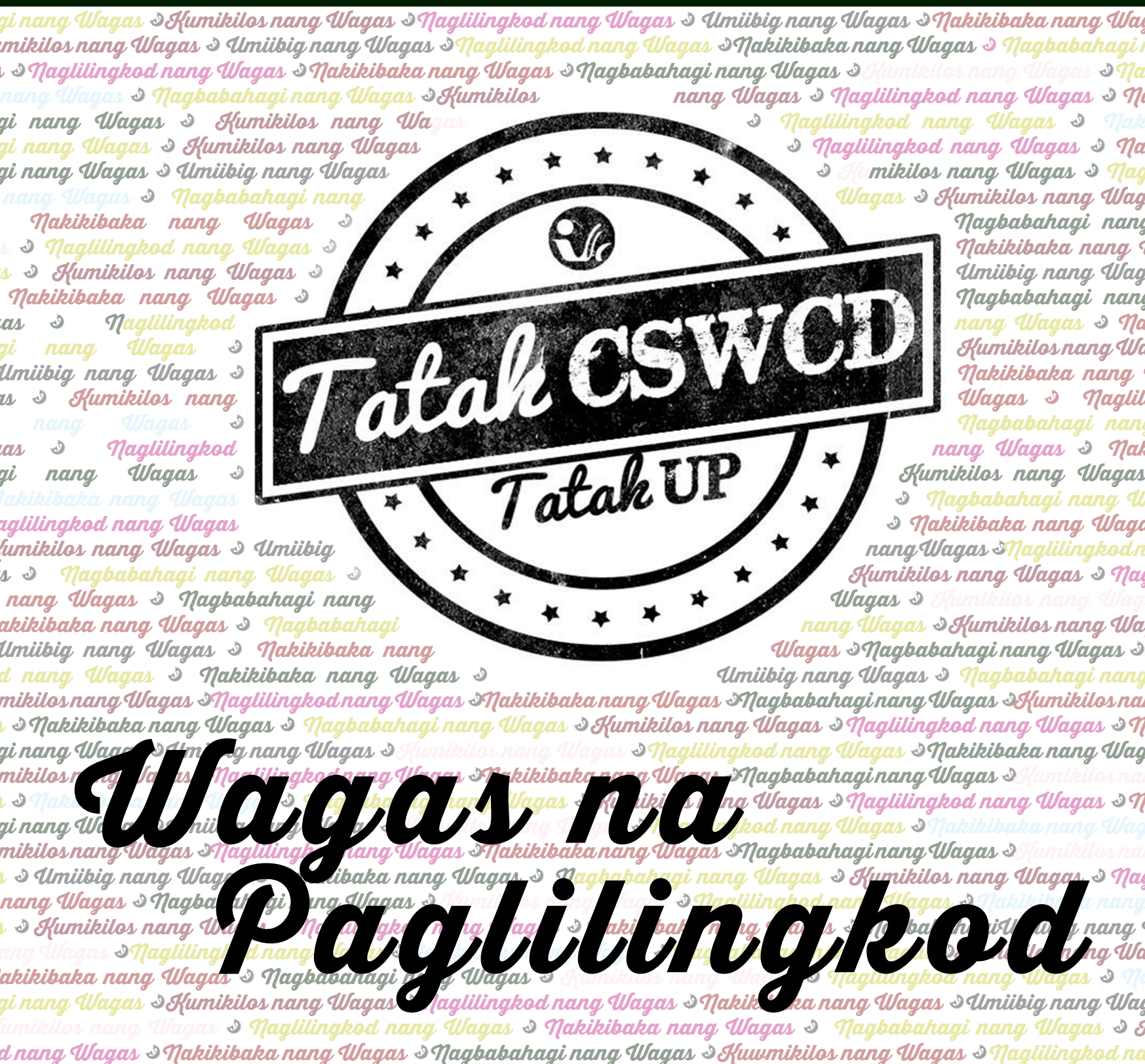


# Sikhay Kilos

## newsmagazine

June 2015 | Volume XV



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# Editor's *Note*

  
**Prof. Rainier V. Almazan**  
*Editor-in-Chief*

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## **Sikhay Kilos** newsmagazine

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The CSWCD Newsmagazine is an annual publication of the CSWCD that features regular items such as unit updates, personnel profile, community profile, students page, alumni page, reports on international linkages and CSWCD networks, graduation insights, newbriefs and other special features and updates of the College. It also features the Message of the Dean to the Graduates following the tradition of its regular distribution during graduation period.

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sa mga Magsisipagtapos

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# CSWCD'S SIKHAY DIWA

## *Towards a Scholarship of Engagement*

*"Ang Sikhay Diwa ay nagpapahiwatig ng pagbibigay diwa, buod, direksyon at espiritu sa lahat ng ating ginagawa bilang isang pamayanan"*

### **Scholarship of Engagement: The Real Meaning of Public Service**

The CSWCD, since its founding, has been a public service institution by the very nature of its academic disciplines which emphasizes service learning in communities. Extension work with its principle and philosophy of community engagement, began the 1970s with projects that focused on research on fish protein concentrate (FPC) to serve the ends of food security. This became more concrete with the establishment of the Office of Continuing Education (OCE) and the implementation and projects anchored on Participatory development by various academic units thereafter. In these endeavors, the integration of extension with research and teaching was realized.

The animating spirit behind the CSWCD's community engagements then as well as now is volunteerism. This is service from the heart-contributing to the individual's and community's attainment of better lives serve as its own reward. Here, we manifest most intensely the soul of our disciplines – Wagas na Paglilingkod sa Bayan. Faculty research and extension work are also service oriented. Faculty members, singly and collectively, engage in proactive and/or commissioned research to address social issues and community needs and problems, evaluate social welfare frameworks, programs and services, improve existing models of social work practice, and theorize from the field.

Supervised Field Instruction, which is a major course offering of all three departments of CSWCD, namely Social Work, Community Development and Women and Development Studies, involves partnership development with social agencies in the public and private sectors, and with rural and urban communities. In many cases, partnerships developed through Supervised Field Instruction also open doors for student and faculty research and extension work.

### **Extension as Integral to Transformative Scholarship and Scholarship of Excellence**

**Social work** as a profession has historically addressed issues of impoverishment, and social inequities arising from the intersection of factors such as social class, ability, age, educational attainment and gender. Its international definition defines its focus and direction as social change, problem solving in human relationships, empowerment, and the liberation of people to achieve well-being (International Federation of Social Workers, 2000). It underscores the use of theories of human behaviour and social environment in professional practice. Principles of human rights, and social justice, and a code of ethics provide normative standards for practice.

As an applied social science, social work integrates theory and practice. It also has a strong service orientation. Its processes aim to be inclusive, empowering and transformative on the part of the social workers and the people they work with. Central to the helping process is the relationship between the social worker and the client. This relationship is a major determinant of the success of the process and outcomes of social work. Thus, the imperative for social workers to operationalize professional values, principles, and ethics in their working relationship with clients.



A defining feature of social work is its person-in-environment (PIE) construct. People are regarded as bio-psychosocial and spiritual beings who act on and are acted upon by the different systems that they are part of. Individual well-being is, therefore, inextricably linked with the well-being of society. Necessarily, social work must consider forces in the environment that create, contribute to, and address problems in social life.

Because social work intervenes at the micro, meso and macro levels, the Department of Social Work decided to adopt and present a different nomenclature for community engaged scholarship during the CSWCD January 2013 conference. This alternative nomenclature is "transformative scholarship".

Transformative scholarship has all the features of scholarship of engagement. But it takes a clear stance on the theoretical tradition it seeks to apply; i.e. critical theory. It is context-specific and integrative as it views people and conditions in their totality and as products of the intersection of different factors with objective and subjective dimensions. It promotes creativity and innovativeness in its search for solutions to social issues and problems.

Transformative scholarship is also integrative. Research and extension become integral to teaching. It is inter-disciplinary and requires building of movements. It calls for standards of excellence, rigor, and accountability (Research Conference Proceedings, January 2013).

### **Why People-Centered and Community- Based Scholarship?**

The central question for all disciplines in the CSWCD is one that never fails the test of relevance and impact: Development for whom and for what?

In **Community Development** (CD) scholarship where experience is central, the focus is the common tao, the lives and socio-economic and political conditions of people in communities. A consciousness-raising process with people is knowledge production that leads to the empowerment of the tao. This is a core process, in itself an outcome of work of CD students and faculty that inspires the discipline and its practice and growth. People's realities, perspectives, and experience in community organizing, in challenging and





transforming their conditions have greatly contributed to the maturity of CD discipline and profession in the last three decades.

CD's engagement with peasants and workers significantly cement and internalize the disciplinal standpoint for the poor. Rural CD and countryside development served as the initial focus of extension and fieldwork of CD, especially during the martial law period of the early 70s. The study of political economy, class and class analysis, the feudal economy and patronage politics was applied to the understanding of problems of agrarian reform and strategies of community development. Understanding power and power relations is critical to CD theory and practice. The question of the moment has always been: How are social relations transformed into more empowering relations?

Also central to CD is understanding change, both individual and societal change. In grounded theory, change is understood through the processes of assessment and planning with poor people. CD planning, organizing and community education courses emphasize people's critical participation, as principle and process, in all its social change strategies.

As main actors, the people themselves define their path towards development. They are provided with opportunities for maximum participation in all matters that affect them, optimum realization of their potentials, and the full enjoyment of their human rights as an organized collective. It is in this process that people learn, gain strength, and become empowered. It is also in facilitating such a process that the CSWCD can lay claim to practice what it preaches. Its mission of transformational development and nurturing praxis comes alive with its direct encounter with practice realities and in moving people to organize and maximize their human rights and potentials to realize them.

### ***From the Personal to the Global: Gender and Environment Perspectives***

The *Department of Women and Development Studies* (DWDS), the youngest academic unit of CSWCD, has also contributed to the CSWCD's understanding of the relationship between power and knowledge, and the view that the personal is also political. Faculty of the DWDS originated from various wings of the Philippine women's movement, and envisioned the Department as the academic home of feminist activists and gender advocates. For the DWDS, it is crucial to critically examine all forms of knowledge, the labels assigned to

*“Participation, empowerment, social transformation, and gender responsiveness are the hallmarks of CSWCD's vision of development, and these principles underpin its unique brand of scholarship.”*

their producers and the dilemmas surrounding the legitimization of one form of knowledge alongside the contestation of knowledge production and construction as a process. Feminist scholarship cannot escape being politicized. DWDS also recognizes the element of power in the relationship between science and society, for example, as well as in the relationship between the control of knowledge and the control of women.

The scientific definition of women's problems -- who defines them, what is included and what is excluded-- and explanations provided, as well as their practical implications, cannot be neutral issues. Deeply personal issues involving sexuality and gender-based violence, for example, are also embedded in power relations that are simultaneously social and political. Women's studies unpack these issues, connect them to their social roots, and challenge them politically in the realm of advocacy. Scholarship is transformed into advocacy, and advocacy into scholarship. In this sense, scholarship is imbued with passion and becomes passionate scholarship.

Participation, empowerment, social transformation, and gender responsiveness are the hallmarks of CSWCD's vision of development, and these principles underpin its unique brand of scholarship. Engagement with individuals, groups, and communities is a valuable attribute and an inexhaustible source of passion and commitment which drive the scholarship process further.



The scholar, in this sense, appreciates the personal and political nature of her/his work, as it transforms power relations at multiple levels and in many domains. The scholar sees himself/herself as belonging to a community which in turn belongs to a bigger entity, this entity also seen as part of a larger whole, in an ever widening net of interconnectedness. Learning and other knowledge-related activities are part of the everyday life world, but at the same time, they are part of a grander effort to create meaningful change towards justice, peace, well-being, and flourishing to the fullness of what is humanly possible.

