on her study of two sustainability frameworks used in development projects, she provides a definition of sustainability which reflects the perceptions and experiences of stakeholders. She also discusses a significant outcome of her study, the development of a rating scale for evaluating and monitoring the sustainability of development projects.

In her article, Nathalie Verceles examines the utilization of the 5% mandated Gender and Development (GAD) budget at the local government level. Her critique of a barangay's GAD projects and activities leads to the identification of critical elements to ensure that the GAD budget is truly responsive to women's needs. These include: capacity-building of LGUs and concerned organizations in gender planning, programming, and budgeting; the presence of empowered local groups pushing for reforms on a sustained basis; the installation of systems, tools, and mechanisms to ensure the enforcement and implementation of the GAD budget; and, the presence of gender-responsive local legislation.

Teresita Barrameda's article points out that water scarcity affects poor people the most. In her study of an urban poor community in Manila, inadequacy of supply and lack of affordability of water can be linked to privatization and the problems confronting a community-managed water distribution system. The situation affects not only the health but also the lives of children, as some of the burden of securing this resource for their households has shifted to them.

Young Ran Kim discusses the international practicum program in undergraduate social work field instruction which the Mokpo University in South Korea implemented in the Philippines. Drawing from the insights of faculty members and students who took part in the practicum, the author underscores the importance of the following factors to ensure the effectiveness of the program: close coordination with the host school in the planning and implementation of field instruction, including the supervision of students; systematic selection and preparation of students for their foreign field placement; provision of regular

consultation to process students' learning; and, support of partner agencies in providing field experiences.

Rosalie Quilicol's article looks into the results of undergraduate social work students' evaluation of their agency-based field instruction courses. Focusing on the key elements of field instruction – the students, the agency, and field supervision – she identifies some lessons to enhance the effectiveness of the program. Among them are: matching of students' preferences/interests with agencies which can provide adequate learning opportunities for them; leveling of expectations among students, agency and faculty supervisors; and, regular supervision of students.

In the spirit of critical theory which informs a vast range of social development work, the dialogue in this Journal shall allow space for problematizing the concept of social development itself and the social development work we undertake in practice.