

Risk Taking and Risk Reduction by the Academe:

An Experience in Integrating Teaching, Research and Extension Service in CBDRRM Program

Emmanuel M. Luna, PhD

The Community-Based Disaster Risk Reduction and Management (CBDRRM) Program was an action research implemented in Brgy. Sta. Ana, San Mateo, Rizal after the community was devastated by Typhoon Ondoy in 2009. The program began in April 2010 and lasted until October 2011. The program aimed to reduce the people's risks to disasters and promote community development in the locality. At the same time, it provided the faculty and students with a venue for learning, to conduct research and extension services through field instruction. The action research affirms that education is a potent means for disaster risk reduction. As a participatory action research, the CBDRRM Program showed that social development methods such as organizing communities, capacity building through education and training, and socio-economic work can be integrated in disaster risk reduction. The experience affirms that it is possible to jointly undertake the academic functions such as teaching, extension service and research in a CBDRRM program

Risk-Taking Academics : The U.P. CSWCD as the Academe in Action

The academic programs of the U.P. College of Social Work and Community Development have been focused to serve the marginalized and the oppressed, taking the narrow, dangerous and risky path of working with the poor. Students were sent to poor communities to live and learn from the people as part of their field practicum. The faculty, students and staff took the risks of living in unfamiliar settings, of being separated from families and friends in the cities, and of facing the intimidations and harassments by the military. The faculty and researchers ventured into participatory action researches, then considered as adventurous and risky by the traditional and positivists researchers. The extension services were

pursued by organizing communities and marginalized sectors, advocating for their rights and welfare, training and building their capacities to overcome powerlessness, and outright mobilizations that demanded the dismantling of the dictatorial regime (Luna, 1999).

As the political risks persisted even after the EDSA People Power Revolution, new and more perilous risks arose with environmental hazards and disasters such as the Central Luzon earthquake in 1990, the Mt. Pinatubo eruption in 1991 and consequently the perennial flashfloods brought by lahar that buried communities until 1994. In all these mega-disasters, the U.P. CSWCD faculty, students and staff were present through partnership with non-governmental organizations, people's organizations, and agencies doing community-based disaster management (Luna, 2009). This situation continued until the change of the century. In 2004, when flashfloods hit Infanta, Quezon, three students doing fieldwork in the area could not be located. It was only after three days of searching that they were found unharmed being taken cared of by their host families who had evacuated from the danger zone.

When Typhoon Ondoy (Ketsana) struck Metro Manila in 2009, one of the affected communities was Brgy. Banaba in San Mateo, Rizal. Graduate students were doing their fieldwork in this community with the author as faculty supervisor. The fieldwork program in Brgy. Banaba started in the early 2000s, with the Center for Disaster Preparedness as the partner NGO and the Buklod Tao as the partner people's organization.

In partnership with Sikhay Kilos Developmen Association, an association composed of faculty and staff, the CSWCD took on another risk: venturing into a disaster response program and providing relief goods to partner communities that had been affected by Typhoon Ondoy. There was no regular source of funds nor additional staff to do the work. The program depended on donations and volunteer students, faculty, and staff. They performed tasks such as generating resources, procuring goods, and cleaning up, packing and distributing the relief goods.

From October to December 2009, the CSWCD partnered with the Oxfam, an international humanitarian organization, in a health emergency program for communities affected by the Ondoy flooding – among these were Brgy. Banaba and Brgy. Sta. Ana. The program provided relief goods composed of hygiene kits and cash assistance for each family

for food security. Livelihood assistance was also provided to community organizations in the locality.

The partnership of CSWCD and Oxfam continued in January-March 2010 when a Capability Building Project was implemented in the two barangays. The flood and the initiated responses that followed left many tasks and challenges that required continued assistance. With this in mind, a Community-Based Disaster Risk Reduction and Management (CBDRRM) Program was conceived for Brgy. Sta. Ana, San Mateo, Rizal.

Considering the vulnerability of the community and its potential for development, the CBDRRM Program aimed to reduce the people's disaster risks and promote community development in the barangay. As a result, five large clusters of families living near the river were covered by the CBDRRM program. The objectives were:

- To facilitate capacity building among the community leaders and organizations through informal and experiential approaches of learning;
- To assist in organizing and strengthening community groups and organizations that can help facilitate the socio-economic and political development of the community.
- To assist in the undertaking of socio-economic, environmental and cultural projects and activities that can enhance the well-being of the community;
- To help reduce disaster risk among the families and the community;
- To provide the students with learning venues among the marginalized communities through field instruction; and
- To undertake research projects in the community that will support the development activities.