### ***CSWCD's Research and Extension for Development Office (REDO)***

The learning and capacity-building process is not limited to students. Faculty members, staff, partners, and communities flow into a collective effort or communal act called “sama-aralan”. An important motor for this effort is the CSWCD's Research and Extension for Development Office (REDO) which operates from the perspective that research and extension should be integrated and that their endeavors should impact on the sectors that REDO serves. Its value as an academic unit lies in putting life to instruction by:

- Providing opportunities for discourse and praxis by conceptualizing and coordinating fora, round table discussions, seminars and conferences;
- Giving space for innovations to take root to contextualize and enhance

development frameworks, strategies and approaches in community work through its research and extension programs and projects; and

c. Demystifying prevailing myths that hinder development processes through sharing of experiences with community partners and social development practitioners. (Tojos, 2013, p.1)

For the staff who pushed for the integration of the research and extension offices of the College which was approved in 1989, they saw the greater impact of their work on the people whom they served in terms of enrichment in knowledge of both the teams and the community partners. This perspective enabled them to be more proactive in their research and extension programs and projects. Purposive dissemination and concrete utilization of research results have been done attempting to influence, to some extent, program and policy directions. Examples of these endeavors are the study of the REPS situation in tandem with our ongoing advocacy efforts which has awakened and continues to awaken the University officials about the situation of the sector and resulted in a number of policies favorable to the sector. The program on older persons included research and continuing extension activities.



### ***Towards a Scholarship of Engagement that is People-Centered, Community-Based, Participatory, Gender-Responsive, Life-Affirming, Integrative, and Transformative***

From the overall CSWCD perspective, the process of societal change underscores a transformative and empowering process that takes place in partnership with the community. It involves the faculty and staff in a mutually beneficial relationship with the community. Both the academics and the community are co-learners in the process of transformation, such that the experience is educational and liberating for both. Central in the change process is the community who are the main actors rather than the objects of change.

Learning from the field and synthesizing these experiences towards theory building is an important part of our scholarship. The engagement in the field should lead to knowledge production as well as dissemination so that other people and communities are able to benefit from them. It should also enrich the academic curricula.

Furthermore, learning and knowledge production is also a partnership with the people. Praxis and reflexivity engage people in sharing experiences, stories, lessons and insights that provide materials for synthesis and theorizing. Documentation and digitization of field stories and experiences is also suggested. In this regard, people should be respected for their views and positions. At the same time, they should be recognized and acknowledged for whatever contribution they make in synthesizing and theory building

Transformation proceeds from the individual, to the collective, to the social, making possible not only individual well-being in a social context, but also people's well-being anchored on social justice. Such social

*“From the CSWCD perspective, the process of societal change underscores a transformative and empowering process that takes place in partnership with the community.”*

transformation includes the excluded, makes the invisible visible, and pushes those at the margins to the center of the knowledge lens. Theory and practice evolve simultaneously in creative and liberating praxis.

The outcomes of CSWCD's brand of scholarship build on the accumulation of its knowledge products and processes. The CSWCD, like other units of the University, strives for academic excellence based on clear standards of rigor and accountability developed and refined through time. Research and extension are no longer compartmentalized and are considered integral to teaching.

Thus, the CSWCD's quest for knowledge in the inter-related domains of teaching, research, and extension not only results in the usual academic reports and papers destined for peer-reviewed publications and internationally recognized journals. It also leads to more relevant curricula for both classroom and field settings. It feeds advocacy initiatives towards more responsive policies and programs for various communities at local, national, regional, and even global levels. Its critical nature and rootedness in our own culture and realities motivate us into creating indigenous models of practice in a systematic effort to veer away from inappropriate ones drawn from foreign-inspired canonical texts. Other results are concepts and theories that are unique to our experience and yet appreciative of what can be derived elsewhere.

### ***CSWCD's Values and Ethical Guidelines in Extension Practice***

The CSWCD both as a mission and by tradition works with marginalized individuals, groups and communities. It does so within a framework that seeks to change power relations between individuals, within communities and in society at large towards its vision of sustainable well-being in a just and peaceful society.

Furthermore, the CSWCD recognizes that power relations are differentiated in its teaching, research and extension activities--- between the individuals and communities which it serves; between the members of the research team such as, for example between the professor and the student; and also between those serving different roles in the research project.

In these situations, CSWCD constituencies must not only be aware that they “must do no harm”, indeed they must be aware that there is greater potential to even add to the harm already experienced because they are dealing with more vulnerable populations and ecological systems. Cognizant of the vision and mission of the College, all CSWCD personnel, but particularly its research and extension workers, are additionally tasked with contributing to the well being of communities and individuals by ensuring that research and extension activities lead to outcomes of increasing empowerment and well-being. The CSWCD also recognizes that it has an ethical obligation to design, plan and implement teaching, research and extension activities that preserve the environment at the very least or, more optimally, contribute to ecological sustainability.

It is this context that determines the CSWCD's ethical standards and guidelines as well as the mechanisms it puts in place in order to ensure that these are met.

Thus, the CSWCD affirms the following values, which also spring from its overall philosophical perspective, in its scholarly pursuits:



### 1. Transparency and accountability.

CSWCD values transparency and recognizes as a matter of equity that there are various levels of accountability. These levels include but are not confined to the following:

#### 1.1 Accountability of the CSWCD and all its personnel to the Filipino people and the natural environment.

This is a general level of the accountability which, while difficult to operationalize, is the bedrock of all other accountabilities. It serves as the basis for our professional conduct in dealing with members of the general public as well as other governmental and non-governmental institutions and agencies. It also grounds our standards of financial transparency and probity in and out of teaching, research and extension settings. It is the basis for our service-oriented approaches and philosophy. It is this accountability that guides our activities when we work with individuals, communities and ecosystems. It is the basis for example of participatory methods used to set research agendas, research questions and research activities. It is also the basis for ensuring that research outputs are reported to the research participants who served as our knowledge base for the research findings as well other stakeholders. It guides our decisions when we partner with various stakeholders as we pursue our advocacies and conduct development interventions.



#### 1.2 Accountability to the University of the Philippines and Philippine government and vice versa.

This level of accountability has differing sublevels of accountability. For example, CSWCD as an institution is accountable to UP and the government. Thus, the CSWCD Dean and other College officials bear greater accountability than other personnel, who themselves have various levels of accountability. This institutional accountability for example, serves as the basis for financial rules and regulations of the CSWCD that guide our teaching, research and extension activities, which are themselves embodiments of the pertinent rules and regulations of UP and the laws of the country.

This is not a one-way relationship of accountability. The University and its officials are also accountable to UP faculty and personnel. For example, the academic freedom of those doing research, teaching and extension must be promoted, protected and defended by Philippine government and University officials. Researches that seek to establish policies that achieve a healthy balance between work and home/family life belong to this level of accountability. They are also a way of recognizing that there is such a need, as provided for by no less than ILO Convention on balancing work.

#### 1.3 Accountability of individual personnel to the institution and vice versa.

This grounds the guideline of the CSWCD that all its teaching, research and extension activities must be in line with its Vision, Mission and Goals. It requires the highest level of transparency from its personnel in terms of the general and specific objectives of the activity; funding and participating institutions; personnel and structure of the implementing team; financial systems and mechanisms; as well as all aspects of the



conduct of the activity. While transparency of this order is, in principle, true of the previous levels of accountability, it is at this level where this is best operationalized. On the other hand, the CSWCD has accountabilities to all its personnel to ensure their well being as employees in a work atmosphere that maximizes their creativity and productivity. This document is one way CSWCD as an institution fulfills its accountability.

#### 1.4 CSWCD's institutional accountability towards its student population and vice versa.

At the heart of this accountability is the principle of our commitment to student rights and welfare. Teaching personnel in particular understand that the institutional power given them to teach, mentor and mold students is based on the obligation that they must nurture scholarship without harming the mental, emotional and physical well-being of students. For example, we view our continuing commitment to and enforcement of anti-sexual harassment policies as part of this accountability. Researches that relate to improving teaching efficacy or putting in place better policies for student welfare are examples of researches guided by this level of accountability. Students on the other hand are obliged to follow the guidelines set by the CSWCD and the various Departments from which they are seeking a degree.

#### 1.5 Individual accountabilities to each other as a community of scholars.

Ensuring respect for each person's individual human rights as well as collegial and cooperative interpersonal relations is an example of this level of accountability. This level of accountability includes students who must commit themselves to nurturing their own scholarship and, within the limitations of their resources and power. This level of accountability is the grounding for our strict prohibition of plagiarism and other forms of cheating in teaching, research, extension, and other academic activities.

### 2. Commitment to human rights.

Teaching, research and extension work must not violate individual and collective rights. These rights include allegiance to international standards of human rights as elucidated in the UN system. It recognizes that women's rights are human rights.

### 3. Equity of outcomes.

CSWCD will not contribute to inequity among the individuals and communities it works with who are most likely those who are already suffering the results of inequity. CSWCD recognizes that equity as a principle must guide our efforts whether they impact on the public sphere or even the private sphere of family and other personal relations. CSWCD recognizes that the principle of equity also should be applied to the members of the teaching, research and/or extension team itself.

CSWCD recognizes that equity is a guiding principle in determining authorship of knowledge products.

### 4. Commitment to solidarity and respect for diversity.

When dealing with communities CSWCD recognizes the multidimensional and differential facets of oppression. On the other hand, it recognizes



the need for cross-class, cross-sectoral solidarity. It also recognizes that individuals can transcend entitlements brought to them by class, ethnicity, gender, or any other differentiating factor. In all its activities, CSWCD commits to discovering, encouraging and nurturing relations of solidarity.

### 5. Commitment to environmental preservation and ecological sustainability.

All projects must be sensitive to the possible effects of any project on people's home, community and natural environments. If there are negative environmental impacts they must include in the design and implementation measures that effectively counteract these effects.

### Insights, Implications and Challenges

Despite divergence in ideas among the different CSWCD units, convergence is likewise observed in terms of scholarship goals, values and ethics as well as approaches.

In terms of goals, the college underscores the transformative intent of scholarship which leads to societal change and empowerment. Moreover, programs and consultancies outside the academe are geared towards knowledge production and dissemination. On values and ethics, the convergence points include: a democratic process; centrality of experience; value struggle (personal is political); practising what we preach; standpoint for the poor, marginalized, and disempowered communities; and a nurturing praxis. All the Units espouse interdisciplinary and integrative approaches grounded to theorizing, and aiming at both movement building and reflexivity (CSWCD Research Conference Proceedings, January 28, 2013).

Significant insights have also been gained in the process of discussion and cross-fertilization of ideas. One is the importance of integrating teaching, research, and extension activities, which is also in itself a challenge. Another is the centrality of community engagement/ involvement as well as interaction with various sectors and actors. Related to this are the power and passion unleashed as knowledge is generated and disseminated among the people to have an impact on their lives and well-being individually and collectively (REDO paper, CSWCD Research Conference Proceedings, January 2013).

Understanding the politics of knowledge production among the people requires adherence to the principles of recognition and inclusivity. Gathering and synthesizing knowledge based on practice brings to the fore the problem of ownership and authorship. The verbal cultures of communities are not hospitable to the written forms required by academe. How then can the experiences of communities be written about in the language that is also meaningful and accessible to them, considering that language is power since it is the basis of identities, claims, and shared meanings?

Social science and applied science are separated by hierarchies of knowledge; we try to connect the dots to be co-equal through co-valuation. There is need to bring down the walls of hierarchy so that both

*“Despite divergence in ideas among the different CSWCD units, convergence is likewise observed in terms of scholarship goals, values and ethics as well as approaches.”*

can be linked so many more can benefit and there will be less gatekeepers.

There is a gap between lived science and the written word, which is codified, rarified, conflated – especially if it is in English. We have a community of practitioners who are focused on and energized by the challenges of development and change at the ground level. How do we nurture scientists, scholars, and academics in this context? What system of professional rewards can be fairly awarded to them? What academic outputs are more appropriate and relevant for them?

There is another gap which needs to be addressed: that between the logico-positivist tradition and other academic traditions. Our practice and experience points to real issues related to the predominance of the logico-positivist and empiricist philosophy of science in the criteria of what is valued as scholarship. Such a valuation has very real consequences in terms of what kind of faculty, researchers and extension specialists we target for recruitment. It also has very real consequences on the granting of tenure and promotion of CSWCD personnel.

To be more concrete, our faculty and staff undertake scholarly activities that result in knowledge products that contribute to both our individual and collective scholarship and the mandates of the CSWCD and the University to serve our people with our expertise. Such knowledge products are legitimate outputs from within our disciplinary traditions which are, as we have shown, grounded on constructivist philosophies of science. These may include but are not limited to information and educational materials in various Philippine languages, public opinion pieces published in local newspapers, training materials of various kinds, documentation of community based practices for the use of the communities themselves. These knowledge products by their very nature are not easily or suitably published in refereed journals, much less those journals (national and international) that are certified by certain institutions as reputable. Our target audience is different, consistent with the philosophy of service to those most in need.

