



De La Salle University
Lasallian Mission

Creating and Sustaining University-Community Partnerships:

A Case Study on the DLSU-COSCA- Buklod-Tao, Inc.

Experience

Marietta P. Guanzon

March 18, 2016

Creating and Sustaining University-Community Partnerships:
A Case Study on the DLSU-COSCA- Buklod-Tao, Inc., Experience

Marietta P. Guanzon
Center for Social Concern and Action
De La Salle University

The Author is a Program Manager for Community Engaged Learning Program and concurrent Service-Learning Coordinator of the Center for Social Concern Action (COSCA).

This research was made possible through the generosity of COSCA and its Director, Ms Ma Lourdes Melegrito and Mr Manuel Abinales the founder and Adviser of Buklod-Tao, Inc.

Correspondences may be directed to Ms Guanzon at email address marietta.guanzon@dlsu.edu.ph or telephone number 523-4143.

Executive Summary

The relationship between university and community during the medieval times has been separate or disconnected perpetuating the prevailing culture of the “town-gown” relationships.

Fortunately, over the years, relationships began to evolve as a shift from the old government paradigm to the new governance paradigm emerged. Education institutions have become more community engaged in addressing local and national issues which paved the way to a more harmonious and reciprocal partnership between university and community. The university-community interactions take in the form of experiential education, such as service-learning and community service involving community-based learning that treats partner communities as co-teachers and co-formators. This paper aims to validate that university-community partnerships really work, is reciprocal, and can be sustained. A case example is presented on a successful reciprocal partnership between the DLSU-COSCA and Buklod-Tao, Inc. which span for 10 years. Key to its successful and sustained partnerships are : a) mutually agreed goals and development principles, b) well defined learning and service outcomes, c) efficient communications, d) conduct of capacity building, e) funding and other technical support, and, f) commitment for continuous monitoring and evaluation and knowledge dissemination. Finally, crucial recommendations to DSLU-COSCA, students, administrators, and partner organizations to ensure sustained reciprocal partnerships were enumerated.

Keywords: partnerships, university-community partnerships, reciprocal partnerships, service-learning

**Creating and Sustaining University-Community Partnerships:
A Case Study on the DLSU-COSCA- Buklod-Tao, Inc. Experience**

Historically, in countries like the United States many early universities were separated from the communities having this town-gown relation (Bruning, McGrew & Cooper, 2006). The division between the city and a university can be traced to medieval times, when the desire to be in the city but not of it was based upon a perceived need to patrol the morals of students. Brockliss (as cited in Bruning, et al., 2006) believed the city was a sink of iniquity and any students living unsupervised were certain to “fall foul to its evil ways”.

In the Philippines, according to Go (2013) pre-Hispanic era education system was informal and unstructured as children are prepared to become good husbands and wives. Educational system became formal during the Spanish times as various Religious congregations paved the way in establishing schools thus replacing tribal tutors. These schools were primarily for the elite members of the society and is detached from the community.

Today, however, faced with increasing and unresolved social problems, many universities all over the world have already shifted their *government* paradigm to the new *governance* paradigm (Martin, Smith & Philips, n.d.). The governance paradigm (Daly, Newland, Salamon, as cited in Martin et al, n.d.) stresses the importance of synergistic partnerships that harness the strengths of each partner. It is based on the assumption that social issues can only be addressed through collective and innovative efforts of multiple stakeholders including government business and the non-profit sector. This paradigm is a bold attempt to make colleges and universities recognize and address social problems by ensuring a university that is engaged in the community. The strategy adopted by most universities focuses on increasing student

access to community resources. When using this approach, engagement has taken the form of student teaching, internships, and volunteer opportunities. Universities have benefited from this exchange because student participants in community service and service learning experiences are learning valuable “real world” lessons and acquiring skills that complement classroom learning, introduce civic responsibility, and provide leadership experiences. Communities, likewise, have benefited from the time and talent expended by students (Bonsall, Harris, & Marczak as cited in Bruning et al, 2006).