The program started in the summer of 2010 and ended in October, 2011. It had no funding support, except a grant of P30,000.00 for sabbatical leave awarded to the Program Director of the Doctor of Social Development by the U.P. Office of the Vice President for Academic

Affairs (OVAAA), through the Office of the Vice Chancellor for Research and Development. Somehow, undertaking the program was a risk in itself considering the lack of financial support. The CSWCD's Department of Community Development (DCD) and Department of Social Work (DSW) supported the program by fielding students doing practicum courses in the community. The author served as the Program Director and supervised the students fielded in the program.

This paper does not cover the documentation of the whole program but focuses on the integration of teaching, research and extension service to the community.

The Community-Based Disaster Risk Reduction and Management Framework

Community participation and the capacity-building of people are inherent processes in development and in DRRM. Anchored on the principles of participation, empowerment, and people centered development, community-based processes (e.g. community analysis, community education, conscientization, community organization and mobilization, participatory planning) are integrated in the DRRM processes such as prevention, mitigation and preparedness, emergency response, recovery and rehabilitation, reconstruction, and development (Luna ,1999, p. 11, 2009, p. 260).

At the time of program implementation, the 'Hyogo Framework for Action 2005-2015: Building the resilience of nations and communities to disasters' was being advocated internationally and locally. Community and volunteer participation, and capacity building and technology transfer are two cross cutting issues put forward as priorities for action. One of the guiding principles of the framework states that:

Effective disaster risk reduction requires community participation. The involvement of the communities in the design and implementation of activities helps ensure that they are well tailored to the actual vulnerabilities and to the needs of the affected people... Participatory approach can more effectively capitalize on existing indigenous coping mechanisms and are effective at strengthening community knowledge and capacities...The incorporation of local perspectives into decisions and activities also helps ensure that

changes in vulnerability and perceptions of risk are recognized and factored into institutional processes, risk assessments, and other programmes and policies (UN/ISDR & UN/OCHA, 2008, p. 4).

Similarly, The Hyogo Framework for Action considers capacity development as a central strategy for reducing disaster risk by building the abilities of the people, organizations, and societies to manage their risks. The training for CBDRRM falls within 'Priority for Action 5: Use of knowledge, innovation and education to build a culture of safety and resilience at all levels.' The activities include: information sharing and cooperation; networks across disciplines; dialogues; use of standard disaster risk reduction (DRR) terminology; inclusion of DRR into school curricula, formal and informal education; training and learning on DRR at the community level; equal access to training; research capacity and application; and public awareness and media (UN/ISDR & UN/OCHA, 2008).

CBDRRM aims to ensure public safety, as well as reduce the people's vulnerabilities, and the impacts of hazards on lives, properties, resources and the environment. It empowers the individuals, community and institutions for risk reduction. Furthermore, it aims to transform structures and relationships that generate inequity and underdevelopment (Luna 2004a and 2004b).

The DRRM process means that each of the processes involved must contribute to reducing risks (Figure 1). In the process of development, risk reduction must be mainstreamed. For example, in building infrastructure, the projects must be able to minimize risks by having safe designs. Economic development must be able to improve the capacity of the people and reduce their vulnerability to risks of disasters. Risk prevention, mitigation and preparedness will reduce the possibility of the occurrence of a disaster or minimize its impact and losses. When a disaster strikes, the response must reduce further disasters. Those who survive the direct impact of a disaster might die due to resulting health issues and illnesses if the emergency response failed to consider such risks.

The policy that governs DRRM in the Philippines (R.A. 10121 or the Philippine Disaster Risk Reduction and Management Act of 2010) upholds the people's constitutional rights to life and property by addressing

the root causes of vulnerabilities to disasters, strengthening the country’s institutional capacity for DRRM, and building the resilience of local communities to disasters including impacts of climate change. The policy upholds CBDRM as an approach in disaster risk reduction by incorporating principles that are supportive of participation and engagement of various stakeholders such as civil society organizations (CSOs), the private sector, and volunteers in the government’s disaster risk reduction programs. It advocates for the development and strengthening of the capacities of vulnerable and marginalized groups to mitigate, prepare for, respond to, and recover from the effects of disasters.