We contend that the bias for journal publications is a bias for only one tradition of science that is unworthy of any institution of higher learning but most especially so for an academia situated in a developing nation. CSWCD in fact posits that the goal towards excellence of UP is best served by developing a more balanced and less elitist set of criteria that comes from the recognition that UP scholars should break away from modes of scholarship solely developed by Western academia. If the University is able to do so, then it will in fact leverage this difference towards a recognition that “world-class” may very well be, how UP defines the society and the world in which it is situated and which it wishes to serve.

CSWCD, therefore, is advocating for a more inclusive and relevant understanding of what scholarship should mean in the UP setting, given UP's public service role as a national university. We seek reforms in the system of rewards, so that UP personnel who are exemplary in their efforts to be of direct service to our people in terms of their teaching, research and/or extension activities will be given the recognition, the credit loading and promotion they deserve. We feel that volunteer work should be given utmost value, which it richly deserves.

Apart from general principles and guidelines to provide flexible parameters, we favor principled self-regulation in this regard in the light of differences in perspectives and contexts of the various units within UP. It also seeks partnerships with other units in the common effort to serve our people better under the motto– *Wagas na Paglilingkod sa Bayan.*





# Wagas na Pagtugon sa Hamon ng Panahon

CSWCD WEEK 2015

Mula Pebrero 17 hanggang Pebrero 20, 2015 ay ipinagdiwang ng College of Social Work and Community Development o CSWCD ang College Week na may temang, "Wagas na Pagtugon sa Hamon ng Panahon".

*Pebrero 17, Martes*

Sinumulan ang pagdiriwang ng College Week 2015 sa isang simpleng agahan.



Pormal namang binuksan ang programa sa pangunguna ni Dean Joyce T. Caragay at Tsanselor Michael Tan



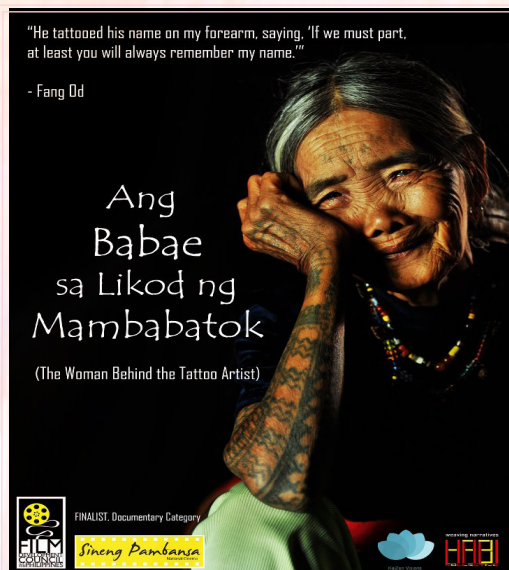
Inilunsad din ang bagong isyu ng opisyal na dyornal ng kolehiyo, ang Philippine Journal for Social Development Vol. 6 Issue 1



Napuno naman ng kasiyahan ang pagtitipon nang ipalabas ang mga lawaran ng mga pinangaralan ng Service Awards na mga guro at staff para sa ilang taong serbisyo nila sa UP.







## Pebrero 18, Miyerkules

Ang kolehiyo, sa pamamagitan ng Department of Women and Development Studies (DWDS) ay nagkaroon ng isang film showing na pinamagatang, “Ang Babae sa Likod ng Mambabatok”. Sa direksyon ni Lauren Faustino na isang mag-aaral ng DWDS, ipinakita ng nasabing dokumentaryo ang buhay ng mahigit 90-anyos na si Fang-Od, kilala bilang huling mambabatok o native tattoo artist ng Kalinga.

## Pebrero 20, Biyernes

Para sa huling araw ng pagdiriwang, idinaos ang Sikhay Kilos General Assembly kung saan ipinakita ang mga naging aktibidades ng samahan noong nakaraang taon.



Ang College Week ay nagtapos sa isang Open Mic event na tinawag na, “Wagas na Feb-Ibig: Awit, Tula, Tinig, at Sayaw Para Sa Iskolar ng Bayan”. Naging masaya ang okasyong ito kung saan nagpamalas ng angking talento ang ilang guro, kawani, mag-aaral, at bisita para sa Scholarship Fund.



## Department of Social Work

# Update | DSW

The Department has implemented 60% of its planned 20 major activities that are part of its AY2014-2016 Strategic Plan. These include the following: review and enhancement of the BSSW and MSW curricular programs; pro-active engagement in national social work professional formations; active membership in regional and international social work associations; coaching and mentoring of local social work and development professionals in case management and social protection, among others; conduct of research and training activities such as on active ageing, process evaluation of the DSWD's 4Ps, women, street children, and disaster risk reduction and management; and production of a manual on field instruction.

As part of its linkages, the Department continues to establish ties with other schools of social work in the region. It also received and provided an orientation to a number of student visitors and faculty from different schools of social work in the country. Three faculty members – Professors Justin Nicolas, Anna Kristinna Palomo and Yolanda Yealdama – are now completing their doctoral degree. A new faculty member, Nicamil Sanchez, is currently finishing his PhD degree program in Social Work. The Department continues to encourage its young faculty to pursue a PhD program to enhance not only its professional image but also to ensure that students will benefit from additional learning inputs from the faculty. The Department did a succession planning to ensure that qualified faculty members will take on the posts of the soon-to-be retiring faculty. A senior-junior faculty tandem was also created as part of the mentoring scheme.

The Department of Social Work as one of the pioneers in social work education in the country, has a productive 2014. The following are the four major activities of the Department in the past 12 months which seek to improve its role in educating current and future social workers in the service of the Filipino people:

- Review and revision of its Bachelor of Science in Social Work (BSSW) and Master in Social Work (MSW) degree programs, based on the faculty's assessment of the global and national development landscape and the emerging practice demands on the social work profession.
- Leadership and active membership in national, regional and international social work professional organizations
- Consolidation of the Department's accomplishments and contributions to social work and social development, in an effort to gain recognition as a Center of Excellence from the Commission on Higher Education
- Expanding linkages with government agencies (particularly with the Department of Social Welfare and Development) and international organizations (like UNICEF) as well as with various community-based organizations for research, field instruction and capacity building.

The Department continues to garner 100% passing rate in the Professional Licensure Examination in Social Work. It has produced graduates who now work in various fields of practice, occupying posts from service provision, case managers to middle and top management. Some have provided consultancy services to international organizations. The Department continues to be looked up to by other schools of social work for leadership in advocacies for curricular changes and further professional growth.



Social Work students from the University of Northern Philippines visited CSWCD and were given orientation and were toured around the College



## Department of Community Development

# Update | DCD

Academic Year 2014-2015 was another inspiring and productive year for faculty and students of the Department of Community Development. The Department began the year with a Strategic Planning process where the following priority thrusts for 2014-2016 were agreed upon:

- **Teaching:** Ensure continued relevance of curricular offerings and strengthen competencies, values and ethics of students;
- **Research and Publication:** Strengthen the DCD's leadership role in CD Research through collaborative researches, mentoring and publications; and
- **Extension:** Advocate people-centered scholarship (integration of teaching, research & extension for public/ community service) at the university level through active engagement in university-level bodies and documentation and sharing of our extension practice.

### Faculty Profile

The Department of Community Development (DCD) remains to be the biggest department in the CSWCD with 15 full-time faculty members, eight Lecturers and two Professor Emeritae.

Several faculty members assumed administrative positions in the College and University, namely: Dr. Ma. Theresa V. Tungplan, College Secretary; Prof. Lenore Polotan-dela Cruz, DCD Chairperson; Dr. Emmanuel M. Luna, Coordinator, Doctor of Social Development Program; Prof. Erwin Banez, DCD FIP Coordinator; Dr. Aleli B. Bawagan, Director, Office of Extension Coordination, UP Diliman; and Dr. Oscar P. Ferrer, Director, Office of Community Relations, UP Diliman. Dr. Leocito Gabo served as REDO Director from January- December 2014.

Five faculty members are pursuing graduate and post-graduate studies as part of the Department's faculty development plan. Associate Professor 1 Ma. Linnea Tanchuling, Associate Professor 2 Ma. Corazon Tan, Erwin Banez and Victor Obedicen are enrolled in the Doctor of Social Development program while Ms. Lisa Victoria Rosel is completing her MA in Women and Development degree.

Meanwhile, several faculty members received awards and recognitions for their achievements in AY 2014-2015: Dr. Aleli Bawagan (UP Centennial Faculty Grant, for the period July 2014-June 2015); Prof. Erwin Banez (UP Foundation Professorial Chair for the period January-Dec 2015) and Dr. Emmanuel Luna (UP Centennial Professorial Chair, for the period July 2014-June 2015). Profs. Maureen Pagaduan, Ma. Theresa Tungplan, Oscar Ferrer, Aleli Bawagan and Thelma Magcuro were also given the CSWCD Service Awards during the College Week celebration in February 2015 in recognition of their meritorious service and significant contributions to the CSWCD and the University.



### Teaching

**Student enrollment and course offerings.** Our student enrollment in the graduate and undergraduate programs continued to grow in AY 2014-2015, with Community Development majors accounting for over 50 percent of the total student population of CSWCD.

**Field Instruction Program.** The number of fieldwork students remained high with 28 undergraduate and 13 graduate students enrolled in Supervised Field Instruction (or FIP) courses during the academic year. FIP students were deployed to different rural and urban communities with partner agencies' help and support. These partnerships and field placements provided our students with the invaluable opportunity to be engaged and learn from a variety of CD strategies, issues and concerns such as post-disaster recovery and rehabilitation, social enterprise, land and housing issues, women's organizing, community governance, sustainable agriculture and organizing small scale miners among others.

**Support to Students.** As part of renewed efforts to enhance students' academic performance and increase on-time graduation rates, the Department provided Academic Orientation Sessions for new graduate and undergraduate students at the start of each semester where policies and procedures concerning admission, retention, scholastic standing, Field Instruction, program advising, graduation, Student Code of Conduct, Anti-Sexual Harrassment and College Safety were discussed. A DCD facebook page was created for sharing of updates and other relevant information amongst CD students and faculty.

Graduate students were also benefitted by the conduct of a pilot Seminar on Effective Writing in March 2015 facilitated by Profs. Lot Felizco and Efren Lubuguin. Regular Thesis Orientation Sessions were also held to encourage and support students in the challenging task of thesis writing.

**DCD Curricular Review.** The current BSCD curriculum was approved and implemented in 2011; hence the on-going internal formative review process is geared towards enhancing the syllabi and delivery of existing courses.

On the other hand, the MCD/DipCD review involved the following activities: survey of graduates and current students; a review of graduate CD programs in other universities abroad; sharing and assessment of course syllabi; an external scan of issues and challenges featuring selected development experts as resource persons; and a CD Faculty Conference to discuss the proposed curricular revisions. As planned, the proposal for curricular changes will be presented to the College faculty and University Council Curriculum Committee in the First Semester of AY 2015-2016.

### ***Other Academic Concerns.***

In August 2014, the DCD hosted the Nihon Fukushi University Graduate School for International Social Development Seminar on Area Studies on the Philippines with Dr. Angelito G. Manalili as faculty in-charge. Participated in by seven Japanese graduate students and a faculty chaperone, the Seminar featured lecture-discussions on Community and Social Development, Inclusive Development and Community Governance as well as field exposure visits to ZOTO, Bustos, Bulacan and San Fernando, Pampanga. The participants were very appreciative of how the program has expanded their understanding of international social development and of the CSWCD's hospitality.

The Department spearheaded the holding of a forum on the "Internationalization Thrust of UP: Opportunities, Challenges and Implications on the CSWCD as a Higher Learning Institution in Social Development" on July 22, 2014 with UP President Alfredo Pascual as guest speaker. The forum helped clarify and distill the CSWCD's advocacy position on "internationalization" – i.e., by promoting "internationalization from below" and working towards the internationalization of CSWCD's concept of "scholarship in the service of the nation".

For this year, the Department coordinated the National Service Training Program (NSTP) of the College, with Prof. Victor Obedicen serving as Coordinator. We offered three sections each of CWTS 1 and 2 with an average enrollment of 25 students in each section. Students were provided with concrete opportunities to undertake various forms of direct community service in UP Diliman through partnership with the Office of Community Relations.