Education institutions have since evolved and have become more community engaged in addressing local and national issues which resulted to a more harmonious and reciprocal partnership between university and community. For instance, in 1679, St John Baptist de La Salle and his companions discerned God’s call to service the human and spiritual distress of the poor and abandoned children. As a concrete response to this divine call, they associated together to conduct schools that would make the benefits of a quality human and Christian education accessible to the poor, thus, De La Salle schools were established in various countries including in the Philippines. Formed in 1911, the De La Salle University (DLSU) in Manila believe that as inheritors of De La Salle’s legacy and collaborators in the Lasallian Mission, Lasallian education is a mission and ministry at the service of God, the Church and society, and directed towards integral human and Christian development and liberation. Lasallian education is imbued with a spirit of faith, marked by zeal and communion in mission. Guided by these principles, DLSU believe that “Lasallian schools are educational communities where all sectors participate in the Church’s mission and are committed to easing the plight of the vulnerable and marginalized sectors of the Philippine society; and are committed to assuring the integral human and Christian development of learners in all their uniqueness and diversity” (La Salle Provincialate, 2009, p13-

14). Being in solidarity with the progressive elements of the larger community to bring forth a society that is in keeping with God's plan, Lasallian institutions, individually and as a Philippine Family, have the capacities to effectively work in partnership with larger organizations, be they led by Church-based, multi-sectoral, or a network of civil society organizations. As the social development arm of DLSU, the Center for Social Concern and Action (COSCA) serves as a vehicle in forging partnerships with various community and center-based organizations that shares the same mission of serving the marginalized sector, upholding people empowerment and committing for social change. COSCA also ensures that students, faculty members, staff, and other members of the Lasallian community engage themselves actively in providing service to the communities especially amongst the poor sectors of the society, both academically and non-academically.

Faced with daunting social inequities, universities and communities are working together and sharing resources and technologies to contribute in addressing local and national problems. However, COSCA's experience in working both with faculty members and community partners revealed important lessons in partnership building. COSCA coordinators realized that there are some misconceptions about partnerships between faculty and community partners such as the feeling of superiority of knowledge and expertise among faculty members. Some faculty members assume that they know better to solve local problems. Students on the other hand, had this feeling of being a "saviour" after rendering service to their assigned community. The faculty members discount the strengths and resources of the community, thus they become disempowered and develop negative self image as a result of institutional intervention. Another important lesson in partnership is the creation of dependence not empowerment as some partner organizations exist because of DLSU-COSCA activities, technical and financial support in their

communities. These communities are treated as beneficiaries of the service not as active participants. These COSCA's immediate concerns, if not addressed, may result to disempowerment of the partner organizations and may perpetuate mistrust between faculty members and community leaders. It is against this context that several questions are raised: Do university-community partnerships really work? Are there concrete examples that university-community partnerships are reciprocal? And, what factors contribute to successful university-community partnerships? How can these partnerships be sustained? Responding to these questions will prove that university-community reciprocal partnerships can be achieved. This paper will first review the historical context of the disconnection between universities and communities and the need for reciprocal partnership to bridge the gap. A case example of partnership between DLSU-COSCA and Buklod-Tao, Inc. is also presented that will show how partnership was created and sustained. Answers to these questions will reinforce the idea that a partnership between university and community really works and their relationship is reciprocal, although there are several challenges along the process of engagement, relevant recommendations will be identified to ensure a more harmonious relationship.

This paper will also try to articulate DLSU-COSCA experience in university-community partnerships and recommend relevant solutions towards the improvement of DLSU-COSCA partnership strategies. Result of this case study will assist university administrators and service-learning practitioners to discover the important role they play in the enhancement of service-learning program and sustained partnerships. It will also serve as inputs in enhancing university-community relationships of DLSU, COSCA, faculty, students and partner organizations, therefore, contribute in improving COSCA programs and services. The case study outcome will also be shared with all COSCA stakeholders through various forums.

Review of Related Literature.

The relationship between university and community is separate (Bruning et al, 2006). Partnership is either non-existent or unconstructive (Martin et al., n.d.). This kind of disconnect was brought about by the prevailing culture in the United States wherein the universities and communities have no mutual interactions perpetuating the “town-gown” relationships. In an article written by Martin et al. (n.d.) in Center for Community Partnerships University of Central Florida Orlando, they rooted this kind of relationship in its historical context saying that:

In the United States, hostility towards universities was initially born out of geographical isolation. Universities were often located in rural (frequently remote) areas far removed from the economic and social problems of broader society. Universities promoted themselves as elite bastions of information and knowledge. Professors and students attired in their academic gowns were as distinct from townsfolk as university campuses were from their surrounding architectures. This separation is captured in the often invoked expression: “town and gown.”... The response of many universities to encroaching urbanization was to build higher walls and stronger gates in an attempt to maintain a separation from their surrounding communities. The time period between 1914 and the late 1980’s is best described as the “Ivory Tower” period of American higher education (Martin et al., n.d.,p. 3).