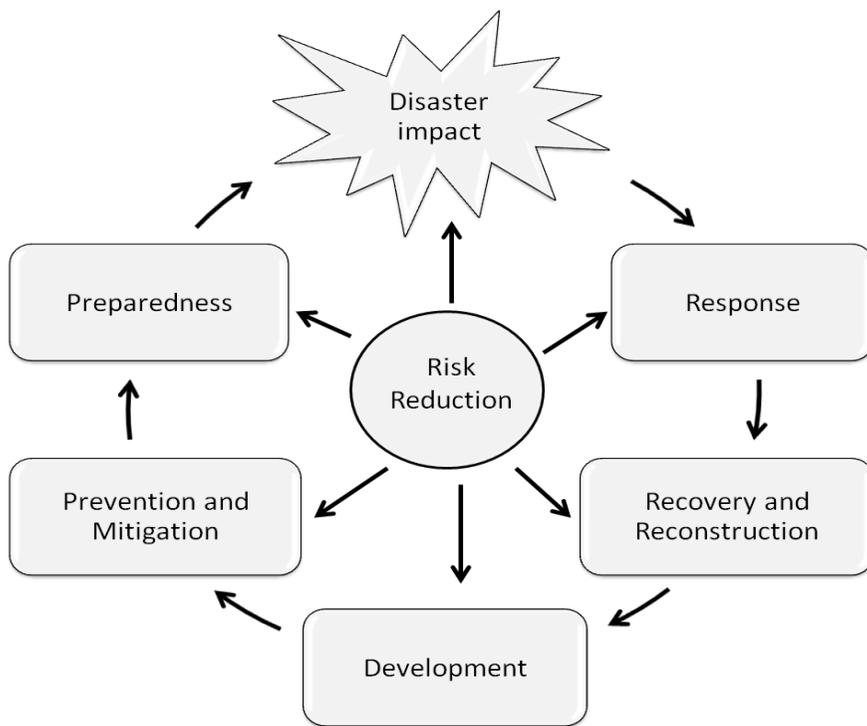


Figure 1. Risk Reduction in DRRM Process

The Action Research Processes and Outcomes

Brgy. Sta. Ana in the town of San Mateo is located along the national highway traversing from Marikina City to the town of Rodriguez (Montalban). The settlements along the highway are mostly subdivisions of middle-income residents. However, at the back of the subdivisions and adjacent to the Marikina river are low-income residents composed of small lot owners, renters and informal settlers. It has an estimated land area of 685 hectares, less than the half of which is devoted to farming. The population based on the 2007 census is 8,358 with 4,387 (52.5%) males and 3,971 (47.5) females. There are 1,680 households. Brgy. Sta. Ana is an urban barangay but with agricultural lands near the river. The occupations of the residents are farming (25%), fishing (25%), trading/retailing/vending (20%), employees (10%) and others (5%) (Barangay Sta. Ana Community Profile, 2007).

Initial Relief Operation and Capacity Building Program

Prior to the CBDRRM Program implementation in the community, the faculty and staff from CSWCD and Oxfam were already known to the Municipal Mayor, barangay officials, leaders and several residents. In October-December 2009, the CSWCD became a partner of Oxfam in a health emergency relief program. From January-March 2010, the CSWCD through Sikhay Kilos implemented a Capacity Building Project supported by Oxfam. The project officers facilitated several community meetings, dialogues and trainings aimed at enhancing the people's awareness on their risks, vulnerabilities and capacities. This was done in partnership with the Barangay Council which provided counterparts such as the provision of the venue, volunteers who prepared the food, and identification of participants. Students from the U.P. CSWCD were also mobilized as volunteers.

The capability building project was able to establish linkages and partnership among the local government units, the community organizations and the academic institution. Community profiling and situation assessment were conducted. Community awareness on disasters and risk were done through community workshops, informal gatherings and home visits. The project also developed a brochure for information dissemination, as well as shirts with advocacy messages. DRR committees were also formed to formulate and carry out contingency plans (Luna, Firmase and Eugenio, 2010).

Sustaining Development Efforts

The assistance of Oxfam to the community ended in March of 2010. By that time, Oxfam had provided seed capital for livelihood projects to groups of residents. Considering the need to assist the groups in their livelihood projects, the vulnerability of the community, and the expectation of the people for continuous partnership with CSWCD, an initial design for a CBDRRM program was conceived. The idea is to develop the program into a Field Instruction site for students of Social Work and Community Development courses. As a result, arrangements were made with the two academic departments for the fielding of students in the program.