### ***Research and Publications***

In August 2014, the Department commenced an eight-months research project entitled "Action Research on Strengthening Community Structures and Mechanisms for Disaster Risk Reduction and Management (DRRM)" with funding support from the PCIEERD-DOST. Conducted in four research sites in Guiuan, Eastern Samar, Palo, Leyte and San Francisco, Cebu, the study is part of a joint program on Understanding and Communicating Risk for Community-Based DRRM developed together with the Departments of Anthropology and Geography of the CSSP. The Research Team, composed of Profs. Aleli Bawagan, Lenore dela Cruz, Ma. Rosario Felizco, Ma. Corazon Tan and Romano Antonio Wamil were awarded research load credits (RLCs) by the OVCRD for the study. The research report entitled "Shifting Paradigms: Strengthening Institutions for Community-Based Disaster Risk Reduction and Management" was published in April 2015.

Other members of the faculty were also involved in various research undertakings such as Prof. Aleli B. Bawagan, Prof. John Erwin S. Bañez, Prof. Ma. Rosario Felizco, Prof. Victor Obedicen, Prof. Fermin Manalo Jr., Prof. Lenore P. dela Cruz, Prof. Ma. Linnea V. Tanchuling, and Dr. Ma. Theresa V. Tungpalan.

### ***Extension and Linkages***

A high point in the Department's long-term advocacy for University recognition and promotion of extension work is the UPD University Council's approval of the new Extension Policy and Guidelines in February 2015. DCD Profs Aleli Bawagan, Maureen Pagaduan and Angelito Manalili were at the forefront of this advocacy and played leading roles in organizing the first university-wide extension colloquium in February 2015. Prof Bawagan has since been appointed Director of UPD's Office of Extension Coordination, while Prof Pagaduan was elected member of the University Council Committee on Extension Services.

The Department was also involved in three extension projects such as the Community Organizing-Disaster Risk Reduction and Management training for Yolanda survivors in partnership with the Balik-Kalipay Project of UPM/PGH and the Citizens' Network for Psycho-Social Response held Oct 18-19, 2014 in Tacloban City, with Profs. Maureen Pagaduan, Thelma Magcuro and Victor Obedicen as the main speakers. The second is the series of Orientation sessions on Community-Based Disaster Risk Reduction and Management and Climate-Resilient Agriculture and Fisheries conducted as part of the DOST-funded action research project in Guiuan, Eastern Samar, Candahug, Palo, Leyte and San Francisco, Cebu within January-February 2015. Profs. Rosario Felizco, Aleli Bawagan, Marion Tan, Lenore dela Cruz and Matt Wamil served as training coordinators and resource persons. Lastly, the department involved in the conduct of Community Organizing-Community Development Trainings for implementers of the Community Fish Landing Centers project held in April and May 2015. The project was commissioned by the Bureau of Fisheries and Aquatic Resources and National Anti Poverty Commission. The training team was composed of Profs Sammie Formilleza, Elmer Ferrer, Linnea Tanchuling, Lourdes Espenido, Victor Obedicen and Lenore dela Cruz.

The Department hosted a Learning Visit and Exchange on Field Instruction of the College of Development Communications, UP at Los Banos on July 18, 2014.

Profs Lenore dela Cruz and Theresa Tungpalan also hosted students from the National Taipei University International Volunteer Group (NTU-IVG) and provided lectures on DRRM Orientation and the Role of the Academe in Disaster Risk Reduction: The CSWCD Experience held June 23, 2014 and January 27, 2015.

Finally, CD faculty members served as resource persons and facilitators in various training courses organized by REDO in AY 2014-2015. These include the following: Participatory Monitoring and Evaluation, Sept 23-26, 2014 (Profs Tungpalan and dela Cruz); Community Organizing Work amidst Evolving Concerns in Social Development (October 14-17, 2014), (Profs Magcuro and Obedicen); Training of Trainers for Cooperative Development Authority's Accredited Training Providers, June 24-27, 2014, August 7-9, 2014, November 6-9, 2014, February 26-March 1, 2015, and March 12-25, 2015 (Profs Magcuro and Matt Wamil); Engaging in Advocacy Work: An Essential Skill for Social Development Practitioners, April 21-24, 2015 (Profs. Tan, Magcuro, Wamil and Rosel).







## Department of Women and Development Studies

# Update | DWDS

The DWDS retrospects a year of accomplishments of our faculty and students and the numerous events and activities that we organized or participated in.

### NEW FACULTY DEGREE

Professor Teresita V. Barrameda successfully defended her doctoral dissertation entitled "Stories Women Tell: Rural Women's Narratives of their Lived Experiences of Poverty, Recurrent Typhoons and Disasters" and earned her Doctor of Social Development (DSD) degree in June 2015.

*"The 2010 Preliminary Gender Audit of the University of the Philippines: A Summary"* with Sarah Raymundo and Salvacion B. Pascual. UCWS Monographs and Occasional Papers Series, UPCWS. March 2015

Co-Editor. Review of Women's Studies, Volume 23, Nos. 1 & 2. 2015  
Editor. "Recca; From Diliman to the Cordilleras." Southern Voices Printing Press. 2015

**Prof. Teresita V. Barrameda**

*A Study on the Impact of a Coco Coir Social Enterprise on the Socio-economic Condition of Women and Men Workers in a Coconut Farming Community in the Municipality of Irosin, Sorsogon (September-December, 2014)*

**Professor Rosalinda Pineda-Ofreneo**

*"Addressing Food Security Issues through an HRBA Approach"* in the Philippine Journal of Social Development. 2014

Editor and Writer, Beijing+20 NGO Report. 2015

**Professor Sylvia Estrada-Claudio**

*"Warrior Princess Avatars: Feminists Engage Social Media"* Available at: [http://isiswomen.org/index.php?option=com\\_content&view=article&id=1725:warrior-princess-avatars-feminists-engage-social-media&catid=212:women-and-media&Itemid=469](http://isiswomen.org/index.php?option=com_content&view=article&id=1725:warrior-princess-avatars-feminists-engage-social-media&catid=212:women-and-media&Itemid=469)

Book Chapter. "Voices and Choices on the RH Bill," in *The Social Sciences in the Asian Century*. In Publication with Australian National University Press

Accepted for Publication with Anvil Press. Book. Single Authorship. *"And She Laughed: Experiences in Counseling Women"*

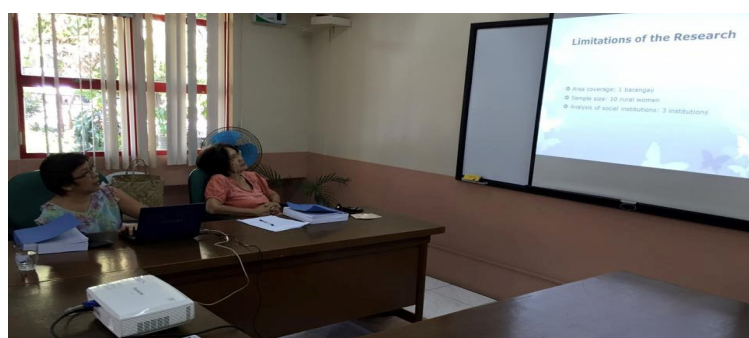
Current Research:

Project Leader, "One UP Health Benefits Action Research Towards A Gendered Universal Health Care Sectoral Model Utilizing an Information Technology System," Emerging Interdisciplinary Research Grant under the Office of the Vice President for Academic Affairs, University of the Philippines. (2013-2015)

**Prof. Nathalie A. Verceles**

*"Livelihood Practices of Women in the Informal Economy: Forging Pathways Towards a Feminist Solidarity Economy"* in the Philippine Journal of Social Development Vol. 6, Number 1, 2014

*"Uncoerced Cybersex by Low-Income Women Using Information and*



### STUDENTS

We welcomed a total of 30 new students - 22 in the first semester and 8 in the second semester. We graduated 7 students - 5 from the thesis track and 2 from the comprehensive exam track.

Three students had literary works published in the Review of Women's Studies, Vol. 23, Nos. 1 & 2. These are Vinci Beltran ("Huwag Mo Akog Bigyan ng Bulaklak"), Mae Vicedo ("Hinga, Hikbi...Sigaw", and Steph Dy Tiapco ("A Sin Forgiven" and "Mga Bilanggo ng Lipunan"). Several were accorded recognition as University Scholars. We also continued the practice of having a student representative attend and participate in our Department faculty meetings.

### RESEARCH / PUBLICATIONS

The DWDS faculty conducted researches, had their works published, and edited/ co-edited books and journals. These are:

**Prof. Judy M. Taguiwalo**

*"Lakbay- Malay Sa mga Awit ng Aking Panahon"* in "Transfisyon: Mga Kathang In-Transit." (Rolando Tolentino and Rommel Rodriguez, Eds.). UP Press. 2014

*"Ang Bayan at mga Anak ng Bayan Bilang Pamilya: Ang Patuloy na Katuturan ni Tandang Sora sa Kasalukuyang Panahon."* Review of Women's Studies, Volume 22, Special Issue on Tandang Sora@2000 National Conference. Reconstructing Herstory. UP Center for Women's Studies. 2014



Communication Technologies (ICTs)" in the Review of Women's Studies, Vol. 23, Nos. 1 & 2, 2015

## EXTENSION WORK

All members of the DWDS faculty have leadership positions and perform extension work in several local and international organizations such as in UP Center for Women's Studies, UP Diliman University Council Committee on Faculty Welfare and Conduct, IBON Foundation, Inc., Alliance of Concerned Teachers (ACT), Likhaan Center for Women's Health, AKBAYAN, Women's Studies Association of the Philippines, Women's Institute for Sustainable Economic Action (WiseAct), HOMENET Philippines, TAO Foundation, ARUGAAN, and Asian Solidarity Economy.

## FORUMS / ACTIVITIES

It was an event-filled year academic year wherein the Department organized several forum and activities. Among these are:

### DWDS "Kumustahan"

We welcomed AY 2014-2015 with a gathering attended by new and continuing students, and the DWDS faculty.



**A Roundtable Discussion on Filipino Transnational Families with Valerie Francisco from the University of Portland in Oregon on July 2, 2014**

The Department of Women and Development Studies invites you to an RTD on **Filipino Transnational Families**

with **Valerie Francisco**  
Department of Sociology and Social Work  
University of Portland in Oregon

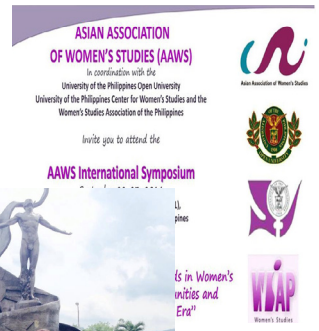
July 2, 2014 (Wednesday)  
10 am to 12 noon  
Faculty Conference Room  
UP College of Social Work and Community Development



**The Department joined the One Billion Rising for Revolution activities February 13, 2015 at the UP CSWCD and Quezon Hall, and February 14, 2015 at the Liwasang Bonifacio in Manila.**



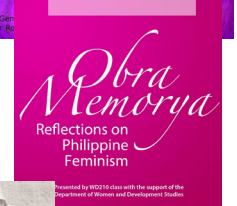
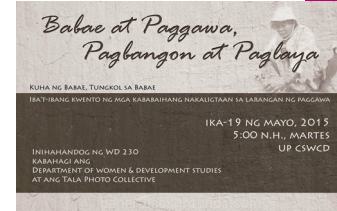
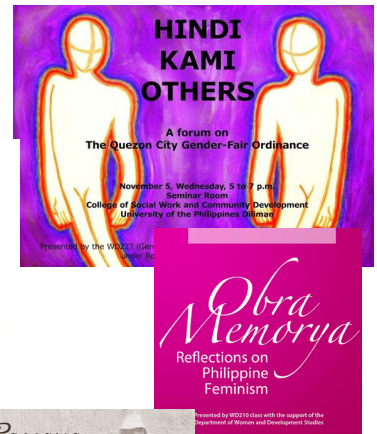
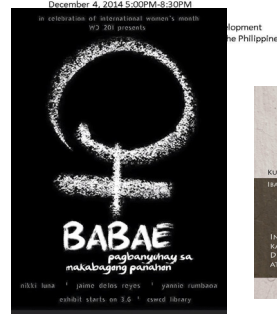
**The faculty attended the Asian Association of Women's Studies (AAWS) International Symposium last September 22-23, 2014 at the Centennial Center for Digital Learning (CCDL) in UP Open University, Los Baños, Laguna.**



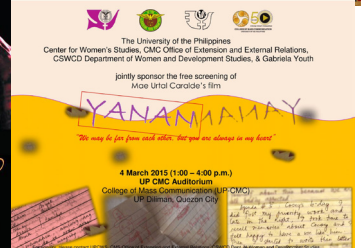
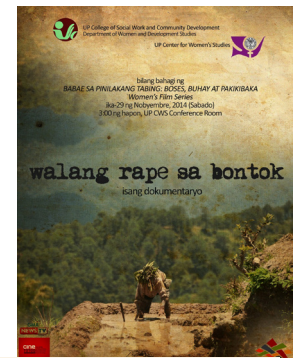
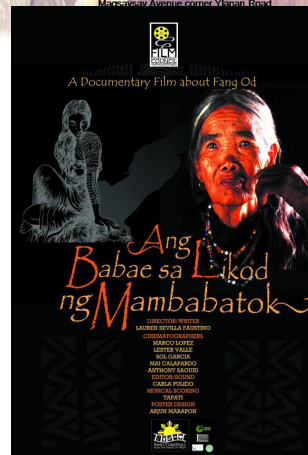
**In addition, different WD classes organized various forums that tackled different aspects in relation to gender and sexuality.**

### FEMINISM: Is it the new sexy?

A discussion on the evolution of the feminist movement in the Philippines and ways to strengthen existing strategies and collaborations towards equality and empowerment.