Teaching Through Field Instructions and Placement of Students

In the summer of 2010, arrangements were made with the Mayor and the Barangay Council on the operation of the CBDRRM in Brgy. Sta. Ana whereas two graduate students of DCD were deployed to the site for the first time. From that summer of 2010 up to the first semester of academic year 2011-2012, 16 students were assigned in the community.

Table 1. Student Placement in CBDRRM Program in Brgy. Sta. Ana

Semester and Academic Year	Students Deployed in the Area	Field Work Focus	Faculty Supervisor
Summer, 2010	2 females (CD 280)	Initial community preparation; Leadership training	Dr. E.M. Luna
First Semester, 2010-2011	3 females (CD 180); 1 female (CD 181)	Assessment and strengthening of organizations for livelihood Research on recovery status	Dr. E. M. Luna
Second Semester 2010-2011	2 males (CD 180); 2 females (CD 181)	Organizational development Financial management	Dr. L. Gabo
Summer 2011	2 males CD 280	Organizational development	Dr. L. Gabo
First Semester 2011-2012	2 females (CD 180); 1 female (CD 181); 1 female (CD 287)	Financial management Organizational development Capacity building on computer literacy Children organizing DRR training and response	Prof. F. Manalo Prof. R. Quilicol

The CBDRRM program provided a venue for the students to experience and learn the following community development processes:

- Community entry and integration
- Social analysis that incorporates hazards, vulnerability and capacity assessment
- Identification and training of community leaders
- Formation of core groups and facilitation of small group meetings
- Assistance in the livelihood projects of the small groups
- Strengthening of the community organizations.
- Establishing linkages with the LGU and other communities
- Reflections and assessment with the community leaders
- Conducting research and documenting field experiences.

The following reflections of the students provide a glimpse of what they learned from their fieldwork experience in the program (Banacia, Figuerres, Foncardas and Tuason, 2010; Luna 2011a).

“Living with the community for about five months made me realize that a community consists of different people with different levels of knowledge, skills and participation. One must bear in mind that a community does not have zero resource: they will always have a lot of resources if one only knows how to uplift the people and conscientize them with their own surroundings.” - Eah

“In living with the community, I learned how to plan projects that are from the people and for the people. When we lived in the community of Sta. Ana...we always conducted consultations with the people to know their conditions and the livelihood appropriate for them. In development work, we have some aspirations for the community but we may not see the factors that only the community knows.” - Kaye

“One of the many lessons I gained during our integration in the community is on grounding: recognize the people’s existing capacities and strengthen them. Start from where the people are and build from what they have. Integrate local knowledge in developing disaster preparedness strategies. People must be aware of their ability to cope.” - Karen

“I want to go back to the community. I want to help assist in developing the potential of the people. They can do a lot to improve themselves and their community. I can see that they are willing to act, they just need some motivation. I know that I can be a push for change. I want to go back to Sta. Ana so that the people will know how to respond to disasters in case this happen. I hope though that nothing will happen.”

- Pau

Capability Building for Disaster Risk Reduction

The greatest resource of the academe in undertaking the CBDRRM program is its educational services. Thus, the capacity building activities in the community were done through the conduct of training and educational activities for leaders and community members in the field of DRRM. Some of the topics were DRR concepts and processes, disaster mitigation, preparedness, response, and recovery. There were several methods used in community education.

Informal one-on-one assessment of needs and orientation on disaster risk management concepts. This is an approach in which the trainers tried to understand the community situation with regard to vulnerability, their experiences with disasters, and the corresponding responses. This was done in the course of integration with the community or establishing rapport with the residents. This process also enhanced the building of trust between the community people and the student facilitators.

Coaching and follow up. This is an informal and action oriented process. The community leaders were coached on specific tasks that have to be done with regards to their functions. The capability building strategy focused on assessment and strengthening of the community groups that had received financial assistance, as well as providing some technical assistance in project development.

Formal trainings. These are more formal activities with defined objectives, schedules and training methods. Some were conducted in partnership with other organizations. Training on gender, disaster and climate change was co-sponsored with HomeNet, a network of women's organizations in the informal sector. Computer literacy training was co-sponsored with a student organization in CSWCD, the Community Development Circle. They acted as resource persons in both lectures and coaching workshops. Table 2 shows the formal trainings conducted.

Table 2. Formal Trainings Conducted

Activities	Purpose	Date and Venue	Participants
Leadership and Management Training Program	To strengthen the people’s skills in organizational management and implementation of livelihood projects; to strengthen their relationships with their members and other organizations in the community; and to come up with concrete action plans for the effective implementation of their programs.	June 11-12, 2010, Bulwagang Tandang Sora, UP-CSWCD	35 leaders of the nine organizations in Brgy. Sta. Ana
Organizational Development Seminar-Workshop	To enhance the knowledge on principles, issues, and processes in leadership and management; develop perspectives and guidelines and procedures for organizations; and enhance greater unity.	30 April 2011, Brgy. Sta. Ana	12 community leaders
Gender, Informal Work and Climate Change Adaptation and Mitigation	To raise the awareness of informal women workers on their vulnerability to disasters and climate change; share their knowledge and experiences on the interaction of gender, informal work, mitigation and adaptation strategies to climate change; identify mechanisms and approaches to mitigate disasters and to prepare the community; and identify development approaches that reduce the vulnerability of communities	September 20-21, 2010, Bulwagang Tandang Sora, UP-CSWCD	39 individuals from the different organizations of informal workers, HomeNet SEA staff and CSWCD students
Basic Computer Literacy	To introduce basic knowledge about computer technology and literacy, particularly in the use of Microsoft Word and Excel.	August 27, 2011, Bulwagang Tandang Sora, UP-CSWCD	20 leaders

Strengthening Organizations for DRR and Assistance in Socio-Economic Projects

The CBDRRM program was initiated in the community because of the need to develop the people's capacity in reducing disaster risk and vulnerability. It was also meant to sustain the activities started by the relief operations and capability building activities. The program started with some organizational givens such as the existence of local organizations which were given financial assistance by Oxfam.

The program provided continuity in the implementation of the livelihood programs during the emergency phase. The emergency food security and livelihood (EFSL) program undertaken by Oxfam had three phases. The first phase involved the distribution of Php 1,000 per family during the relief operations. The second phase was the distribution of Php 5, 000 to selected families to enable them to start or recover their own businesses and help augment their income. The families used these funds for livelihood ventures such as sewing services, *balut* business and sari-sari stores. Others used the amount for food and other household expenses (Galema and Caido, 2010).

The third phase was the provision of capital for groups or organizations to set up small businesses, the amount of which was based on their proposal. Seven organizations from the barangay were given funds for their proposed businesses: SanVic, Lihai, Sikap, Pinagbuklod, Nursery Association, Kabatak, and Guardians. The members of organizations were entrusted with the responsibility of running their small businesses (Galema and Caido, 2010). Table 3 shows the profile of the people's organizations in the community.

Name of Organizations	Year Organized	Members	Purpose	Fund Given by Oxfam and Projects Undertaken
Samahang Magkakapit-bahay ng San-Vic Incorporated	1995, SEC Registered	213 mostly urban poor, street and market vendors, junk collectors and laborers	To unite the people and to facilitate the implementation of projects for the improvement and development of the community	P120, 000 Grocery or <i>Bigasang Bayan</i> and a lending business
Libis Home Owners Association, Inc. (LIHAI)	2002, registered with the Housing and Urban Development Council	87 residents of Cristi Compound	To address issues on their housing and improve their living conditions	P 70,000 for loans to members for small businesses. The common livelihood in the area is junk collection.
Samahang Ikauunlad ng Kinabukasan, Ating Pagtulungan (SIKAP)	March 11, 2010, not registered	100 residents of Yumol Compound	To bring improvement to their living conditions (e.g., each member dreams of owning a house)	P80,000.00 (P50,000 used for a rice business and P30,000 for lending to members)
Pinagbuklod	September 2009	47 families of Lopez Compound	To improve the living conditions of their community	P 60,000.00 grant (30,000.00 for water installation 30,000.00 for lending to start small business)
Kamalayang Babago sa Tatamuhing Kinabukasan (KABATAK)	1991	Youth and adult men	To provide assistance to the needy; and to establish a sense of belonging among the group members	P30,000 for meat selling and meat processing business
Guardians Sta. Ana Chapter	2004	24 males; started as a fraternity of soldiers who believed in strong brotherhood, unity, solidarity and oneness	To instill military discipline among its members; to help in ensuring peace and security in their area	P40,000 for piggery businesses
Samahan ng mga Kababaihan ng Capilpil	2008	40 women	To empower the women of Capilpil and enable them to have livelihood opportunities	None

The program did not organize any people's organizations in the community. Instead, it worked with the existing organizations--some of which had become dormant and were re-activated only when Oxfam looked for groups that could be provided with emergency livelihood projects. The livelihood program therefore became the rallying point of the organizations. However, DRRM was infused into the program through the capacity building activities for its leaders and members. This sought to mitigate the experience that organizations that are anchored solely on livelihood projects are usually problematic and are bound to fail when the livelihood projects did not succeed.