**The department hosted several film showing activities featuring the strength and struggles of past and present Filipino women over the past 12 months.**





## Doctor of Social Development

# Update | DSD



## Doctor of Social Development: Continuing the Initial Harvests of Success (Report for the Period June 2014-May 31, 2015)

### The Academic Program

Now on its sixth year of program implementation, the UP-CSWCD Doctor of Social Development Program continues to harvest the initial fruits of graduates. With three initial graduates last year, this academic year 2014-2015 produced five graduates or an increase of 166%. With the 15 students accepted in the program five years ago, this means that the graduation rate is 33.33%. With DSD's growth and current demands, the gains over the past years shall serve as building blocks in pursuing the program's long term perspective of "establishing the DSD Program of UP-CSWCD as a major academic post graduate program in social development in the country and the Asia-Pacific region".

As a new doctoral program, the challenge is to gradually gain recognition from the academic community and social development institutions, as well as to produce qualified and committed development professionals. For the academic year 2014-2015, the graduates and the title of their dissertation are as follow:

*Will, Matthew. Kaelleuman Hap: A Yakan Experience of Flourishing Amidst Conflict. Mid Term, 2014.*

*Dumaraos, Pedro Jr. Policy Decision-making in Public-Private Sector Governance Mechanism. First Semester, 2014-2015.*

*Rueda- Acosta, Persida V. Examining Deaths Behind Bars: Towards Penal System Policy Reform in the Context of Human Rights. Second Semester, 2014- 2015.*

*Barrameda, Teresita V. Stories Women Tell: Rural Women's Narratives of Their Lived Experiences of Typhoon Disasters. Second Semester, 2014-2015.*

*Le Van Cong. Capacity Development and Community Building Among Internal Migrants in Eahilil Village in Vietnam. Second Semester, 2014-2015.*

There were 44 DSD students enrolled during the academic year of 2014-2015, with 29 women and 15 men.

### DSD Project on Emerging Interdisciplinary Research (EIDR)

The DSD completed the project on Emerging Interdisciplinary Research (EIDR) supported by the Office of the Vice President for Academic Affairs. The project focused on enhancing the DSD curriculum through people-oriented scholarship. Its main theme, *Sikhay Diwa*, connotes conscientious effort to generate knowledge from praxis-based learning. Based on the IAADS results, one of the priority concerns of the DSD program is strengthening its curriculum in terms of integrating its research and extension agenda with curricular improvements.

*Sikhay Diwa* ("sikhay" means conscientious and principled initiative and "diwa" literally means consciousness) aims to enhance people-oriented scholarship of the DSD curriculum. This will be jointly undertaken by the DSD faculty and students by surfacing and synthesizing emerging trends, innovative strategies and reframing social development concepts based on the current realities of the Philippines and other South countries.

The project started in September 2013 and ended in December 2014. For its last activity, a Round Table Discussion on DSD Curriculum Review was held in November 22, 2014. The RTD served as the initial consultation towards the review of the DSD curriculum. This was attended by the DSD faculty and students.

As part of the project, enhancement of the DSD Website was pursued. The website contains the basic information about the program, academic guidelines and policies of DSD, papers and publications, alumni section, and announcements. The website is linked with the CSWCD website. The publication outcomes of the project included *Sikhay Diwa* reading materials that came from the papers of the students in their core courses.





(9) nine DSD students, (2) two doctorate students from the UP College of Mass Communication who are enrolled in SD 304 and (5) five MCD students. They visited a commune and had a discussion with its leaders. As part of the cultural appreciation, they visited temples and establishments where social work students of TLU are working.

A very significant part of the study tour was the holding of a Workshop on Social Work and Social Development at TLU where both UP and TLU professors and doctorate students presented papers. There were 187 students and faculty participants in the workshop coming from different universities in Hanoi.

### ***Establishing Academic Linkages with ASEAN Universities.***

In line with the CSWCD's vision of serving the nation and the global community, the DSD program started establishing academic partnership and collaboration with universities in Asia. The first University in which a Memorandum of Agreement (MOA) is being forged is with the THANG LONG UNIVERSITY (TLU) in Hanoi, Vietnam. The purpose of partnership is to enhance academic cooperation, research and capacity building of both institutions, the faculty, students, and solidarity partnership with neighboring countries.

During the visit of Dr. Emmanuel M. Luna, DSD Director and Dr. Oscar Ferrer, last May 25, 2015 at TLU, they met with the university officials namely Prof. Dr. Pham Huy Dung, Vice Rector; Prof. Dr. Dang Canh Khanh, Dean of the Faculty of Social Sciences and Humanities; and Prof. Dr. Le Thi Quy, Head of the Social Work Department. They discussed the MOA and the mechanisms in implementing the academic partnership.



### ***DSD Field Trip to Hanoi, Vietnam***

As part of the academic enhancement of the Doctor of Social Development students enrolled SD 303 Social Development Strategies and SD 304, a study tour was held in Hanoi, Vietnam from May 23-29, 2015 to see how social development is in a socialist state. Dr. Luna and Dr. Oscar Ferrer accompanied







## Research and Extension for Development Office

# Update | REDO

*The Research and Extension for Development Office (REDO) continues to strive for excellence by promoting participatory development strategies which are pro-poor and gender-responsive. Its primary functions include capability building, technical assistance, support services, and advocacy under the directorship of Prof. Rainier V. Almazan from the Department of Social Work by the start of 2015.*

### Research

The researches under the ABK3 Leap program, a partnership with World Vision Philippines and UP Social Action Research for Development Foundation, Inc. (UPSARDF) is still in full swing with the publication of the study entitled, Occupational Safety and Health (OSH) Hazards Analysis among Child Workers in Sugarcane Production. OSH also published learning modules for social development students and practitioners. Studies on the Land Reform Implementation on Selected Sugarcane Farms and Its Implications to Child Labor and Child Labor and Migration Patterns of SACADA Children and their Families in Selected Sugarcane Plantations in the Philippines are also being completed under the leadership of Prof. Emmanuel M. Luna, PhD and Prof. Editha Venus-Maslang, DPA respectively.

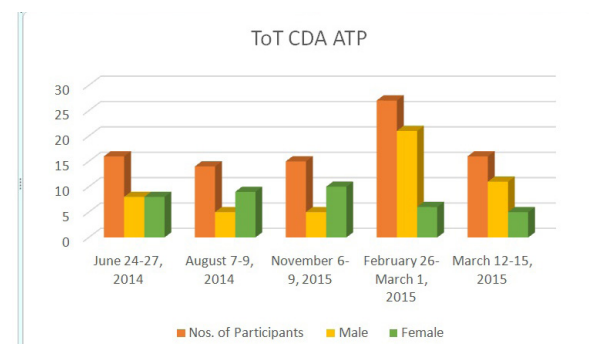
Together with Bayan Academy and Sikhay Kilos Development Association, Inc, REDO completed a study entitled, Impact Assessment of the CITI Microenterprise Development Center (CMDC) Program 2010-2011: Grassroots Entrepreneurship and Management (GEM) Citi Small Business and Advisory Coaching Services (CITI-SBACS). With the Asian NGO Coalition (ANGOC), REDO took part in a project entitled, Strengthening the Impact of the Land Monitoring Component of LWA through Enhancing Data Generation, Validation, and Use.

### Extension

A total of 170 participants attended the six (6) trainings that REDO conducted in the last 12 months. The Training of Trainers for Cooperative Development Authority's Accredited Training Providers (ToT CDA) were conducted in 5 batches starting from June 24-27, 2015 with 16 participants. The second and third batches were

conducted on August 7-9, 2015 with 14 participants and on November 6-9, 2014 with 15 participants respectively. The first three batches of the said training was held at CSWCD's Seminar Room. Meanwhile, the fourth run was held last February 26-March 1, 2015 at Cebu City's Diamond Suites and Residences with 27 participants. The fifth run was done last March 12-15, 2015 at Davao City's Sequoia Inn with 16 participants. All participants were members and officers of various cooperatives in the country.

The graph shows how many attended the five ToT CDA ATP: The Participatory Monitoring and Evaluation of Social

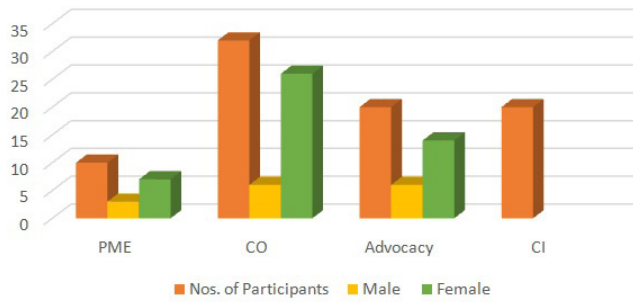


Development Projects (PME) were conducted last September 23-26, 2014 with 10 participants, all of whom work for Non-Government Organizations (NGOs). The training on Community Organizing Work amidst Evolving Concerns in Social Development (CO) was conducted last October 14-17, 2014 with 32 participants wherein 11 of them were government employees, 10 worked for NGOs, and 11 were Corporate Social Responsibility (CSR) employees. A training on Engaging in Advocacy Work: An Essential Skill for Social Development Practitioners (Advocacy) was conducted last April 21-24, 2015 with 20 participants – 10 were government employees, 4 were from the academe, and 6 were CSR employees. REDO also organized a training for CSWCD Faculty and Staff last November 11-13, 2014 entitled, Community Informatics: An Introductory Course (CI) with 20 participants. All four trainings were held at CSWCD's Seminar Room.

The following graph shows the number of participants attended the REDO Trainings conducted in the last 12 months:

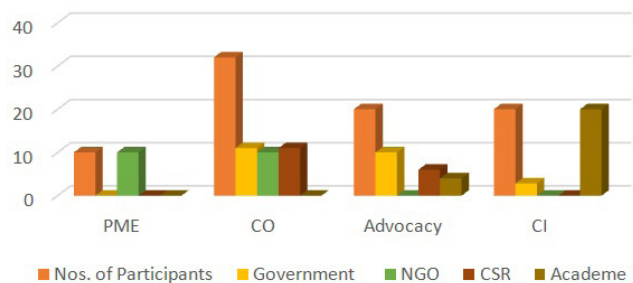


REDO Regular Trainings Conducted in the Last 12 Months



Meanwhile, the graph below represents the participants' agencies and organizations:

Training Participants' Agencies



## Publications and Training Materials Developed

CSWCD officially launched the 2014 Philippine Journal of Social Development Volume 6 Number 1 last February 17, 2015 during the 2015 CSWCD College Week with Dr. Rosalinda Pineda Ofreneo as the issue editor and Ms. Anne-Di V. Berdin as the managing editor. The journal featured 5 articles on social solidarity economy, an inclusive and participatory form of development. The 2014 Newsmagazine was released during the 2014 Recognition Rites at the Bulwagang Tandang Sora with Ms. Catharine E. Adaro as the managing editor and Ms. Josefina M. Rolle as the copy editor.



PJSD Vol 6 Issue 1 was launched during the celebration of College Week 2015



## Fora

During the 2015 College Week, REDO organized a Research Forum on ABK 3 LEAP wherein all four studies were presented for the first

time to CSWCD constituents and partner agencies. Ms. Celeste F. Vallejos was the over-all coordinator and the resource persons were Dean Jocelyn T. Caragay, Prof. Ma. Theresa V. Tungpalan, PhD; Prof. Emmanuel M. Luna, PhD; and Prof. Editha Venus-Maslang, DPA.

## Support to College Activities

The REDO Staff has been involved in various college activities for the past 12 months. During the Nihon Fukushi University's (NFU) Philippine Exposure Program last August 25-29, 2014, Ms. Mabel D. Orleans acted as one of the administrative staff. She's also a member of Tatak CSWCD Task Force. Ms. Leah B. Angeles was involved in the Social Protection



cluster's Tinimbang Ka Ngunit Sobra program. Ms. Anne-Di V. Berdin photodocumented various fora organized by the Social Protection Cluster and she also represented REDO in

the College Week Committee. Ms. Celeste F. Vallejos was involved with CSWCD's Scholarship Fund and Open House activities for prospective CSWCD students. Ms. Valerainne R. Lopez became a board member of Sikhay Kilos Development Association, Inc. REDO actively participated in the CSWCD Christmas activities wherein each staff lend their time and support to make the festivity a success.

## Staff Development

To further their knowledge with the latest social media innovations, REDO took part in a training conducted by the Diliman Interactive Learning Center (DILC) last March 26, 2015. They were oriented in various UP interactive services which they can utilize in knowledge dissemination. An Adobe In-Design Basic Workshop was also attended by REDO last April 28, 2015 with Ms. Victoria Almazan and Ms. Geia Dela Peña as resource persons.



## Office of the Secretary

## Update | SRO

## TATAK CSWCD – SRO: Wagas na Paglilingkod

SRO is the repository of CSWCD student records. Thus, all transactions related to student academic concerns from admission, registration, retention, validation, ineligibility, scholarships, certification, grade submission until graduation of students are coordinated by SRO. In-between these year-long regular tasks are special events where SRO assistance is mandated: Welkaman (for freshmen and new students), Student Orientation sessions initiated by the Departments, Student Council elections, Parangal para sa Mag-aaral, and CSWCD Recognition Day.

In line with the CSWCD Strategic Plan for 2014 - 2016, SRO's efforts for the past year focused on upgrading its information system and management by: (1) Setting up the preliminary student database; and (2) Rationalizing student information monitoring, retrieval and reporting system within CSWCD.

At the start of the 2014-2015 academic year, we were confronted with the challenges of CSWCD's increasing enrollment, the academic calendar shift, the urgency of digitization of student records, the prospective demands of the new e-UP SAIS, and the heavy staff workload.

The spirit of Tatak CSWCD has prevailed throughout the year. We continue to translate "Wagas na paglilingkod" into various initiatives and creative energies to accomplish the work at hand, without compromising our priority tasks. As we try to implement University and College policies on student concerns, we also look for ways and means to serve the best interest of the students.

## Updated Information

The long-term goal is to install a systematic student tracking system. This is a tedious task considering that there are nine CSWCD academic programs (2 undergrad and 7 graduate programs). We are prioritizing the student records for the last five years. We have completed the DSD and DipWD/MAWD, and more than halfway through the DipCD/MCD and DipSW/MSW. Dealing with BSCD and BSSW student records seems to be more challenging than what we expected. Based on these data, students who are near MRR, LOA, AWOL and ineligible status are monitored and tagged. In addition, the individual student checklists have both digital and printed versions for better access during advising and registration. This is a continuing task that complements the information from CRS (and eventually from SAIS).

Important announcements and various student application forms can be downloaded from the new SRO website ([pages.upd.edu.ph/srocsxcd](http://pages.upd.edu.ph/srocsxcd)). Communications can also be coursed through the new SRO email address ([srocsxcd@gmail.com](mailto:srocsxcd@gmail.com)).



## Student Records Management

For the 2014-2015 period, there were 505 enrolled students for the first semester and 479 students for the second semester, together with more than 100 service students enrolled in the different subjects every semester, notably CWATS. Based on the 2014-2015 Enrollment Distribution (Figure 1), there are more graduate students (66%) than undergraduate students (34%). More than half are students from the Department of Community Development (see Figure 2).

Figure 1: Enrollment Distribution by Level (2014-2015)

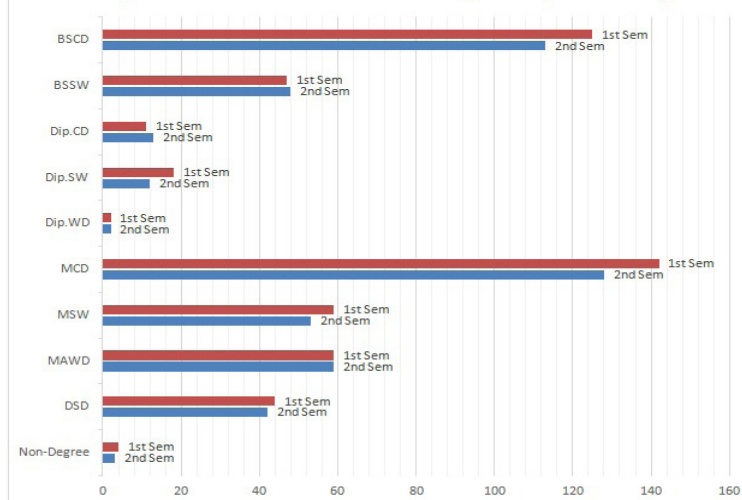
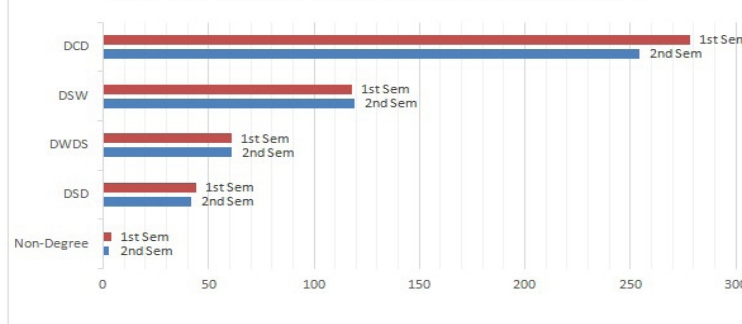


Figure 2: Enrollment Distribution by Course (2014-2015)



## Technical Support Services

The SRO serves many 'publics': the CSWCD faculty, students and staff, other UP units, and the general public who inquire about our



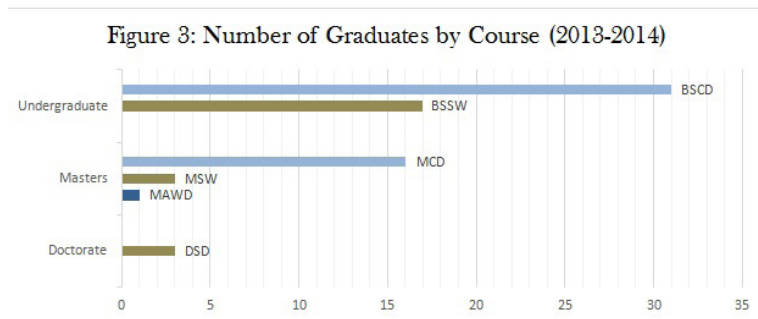
academic programs. Innovations were also undertaken by conducting the CSWCD Student Leaders Consultation in November 2014, the Program Orientation and Open House for UPCAT and DPWAS qualifiers in March 2015, and the SANDIWA (Nagkakaisang Diwa para sa Halalan ng CSWCD Sangguniang Mag-aaral) activities – signing of the Declaration of Ethical Guidelines for the Student Council Elections (April 7), Miting de Avance for graduate students (April 21), and the Get-Together of the old and new SC officers (May 12).

The SRO also provides assistance to the CSWCD Scholarship Program by processing applications for scholarships and monitoring scholars. The Tatak CSWCD Scholarship Fund Campaign was initiated in September 2014 by the CSWCD Scholarship Technical Working Group wherein SRO is a member. As of April 2015, total collections for the Tatak CSWCD Scholarship Fund amounts to PhP 312,000, minus the PhP 100,000 scholarship grant awarded to eight qualified students during the second semester, 2014-2015. The target is to raise PhP 1 million for the first year, and to reach PhP 5 million in time for the CSWCD's 50th year in 2017.

### ***Upholding UP's Tradition of Honor and Excellence***

We have many reasons to celebrate as part of the CSWCD Family. During the 2014 CSWCD Recognition Day, there were 11 awards given for Best Papers: one for DSD (Best Dissertation), five for DCD (Best Research Paper, Best Term Paper and Best FI Paper), one for DSW (Best FI Paper), and four for DWDS (Best Research Paper, Best Term Paper Best FI Paper). All awardees received Certificates of Recognition and cash prizes.

For the 2013-2014 academic year, there were 71 graduates, distributed as follows: 68% undergraduate, 28% Masters and 4% DSD students (refer to Figure 3).



For the Parangal para sa Mag-aaral 2015, CSWCD has 88 awardees: 67 for undergrad University Scholars, 21 graduate University Scholars, and 5 Student Achievers (including our Social Work Board topnochers).

For the different scholarships available for CSWCD students, there were 28 scholarship grantees for the 2014-2015 academic year (refer to list of 2014-2015 CSWCD Scholars.)

Scholarship	Grantees	Course	Semester
Tatak CSWCD Scholarship	1. Rosemarie Bahan	BSCD	2nd sem
	2. Johari Balaong	BSCD	2nd sem
	3. Ma. Suzette Cabana	BSCD	2nd sem
	4. Renzelle Chiong	BSSW	2nd sem
	5. Renze Edano	BSSW	2nd sem
	6. Sarynna Gesite	BSCD	2nd sem
	7. Deanne Quiban	BSCD	2nd sem
	8. Juliet Vergara	MSW	2nd sem

Raymond Johnson Scholarship	9. Judy Ann Solitario	BSCD	2nd sem
Manalansan-Alvano Scholarship	10. Katrina Magtoto	BSCD	2nd sem
Cunan-Valdecantos Scholarship	11. Marvin Noces	BSCD	1st and 2nd sem
	12. Yasser Gutierrez	BSCD	1st sem
Santiago Cayetano Trust Endowment	13. Alexia Joyce de Leon	BSSW	2nd sem
	14. France Alain Yakit	BSSW	2nd sem
	15. Chantal Joy Soriano	BSSW	2nd sem
	16. Rodina Ann Cinco	BSSW	2nd sem
	17. Mhike Sanchez Palanca	BSSW	2nd sem
CAMP Asia	18. Jose Luis Garcia	BSCD	2nd sem
(Center for Asian Ministry for the Poor)	19. Dianne Balao	BSCD	2nd sem
	20. Benjamin Garcia	BSCD	2nd sem
PAHRODF	21. Al-Badal Hassan	MCD	1st sem
(Philippines-Australia Human Resource and Organisational)	22. Ali Saheidi	MCD	1st and 2nd sem
Development Facility)	23. Muslima Roma	MSW	1st and 2nd sem
DIGNITY Research Grant	24. Salome Quijano	MCD	1st and 2nd sem
(Danish Institute Against Torture)	25. Leah Banares-Calmada	MSW	2nd sem
	26. Krissi Shaffina Twyla Rubin	MAWD	2nd sem
	27. Karl Alvin Hapal	MCD	2nd sem
	28. Carol Peteros	DSD	2nd sem

*SRO is under the Office of the College Secretary. It has three fulltime staff: Leny Joana Bravo, Sueyen Austero and Mark Angelo Francisco. Kuya Mark is the newest addition to the SRO family.*

### ***New Staff***



*Mark has a BS Hotel and Restaurant Management (HRM) degree from Colegio de San Lorenzo. His past work experience is in administrative, sales and management tasks. He started working in CSWCD last July 1, 2014 as a non-UP contractual staff. He grew up in Krus na Ligas. Both his parents are retired UP employees. Mark is the youngest among five siblings.*



# Update | Library

6. Purchased one high-end scanner for the CSWCD Library and the GAD Committee digitization project;
7. Digitized 142 CSWCD Library theses;
8. acquired three computers for the CSWCD Library Cybernook; and
9. Acquired two units of three-in-one printer/photocopier/scanner.