Research Endeavors in the CBDRRM Program

The CBDRRM program itself as a participatory action research was the overarching community endeavor. All the students fielded in the community were engaged in the conduct of community analysis with the people which served as the basis for the actions of the organizations. Training needs analysis was the basis for determining the kind of training to be given, as well as the content and methodologies.

In addition to the research activities related to organizing, the program hosted a comparative study on the recovery of two communities -- one that was relocated away from Brgy. Sta. Ana and another that was not relocated. The result of the research was presented in two international conferences of Community Development. The main conclusions of the study were:

- Communities have endogenous systems of responding, preparing and recovering from disasters.
- The limitation in disaster prevention and mitigation is mainly due to given natural vulnerabilities and 'forced options' to be in vulnerable areas.
- Displacement of people due to natural disasters can be another disaster that is human induced.
- Minimal displacement and losses could mean faster recovery.

- Community development perspectives and processes can hasten the recovery process by facilitating capacity building, organizing and resource and risk management.
- Community collaboration with external support groups must be anchored on a community context, a participatory paradigm and an attitude of learning from the people.

A paper was developed on “Community Education for Building Resilient Communities: Framework and Cases From the Philippines” which was presented at the Joint International Seminar on Social Welfare in Asia and the Pacific on November 5, 2010. The following year, the CBDRRM Program became the resource for another paper entitled “Training for Community-Based Disaster Risk Management” which was presented at the 20th Asia-Pacific Social Work Seminar on Human Resource Development for Community-Based Disaster Management held in November 2011 in Tokyo, Japan.

All three papers presented in international conferences and seminars were subsequently published. This shows that undertaking CBDRRM provides materials from which practitioners can learn from the ground and disseminate lessons through conferences and publications. Furthermore, the program enabled the students to learn from their experiences as documented in their fieldwork integrated papers.

Risk Taking by the Academe

Risk is inherent in any development endeavor. There will always be risks to be faced. However, one cannot just be an observer and remain passive when one foresees potential risks. On the contrary, being able to identify the risks is a valuable starting point in pursuing a CBDRRM program. A reflection on rethinking Community Development stated that:

Community Development practice is not an easy job. It is dirty. It is risky. There are dangers. There is not much money. One creates enemies, but more friendship can be developed. Being a friend of the poor means being with them. Professional training in CD means bringing the students and teachers to the communities where the poor are (Luna, 1999, p. 326).

True enough, the experience in CBDRRM in the town of San Mateo affirmed this reflection. The faculty and the students had to leave their comfort zone and experience the hardship of being in vulnerable communities. They had to stay in humble and cramped lodgings, adjust to the lifestyle of the host families, endure the pricking of the hot sun on their skin, become used to the sight and smell of garbage and dogs' stools in the streets and other situations that the residents had to live with. It was dangerous. One time, when there was a typhoon, the students fielded in the area experienced the rising of water level of the Marikina river that caused flooding in the barangay. They had to evacuate and assist in evacuation management and facilitate seeking support for relief operations.

The danger of community work is not just due to environmental hazards. In one area, one former community leader was very vocal against the presence of U.P. students and faculty in the area. Apparently, he was very jealous of the popularity of the leader who was one of the host families of the U.P. CBDRRM program team and with whom the program team was working. They apparently had a history of personal conflicts due to barangay politics. Precautions were made for the students' safety such as moving within the community in pairs. The U.P. CBDRRM program team also spread the information that of the program was supported by the Barangay Council and the Office of the Mayor. Furthermore, it was made clear that, should any harm befall any team member, then it would be the whole University that the perpetrators would be facing. These experiences of harassment were actually not new and the DCD had established guidelines and protocols for safety.

There were institutional risks as well in implementing the program, such as lack of funding. The CBDRRM Program Director was leading the program on a volunteer basis. The meager amount he received from a sabbatical grant went to operational expenses, instead of his honorarium. To support the program, an initial proposal was submitted to a funding institution but it was not approved. All that the Program Director received was the teaching credit load for supervising the students.

It was also risky to take on the tasks which Oxfam had started without provisions for how the community could sustain the livelihood projects it had funded. Capital assistance had been given to the local organizations without any other inputs in terms of training, financial

management or organizing. Considering that some local organizations were revived only to avail of the livelihood fund given by the humanitarian organization, most of the livelihood projects like micro-credit, *bigasan bayan* and swine raising were not sustained. Those who had secured micro-credit and had applied this to rice retail businesses refused to pay back the amount, saying that the funds had been given as grants to the ‘victims’ of Typhoon Ondoy, hence they need not pay. These were foreseen risks when the CBDRRM was started. However, it was decided to pursue the capital assistance rather than ignore or fail to respond to the need for livelihood, as there were other benefits that could be gained.

Risk Reduction and CBDRRM Gains

The Brgy. Sta. Ana community had zero casualties during the Ondoy flooding. However, major losses were incurred in terms of the residents’ belongings and properties. In addition, the people only evacuated their homes when the flood waters were already high, thus resulting in more of rescue operations. With the community having strong and effective rescue operations in place from past calamities, the CBDRRM program instead emphasized the reduction of risks from flooding by strengthening the community’s early warning system, evacuating while there was still no flood, evacuation management, strengthening household capacities to reduce vulnerabilities and linking the community leaders to outside resources. When the author visited the barangay after the program phased-out from the community in 2012, the local leaders enthusiastically shared their systematic management of a disaster event brought by the southwest monsoon (*habagat*). The people had been able to secure their belongings and initiate evacuation prior to flooding. They had improved evacuation management and the leaders were able to mobilize resources such as relief goods from outside sources.

CBDRRM entails the reduction of people’s vulnerabilities. One area in the community implemented a water supply project using the livelihood fund provided by Oxfam. Piped water connections were extended to their area and the leaders of the local organization were taught on how to manage the project. Thus, in addition to the provision of a safe water supply, the community was able to generate funds from the water supply fees.

Another successful livelihood project was a venture known as *katayan*. Even prior to Typhoon Ondoy, this is the source of income of some men in the community. They would buy old vehicles, dismantle the parts and sell these as usable secondhand parts or as scrap materials. However, their capital was not enough. Through the livelihood funds they received, their capital was enhanced enabling them to sustain the project. Their case shows that livelihood ventures that are within the experience and capacities of the people are the ones that are sustainable.

Another aspect of vulnerability for the community was the exit route from their area. Most of the residents were informal settlers on privately owned lands. Thus, right of way was a problem because the people had to go down towards the river bank in order to exit their area. There was a route at the upper area where the people could exit from the community but the land owner kept the gate closed for security reasons. This posed a danger to the residents in times of flooding because their only way of escape would be the route leading towards to the river. During the risk assessment in the community, this scenario was taken as an issue to be addressed. In a subsequent visit to the community, the land owner had opened up the more accessible route.

Finally, there is a clear correlation between land tenure, risk and vulnerabilities. People who do not have land security are also vulnerable and at risk as shown in the previous example. In attempt to address this, the local organization initiated a community mortgage program but this became dormant after some time. With the assistance of the CBDRRM Program, the organization revived this agenda and started working again towards mortgaging the land.

In these endeavors, the people were the main actors and decision makers in what they want to happen in their community. The CBDRRM program merely provided support through organizing, capacity building and to a certain extent, provision of material resources.

Conclusions

The CBDRRM Program in Brgy. Sta. Ana as a participatory action research shows that the social development methods in organizing communities, capacity building, and socio-economic work can be integrated. The experience affirms that it is possible to jointly undertake

the academic functions such as teaching, extension service and research in this kind of program.

Concerning the involvement of the academe in CBDRRM and in developing the capacities of the community, the following are the conclusions as presented in the previous papers (Luna, 2011b).

CBDRRM is viable only if the people are empowered and they have the capacity for disaster risk reduction. Training institutions such as the academe, government agencies, and non-governmental and humanitarian organizations can facilitate the implementation of CBDRRM by strengthening the training programs on this issue.

The diversity of the community setting and needs requires that CBDRRM training be contextualized. There are many types of communities: rural, urban, sub-urban or indigenous. In urban areas alone, there are many types of poor communities – informal settlers, formal settlers in dangerous areas, resettlements, poor families in high rise structures, and the homeless. Training these people for CBDRRM requires varied assumptions, goals, methods and resources.