The CSWCD Library continues to provide educational resources to equip its students with the knowledge and skills they need to excel academically. The staff closely coordinates with the faculty regarding book acquisitions and other library resources for their instructional and research needs.

To keep patrons informed with the latest information in various fields of research, the staff provides them with access to online primary source files, electronic databases, web research databases and online publications made available by the University Library and Diliman Unit Libraries. These includes the following: Academic OneFile (AOF), EBSCO Academic Search Complete, Proquest Databases, Gale Virtual Reference Library (GVRL), Project MUSE, JSTOR Arts and Sciences Collections, Proquest Central, Readers Guide to Periodical Literature, and other online databases. This programs ensure that they can avail, discover, and explore innovations in information and communication technology (ICT) and are effective users of information and ideas.

For the academic year 2014, the CSWCD Library has accomplished the following activities:

1. Provided reference services to students, faculty, staff and other researchers in person, by telephone and through written and electronic correspondence;
2. Circulated library materials/items to library patrons for use within the Library and for home loans;
3. Coordinated with the CSWCD Library Committee members to create policies regarding use of library spaces; the acquisition and selection of library materials; and procurement of equipments to enhance library services and activities;
4. Processed new books (621 volumes) and gifts and exchange (545 volumes) in line with the CSWCD Library Collection Development Program;
5. Cataloged 839 books using the Library of Congress Cataloging Scheme;

To maintain the CSWCD Library's effective and efficient delivery of services, the staff will implement the following plans and programs for the year 2015:

1. Acquire new publications in the fields of social work, community development, women and development studies, social development and other relevant fields;
2. Get faculty recommendations regarding journal titles for subscription;
3. Conduct an inventory of relevant scholarly journals available at the University Library's online subscriptions and sending the list to the CSWCD faculty;
4. Subscribe to e-journals that are relevant to the college curriculum which are not available in the University Library's online subscriptions;
5. Purchase significant titles of e-books;
6. Develop library materials for blended learning;
7. Procurement of seven (7) computer units for students' internet access, and
8. To purchase computer tables and chairs for the CSWCD Cybernook using the CSWCD Library Book Fines/Trust Fund.

The CSWCD Library staff will continue to support the college's vision, mission, and goals by providing access to library resources, facilities and services needed by the members of the college for the successful pursuit of its academic programs.





## Administrative Office

# Update | Admin



The Administrative Office of the CSWCD supports the College's wide range of activities from personnel, finance, communications, transportation, procurement of equipment and supplies, as well as building and ground maintenance. Furthermore, it plays a key role in ensuring the compliance of the College with statutory requirements of the University which includes providing clerical and other related services to the Office of the Dean, Office of the Secretary and the different Departments of the CSWCD.

### Personnel

The administrative staff held an assessment with regards to the involvement of admin personnel in research and extension clusters, as well as in university-mandated and college committees on March 31, 2015 and May 14, 2015. The resulting thematic guidelines and proposed policies were presented during the College Strategic Planning held on June 9 to 11, 2015.

In our collective efforts to maintain and to improve the quality of service, the staff attended several trainings

Training	CSWCD Administrative Staff
Training-Workshop on Digitization and Digital Preservation for Wider Access (November 4 to 6, 2014)	Ms. Michelle Olivia M. Cinco
Community Informatics (November 11 to 13, 2014)	Ms. Leny Joana C. Bravo, Mr. Mark Angelo B. Francisco, Ms. Jo-Ann G. Golfo, Ms. Reme Lynne M. Trillanes, Monilita O. Manaay, Ms. Mabel D. Orleans
Seminar on Procurement (December 1 to 2, 2014)	Ms. Mabel D. Orleans, Ms. Rosita S. Zamora
Financial Management for Cooperatives (March 14, 21 and 28, 2015)	Ms. Luisa C. Cantor, Mr. Fernando T. Cinco, Mr. Rafael Alonzo B. Cruz, Ms. Mary Jane R. Demegillo, Ms. Jo-Ann G. Golfo, Ms. Monilita O. Manaay, Mr. Benjamin O. Menor, Ms. Mabel D. Orleans, Ms. Charito M. Romanillos, Mr. Perfecto P. Solitario Jr., Mr. Angeito S. Sotea Jr., Ms. Rosita S. Zamora

### Equipment Acquisition

During the academic year, the office was able to acquire several facilities and equipment related to student and office services and college maintenance such as computers, laptops, external hard drive, printers, projectors, microphones, speakers, airconditioning units, executive chairs, filing cabinets, office tables, table counter, water dispensers, water perculator, roller shades, wall fans, emergency lights, and wall clock.

### Building Improvement and Maintenance

In response to the College's recognition of the need for renovations and maintenance of building and grounds, the following were completed: installation, repair and cleaning of air-conditioning units; installation of roller shades in offices; and the improvement of various offices facilities, furniture and fixtures.

### College Support Activities

The administrative staff also actively participates in a wide range of activities in the college such as teambuilding, committee work, and fitness programs. The staff also lend their support in all college events such as College Week, Recognition Day, and Lantern Parade. They are an integral part of the college, with each members going out of their way to help the college succeed in its many endeavors.



### Admin Staff Teambuilding

Sueyen D.V. Austero

Committee Members: Sueyen D.V. Austero, Michelle Oivia M. Cinco, Monilita O. Manaay, Manuel I. Peñaranda

The CSWCD Administrative staff and other members of the CSWCD community held its team building activity at Iba, Zambales last June 13 to 14, 2015.

Dr. Amaryllis Torres welcomed the team to the family resort with a feast of freshly picked fruits, and a batch of fresh catch from the sea for breakfast. The excellent gastronomic experience was followed by different bonding activities such as sing along, swimming, card games, watching favorite tv series and relaxing by listening to the soothing sound of the splashing waves. The staff enjoyed an energizing and hospitable stay for free at the resort.

### Gender and Development (GAD) Activities

Jo-Ann G. Golfo

Committee Members: Mary Jane R. Demegillo, Jo-Ann G. Golfo, Benjamin O. Menor, Monilita O. Manaay, Perfecto P. Solitario, Jr., Fe H. Ticzon

The little angels of the College of Social Work and Community Development came together to celebrate Christmas in December 12, 2014. Organized by the members of the Administrative Gender and Development (GAD) Committee, "Paskong Wagas ng mga Munting Anghel" was held at the GAD Room with the participation of twenty-four (24) children, grandchildren, nephews and nieces of the Administrative Staff, REPS and Faculty members. The participants were welcomed by Dean Joyce Caragay.

The event's highlights include the storytelling by Dr. Nathalie Verceles and the giving of gifts by Prof. Ma. Linnea Tanchuling and Dr. Rosalinda Ofreneo. Other members of the community contributed to the success of the event in various forms--donations, suggestions, time and talent (Ms. Sueyen Austero as the fairy/emcee, Ms. Celes Vallejos and Ms. Valerraine Lopez as the game masters, and Ms. Reme Lynne Trillanes as the invitation designer).

A sequel to the Christmas event was held in May 11, 2015 at the Bulwagang Tandang Sora. This time the event was dubbed "Wagas na Kasiyahan sa Tag-init para sa mga Bulilit" with an Alice in Wonderland theme. The sixteen (16) children, grandchildren, nephews and nieces of the Administrative Staff, REPS and Faculty members were welcomed by Dr. Tess Tungpalan and Dr. Judy Taguiwalo.

The Queen of Hearts Ms. Sueyen Austero led the children through the various parts of the program which included singing, dancing and the individual performance of the children. One of the highlights which involved giant bubbles made the children giggle and squeal as they were encased in them and as they chased smaller ones. GAD Committee Chair Dr. Nathalie A. Verceles gave the children loot bags with various toys inside.

Our child-friendly community has enabled our youngest members to have a safe place they can call their own and build friendships that can hopefully last their lifetime.



### Wagas na Takbuhan Para sa Kawani ng Bayan

Mark Angelo B. Francisco

Committee Members: Mark Angelo B. Francisco, Rosita S. Zamora, Mabel D. Orleans, Jester A. Maglancio

It was a very blissful Saturday morning of May 9, 2015 when the College of Social Work and Community Development Administrative Staff held the "Wagas na Takbuhan para sa Kawani ng Bayan 2015", a fun run event, at the UP Academic Oval. Registration started at 5:30am at the Sunken Garden Stand. Dean Jocelyn T. Caragay gave her opening remarks to hype up the runners. Dean Joyce's greeting was followed by a warm up exercise by Ate Pepay (Fe) Ticzon to the tune of "Mag-Exercise Tayo Tuwing Umaga" by Yoyoy Villame. She also led the group to dance the "One Billion Rising" theme song.

The run started at 6:40am. The event was hosted by Mark Angelo Francisco, Sueyen Austero and Mable Orleans. The runners had to complete a 2.2 kilometer run to be able to qualify for the prizes. The prizes given were 1st Prize - P1,000; 2nd Prize P500 ; and 3rd Prize P300. The 1st Prize was won by Daiki Hayashi of BSCD, 2nd Prize went to Kuya Nelson of HRDO and 3rd Prize was awarded to Kuya Melchor of CSWCD. The event was a success. It was made possible with the support of the sponsors who provided some of the materials, namely, MedEthix, Sharing Kingdom Ministry Building Initiatives Inc. (KMBI), the Admin Staff Solidarity Consumers Cooperative, and the CSWCD Community.

We thank all those who contributed for the success of "Wagas na Takbuhan Para sa Kawani ng Bayan 2015" - the Admin Staff willingly shared their time and effort, the support of our dearly beloved Dean Joyce, the faculty members, REPS, students and the runners from different UP units, family and friends.





## CSWCD Alumni Association



### **Ka Nitoy is UPAA Lifetime Distinguished Achievement Awardee for 2015**

The CSWCD Alumni Association takes pride in having Ka Nitoy or Cayetano Santiago chosen by the University of the Philippines Alumni Association Board of Directors to be the recipient of the 2015 UPAA Lifetime Distinguished Achievement Award. The award is conferred to senior alumni who have attained professional distinction and demonstrated meritorious service throughout their career.

Ka Nitoy finished A.B. (Arts-Law) in 1951 and M.A. in Sociology and Social Welfare in 1953. Ka Nitoy's most significant contribution to his country and his alma mater is his exemplary attitude of giving back to the educational institutions that helped nurture him and shape his personhood. On November 13, 2002 the Cayetano and Abigail de Leon Santiago Endowment Fund was launched in memory of his parents to benefit students in lower sections in Torres High School and the field instruction students of the College of Social Work and Community Development, among others. With this attitude comes also his excitement and unceasing commitment to support the projects and activities of the CSWCD Alumni Association. At his age (more than 80 years old), he does not stop thinking of creative ways to be of help to the CSWCD, the alumni, the students and even the teachers. Ka Nitoy mobilizes his friends and peers to pool their resources towards this end.

The award ceremonies will be held during the UP General Alumni-Faculty Homecoming & Reunion on Saturday, June 20, 2015, 4:00 p.m., at Luciano E. Salazar Hall, Ang Bahay ng Alumni, UP Diliman Campus, Quezon City.



*"Dean Lito Manalili likes to recall what I told the faculty of Torres High School in Tondo, Manila on the occasion of announcing an endowment for the school. I told them that earlier I kept asking myself why God was choosing to keep me healthy at my age. The answer I came up with was so I could give more help to others. So I decided to return*

# Update | Alumni

*to work and then devoted the income to endowment, part of which went to the CSWCD. I told them that in deciding how the money would be used, I asked the question "Who will Jesus Christ look for should he visit the campus of Torres High School?" The answer came back clearly to me – the students in the lower sections, the ones who do not get the attention of teachers, at least not the same attention they give to those in the higher sections. I would like the money to fund projects that will help the students in the lower sections achieve more so we can raise the standard of education in Torres High School by raising their achievement and not the traditional way of capturing more medals by those in the higher sections". – Ka Nitoy*

### **CSWCD AA Get Together**

The annual alumni homecoming was held last September 26, 2014 at the CSWCD Library. The first part of the program was a learning session wherein Prof. Mary Lou Alcid was invited to talk about a migration issue entitled, "The Social Cost of Migration in the Light of Socio-Economic and Political Global Challenges: Is it worth it?". The highlight of the program is the recognition of the Golden Jubilarians. Ma. Corazon Veneracion, Arbella Avena-Gule and Thelma Villanueva of Batch '64 were the Golden Jubilarians who were able to attend the event.

The Tatak CSWCD Scholarship Fund Campaign was also launched during the homecoming. Mugs with quotes such as "Wagas na Paglilingkod" and "Wagas na Pakikibaka" were sold to fund the College's scholarship fund drive.



## CSWCD Student Council

# Update | SC



The AY 2014-2015 was a busy year for the CSWCD Student Council (SC). As the highest representative of the students to the college, it upholds the rights and protects the welfare of every Iskolar ng Bayan. The following are the activities that the SC organized and participated from March 2014-June 2015:

### **CSWCD Student Council Strategic Planning**

Held on April 12-13, the student council together with CD Circle and JSWAP conducted a two-day planning session. Outputs of the event are the following: one-year plan CSWCD SC General House Rules and Guidelines, adaption of the CSWCD SC Constitution and committee deliberations.

### **Lupa ay Laya: Talakayan Hinggil sa Huwad na CARPER at Tunay na Reporma sa Lupa**

The forum was held on June 24, 2014 at UFS Conference Hall. It was attended by more than 100 participants coming from the different sectors and organizations within and outside UP. The student council forwarded its support for the passage of Genuine Agrarian Reform Bill (GARB)

### **Online Grievance Desk**

The student council launched the first online grievance desk for CSWCD students. It was utilized primarily in gathering concerns and grievances regarding the socialized tuition system in UP.

### **National Taipei University (NTPU) Visit**

The National Taipei University visited the CSWCD on June 23, 2014 and interacted with the members of the student council and other local organizations.

### **STS Grievance Conference**

The student council organized a conference with CSWCD students regarding the issues and concerns on the 'new' socialized tuition scheme of UP. At the end of the conference, the students called for a more accessible quality education. The students also forwarded to the Office of the Student Regent its position of junking the STS and all other neoliberal policies.

### **First Semester Registration**

The student council assisted the college during the first semester registration period. The student council set up information desks and offered on-ground and online assistance to the students. Student fund was also collected from the students.

### **Freshies Welcome Assembly**

Members of the student council accompanied the first year student of the college at the UP Freshie Assembly held on August 11, 2014.

### **Welkaman Overload**

The annual acquaintance party in CSWCD organized by the student council was held on August 21, 2014. It was attended by more than 100 students including the faculty, staff and friends of CSWCD. Free snacks were given and various group games were conducted.

### **Graduating Students Committee**

The student council was able to convene the graduating student from the college to nominate and select their officers. The graduating students committee is expected to be the working committee during graduation.

### **Martial Law Commemoration**

The film Dekada '70 was shown for free on September 26, 2014 at the AVR room. Dr. Judy Taguiwalo served as the speaker during the event. The film showing ran from 8:30-11:30 and 2:30-5:30. It was participated by five classes from social work and community development departments.

### **Operation Mario**

The student council in partnership with other organizations was able to organize a relief operation for the victims of Super Typhoon Mario. The relief drive ran from September 19 to September 25, 2014. More than 500 families from three affected communities in Metro Manila were given clothing and food packs.

### **Graduate Students Representative special election**

The student council was able to organize a special election for the Graduate Students Representative. Ms. Charilou Joan Linsey from the Community Development Department was the sole nominee and was elected for the position garnering more than 150 votes (majority votes).

### **Lantern Parade Production Work 2014**

The student council mobilized student volunteers to create the official lantern of CSWCD to the annual Lantern Parade of UP Diliman. Both SW and CD students helped in the conceptualization and creation of the CSWCD lantern. The name of the lantern was "Binhi ng Pagbabago".



# Newsbits 2015

## Welkaman 2014



CSWCD held its annual Welkaman on August 27, 2014 at the Bulwagang Tandang Sora for freshies, shiftees, and transferees to the college. The newly-elected CSWCD Student Council also had their oath-taking during the said event.

## Community Informatics Training



Faculty, Admin Staff, and REPS of the College attended the Community Informatics (CI) Training last November 11-13, 2014 at the Seminar Room. Dr. Emmanuel C. Llalana of ideacorp, Mr. Wayne Manuel of UP Manila, Dr. Sherwin Ona of DLSU Manila, and Mr. Miko Conares of StepUp Consulting were the resource persons the 3-day training.

## CSWCD Relaunches "Tinimbang Ka Ngunit Sobra"



The College also had a relaunching of "Tinimbang Ka Ngunit Sobra: The CSWCD Weigh Loss Challenge" last September 29 at the CSWCD Conference Room. The program aims to promote healthy living to CSWCD constituents.



## Annual Christmas Party and Lantern Parade



The College celebrated the Yuletide Season with Annual College Christmas Party and Lantern Parade last December 15, 2014. The lantern of CSWCD, “Binhi ng Pagbabago” won the 3rd Place during the parade.

## Training on Occupational Safety and Health and Hazardous Child Labor in Sugarcane



CSWCD students attended the Occupational Safety and Health (OSH) and Hazardous Child Labor in Sugarcane last January 30-31, 2015 at the CSWCD Seminar Room and Library. The resource persons were Dean Jocelyn T. Caragay, Dr. Ferdiliza Dandah S. Garcia, Ms. Josefina M. Rolle, Dr. Ma. Theresa V. Tungpalan, and Ms. Celeste F. Vallejos.

## One Billion Rising: Umindak Sa Rebolusyon



For three consecutive years, CSWCD joined One Billion Rising last February 13, 2015 at the CSWCD Walkway. The event which aims to end all forms of violence against women used dance to defy perpetrators of crimes against women and children.



## Informal Economy Research Sharing and Dialogue



The College through its Social Protection cluster hosted, “Informal Economy: Transitioning to Formality: Research Sharing and Dialogue” on March 5, 2015 at the CSWCD Seminar Room. Various groups such as the informal worker’s organizations, trade unions, and the government attended the said sharing.

## Feminist Disclosure on the Bangsamoro Basic Law and the Revised Family Code



In celebration of the Women’s Month, the Department of Women and Development Studies, together with WD 291 organized the first Sikhay Talks for 2015 on March 19, 2015 at the CSWCD Audio Visual Room. The resource persons were Atty. Maisara C. Dandamun-Latiph of AMIN Partylist and Hon. Maria Lourdes Acosta-Alba of the House of Representatives.

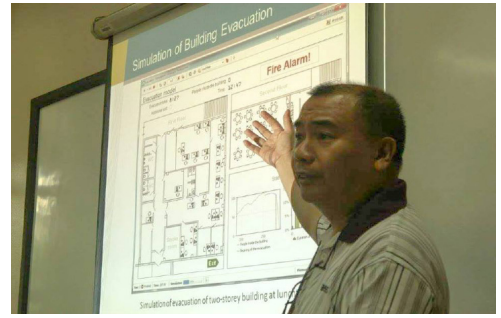
## Social Work Students from Guam Visited CSWCD



Six college seniors from the University of Guam visited CSWCD last March 20, 2015 wherein they were welcomed by Dr. Editha Venus Maslang, DSW Chair. The students and their adviser went to CSWCD to check the Department of Social Work’s undergraduate and graduate programs and to explore possible partnerships in the near future.



## Sharing on Simulation Modeling



The CSWCD family welcomed Leorey Marquez MS, PhD on March 23, 2015, for sharing about the Commonwealth Scientific and Industrial Research Organization's (CSIRO) efforts in helping various community in disaster risk and reduction management (DRRM) through "simulation modelling".

## Shifting Paradigms



As part of the Sikhay Talks Series, the Department of Community Development held a research forum and book launching at the Bulwagang Tandang Sora, UP-CSWCD on April 21, 2015. With the book title, "Shifting Paradigms: Strengthening Institutions for Community-Based Risk Reduction and Management", the study was highly commended for using social science research methodologies that focused on community participation in disaster preparedness.

## Halalan Sandiwa 2015



A Meeting de Avance was organized by College at the CSWCD Walkway last April 21-22, 2015 for the Student Council Election for AY 2015-2016.



## Strengthening Community-based Disaster Risk Reduction and Management (CBDRRM) Structures and Mechanisms thru Participatory Action Research

Romano Antonio “Matt” Wamil and Lenore P. Dela Cruz

*Putting people at the heart of understanding disaster risks and finding ways to build a community that is safe, secure, and resilient*

The disaster events in 2004 (Great South-east Asian Tsunami), 2009 (Typhoon Ketsana), 2011 (Great Japan Earthquake), and 2013 (Typhoon Haiyan) served as a wake-up call for institutions, organizations, and communities to seriously evolve perspectives, approaches, and practices in Disaster Risk Reduction and Management as climate-related disasters are anticipated to become more frequent and intensive. Specifically, the Typhoon Yolanda (Haiyan) experience which tested the key elements of the Philippines’ disaster response system and infrastructure also exposed the lack of preparedness of some local government units and the vulnerabilities of communities to disaster risks. It also re-emphasized the significance of strong community involvement not only in disaster response systems as well as enhancing their capacities to prevent or mitigate the impacts of disasters, be more prepared, and rebuild their lives.

The “technology of participation” has long been at the core of people-centred and empowering community development practice. It challenges the dominant ways of thinking and doing where people and communities are regarded as mere beneficiaries and passive receivers of development programs. In the context of research and building safe, secure and resilient communities thru Disaster Risk Reduction and Management, “participation” is seen as a value and as a strategy to put people at the heart of understanding the hazards they are exposed to, their vulnerabilities, and capacities so they themselves may be able to develop appropriate, relevant, and long-term preparedness, prevention, response, and recovery measures. In this manner, the production of knowledge thru research also becomes a vehicle for people to take action which they may claim as their own.

The Participatory Action Research on “Strengthening Community-based Disaster Risk Reduction and Management Structures and Mechanisms” conceptualized and implemented by the College of Social Work and Community Development – University of the Philippines (CSWCD – UP) with support from the Department of Science and Technology – Philippine Council for Industry, Energy and Emerging Technology Research and Development (DOST-PCIEERD) was an application of such technology. It had two components: 1) knowledge production thru research and 2) capacity building and action planning. It was implemented in four (4) areas – Bgy. Sapao and Banaag in Guiuan, Eastern Samar; Bgy. Candahug, Palo, Leyte and Bgy. Esperanza, San Francisco, Cebu.

The action research process started with the formation of the research team, orientation and courtesy calls to LGUs in the research sites, preparation of data gathering tools/ instruments (such as FGD guide questions, interview schedules, etc), and finalization of the action-research design/fieldwork plan. A

review of documents pertaining to Yolanda preparedness and response was also conducted in the initial phase of the action research.

The participation of the different individuals, groups, and institutions in the action research process was significant in the series of workshops, discussions, and interview sessions. These activities engaged the community members and other stakeholders to assess Typhoon Yolanda’s impacts, determine the DRRM actors and their responses, identify strategies, capacities and needs, and enumerate the strengths and opportunities, weaknesses, gaps and challenges related to disaster preparedness, mitigation, emergency response and post-disaster rehabilitation.

Immediate feedback on the initial research findings was also built into the process. Validation sessions were organized and were participated by those who were involved in the series of data gathering activities. The feedback sessions gave the research participants an opportunity to clarify data and information and to further understand their disaster risk situation. The research team from UP CSWCD also shared initial information drawn from the field to key officials of the DOST Regional Office (Region XIII).

The research findings then served as the bases for designing the follow-up activities such as awareness raising/education and capacity enhancement on community-based DRRM. In the communities of Candahug, Sapao, and Banaag, the stakeholders participated in a Barangay Disaster Risk Reduction and Management orientation cum brainstorming and planning session which led to the re-activation of the Barangay Disaster Risk Reduction and Management Committee, a local structure mandated by the DRRM Law. In San Francisco, Cebu, a more advanced learning session on “climate resilient agriculture and fisheries” was designed to further substantiate their Local Climate Change Adaptation Plan.

To encourage/motivate people to participate and to create opportunities for people to participate were no easy tasks. It was approached with mindfulness and a lot of “pakikipagpalagayang-loob” (relationship building). It required the researchers to be in and with the community – learn the language, navigate through the community’s daily activities, be friends with them. People fully participate only when they find the activities meaningful and relevant, and a meaningful engagement is one which is built on trust.

The outcomes of the Participatory Action Research – deepened understanding of disaster risks, DRRM plans, and community-level structures and mechanisms for DRRM – are manifestations of the meaningful participation of the community and other stakeholders. Throughout the process, the people themselves, with the research team acting only as facilitators, had laid down the platform for higher-level DRRM initiatives, programs and activities.





*Wagas na  
Paglilingkod*