The need for capability building increases as an offshoot of disaster events. The sad reality is that community education and capability building endeavors are done after the communities have been affected by disasters. Thus, disaster itself is an instrument for creating more awareness among the people. However, this should not be the case. People have to be aware of disaster risks ahead of their occurrence, and must be resilient so that they will not become victims. The impacts of disasters such as the flashflood in San Mateo have prompted concerned organizations, such as NGOs and the academe, to push for community education that would reduce further disaster risks. While documented cases show a reactive response, the capability building efforts are now more pro-active strategies aimed at preparing the community for any disaster.

Community education for disaster risk reduction is best undertaken with community organizing. The conduct of isolated training activities void of community organizing are difficult to sustain. If unorganized, the people who participated in the training program would have difficulties in applying in the community what was learned because of the lack

of a support system. Organizing the community is one way to sustain educational activities.

A popular and participatory approach in community education is the appropriate method for capability building. This is an affirmation of what is already known. The informal method of individualized coaching and group activities such as games, workshops, sharing of experiences and focus group discussions has proven to be effective for creating disaster awareness and in honing specific skills for DRR and community development. Adopting this approach makes the community education sessions more lively and enjoyable, allowing the participants to assimilate greater learning as it fosters more equitable relationships with the facilitators.

Facilitators are co-learners. The ‘trainers’ assumed a position of co-learners in the process of community education. The faculty and fieldwork students were facilitators sharing knowledge with the participants. They learned just as the community people learned. As one student said, development workers from outside the community may have a grand vision but they might not know the significant factors for change that only the people know.

The academe can get down from its ivory tower, and live and work with the community. An integral element of community education and training is the support that the community can get from the academe, which is assumed to be a great depository of knowledge. While there is much truth to this, it also puts the academic on a pedestal of heavenly knowledge – the so-called ivory tower, so that his or her feet are no longer planted on the ground. Somehow, the knees have to be bent and the hands stamped on the ‘soil of knowledge’ from the ground. This means that the academics need to have direct exposure to the communities, working and learning with them. In this sense, true partnership is built with the community.

The conceptualization of innovative programs for DRR by the academe can be facilitated by experiences with the community. As a consequence of immersing with the people and experiencing their lives, the academe will be better equipped to generate innovations for disaster risk reduction that are rooted on the people’s context and experience. The academe is a factory of knowledge and innovations and it is just right that this creative capacity be aligned with the community’s needs and aspirations. This can only be

made possible if academics will become practitioners as well of what they teach in the classrooms.

Implications on the Proposed Integrated Field Instruction Program of the CSWCD

One of the strategies in pursuing the academic program of the CSWCD is the strengthening of the Field Instruction Program (FIP) as envisaged in its 2014-2016 Strategic Plan. The proposals include the review and assessment of previous experiences in joint fieldwork and the pilot testing of fieldwork programs across disciplines. Given this context, lessons can be gained from the CBDRRM program implemented in Brgy. Sta. Ana.

A joint program for FIP requires political will, both institutionally and individually. The CBDRRM Program was initiated as an action research project of an individual faculty member. While there were students fielded in five terms – two summers and three semesters -- it was only in one semester where there were students from the DCD and DSW. This attempt of a joint FIP was very limited because of an unsustainable resource base, in terms of finance and human resource. From the CBDRRM experience, it can therefore be deduced that a joint FIP must have the following components:

- a community wherein the CSWCD has a direct partnership, rather than banking on a partner NGO working with the community;
- assured funding support for the duration of the program;
- an office that shall be responsible and accountable for the implementation of the program; and
- committed faculty and staff who can sustain the work.

Disciplinary differences as manifested in course requirements, methods of supervision and value orientation have to be also recognized. Based on previous experiences, four areas of integration of the disciplines are identified:

- a unified program orientation that can meet both the expectations and visions of the different disciplines involved;
- area placement where students from different disciplines are fielded in a common program site;
- methods of supervision where common supervision is achieved through the program management, while disciplinary supervision is provided by the faculty supervisor; and
- academic requirements where common knowledge, skills and attitudes can be learned collectively by the students while respecting disciplinary differences (Luna, 1990).

Education is a potent means for disaster risk reduction. Universities are endowed with resources such as human expertise that can equip communities with awareness and competence for risk reduction. As producers of knowledge through research, academics are in the position to generate practical solutions to address societal problems that result to vulnerabilities. Extending one's service from the classrooms to communities bridges the gap between theory and practice, needs and response, the hand and the mind. With CBDRRM as an entry program, participatory transformation can take place from powerlessness to resilience of people and communities. Partnership can inclusively bring the academe and the communities to a common vision of safety, security, protection and resilience. Teaching, research and extension services can all take place in a common program such as CBDRRM.

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