The university felt that the community was morally corrupt and believed that education should take place apart from the city in a more rural idyll. As a result of this concern, universities often developed policies that insured that students were ‘protected’ from the community

effectively separating the university from its surrounding neighborhood. (Brockliss as cited in Bruning et al., 2006, 126)

An attempt to bridge the gap between university and community was made through the passage of the 1862 Morrill Act (in which land grant colleges were established). By law, land grant colleges were required to provide public service in return for federal aid. However, instead of developing a mutually beneficial relationship, many universities viewed the community as a ‘client’ and focused their efforts on fulfilling contractual responsibilities so as to ensure the flow of federal dollars. (Bruning, McGrew & Cooper, 2006, p. 126)

The way around this problem is to dispense with the traditional *outreach* paradigm that seeks to provide services to the community, *on behalf* of the community. What is needed instead is an engagement model that looks for opportunities to partner *with* communities to meet collective needs. To be effective, the process must be reciprocal: it must serve the community while establishing learning opportunities and a framework for academic research on the part of the institution. (London as cited in Jacoby & Associates, 2003, p.6)

In Europe, the term ‘education for democratic citizenship’ refers to a set of educational practices and activities designed to encourage and help people play an active part in democratic life and exercise their rights and responsibilities as citizens in society. In many countries the use of this term represents a radical departure from traditional forms of civic education, in particular in its emphasis on active participation, learning by doing, lifelong learning, partnership working and a more collaborative and reciprocal relationship between teachers and learners. Hartley & Huddleston, 2010, p.14)

What is partnership?

A partnership is “a close mutual cooperation between parties having common interests, responsibilities, privileges and power” (Community-Campus Partnerships for Health as cited in Jacoby & Associates, 2003, p.7). The Center for the Advancement of Collaborative Strategies in Health at the New York Academic of Medicines (2002) elaborates this definition as follows: “a successful collaborative process enables a group of people and organizations to combine their complementary knowledge, skills and resources so they accomplish more together than they can on their own or what they called ‘partnership synergy’”. This means that partnership is not simply an exchange of resources among participants, rather, the participants work together to create something new and valuable.

Fortunately, there is a growing understanding of how intrinsic and extrinsic community—university partnerships might enhance the academy. While university-community interactions may not be relevant to the mission of all institutions, for many they have become a way to build relationships with the immediate community, improve and support, and increase funding or recruitment and retention of students (Holland & Gelmon, 1998). The university-community interactions take in the form of experiential education, such as service-learning, community engagement, community service, outreach, internships, practicum, and capstones all involving community-based learning. According to Holland and Gelmon (1998), faculty is also pertinent to these learning strategies, and the partnership with community representatives often leads to additional opportunities for faculty to engage in a wide variety of scholarly activities, such as applied research, technical assistance, evaluation and participatory action research.

“There are wide variety in the forms and types of community partnerships, reflecting differences in the history, capacity, culture, mission, and challenges faced by institutions and communities. Institutions must examine their missions and consider the relevance of service to core academic purposes” (Holland & Gelmon , 1998, p.107). The DLSU-COSCA recruits and selects its partner communities or institutions; it conducts needs analysis first and profiles them by levelling-off on organizational vision-mission, programs and activities. If the organization’s program and goals complement with DLSU’s vision and have common development principles, a participatory plan is designed containing the agreed need-based service-learning activities. With this, the level and types of service activities that DLSU can engage in will be shaped by the role of the community’s capacity to address their own needs.

University-Community Partnership in Service-Learning

Jacoby and Associates (2003) believe that “high quality service-learning that is beneficial to all parties involved must be built on a solid foundation of carefully developed partnerships” (p. 1). Service-learning is defined as a “course-based, credit bearing educational experience in which students: (a) participate in an organized service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility” (Bringle & Hatcher as cited in Iowa State University, n.d, p.112). Jacoby (1996) added that service-learning has “tremendous potential” to enable colleges and universities to meet their goals for student learning and development while making unique contributions to addressing community, national, and global needs. It is the element of reciprocity that elevates service-learning to the level of philosophy, “an expression of values –

service to others, community development and empowerment, reciprocal learning” (p. xvii).

“Service-learning is also a pedagogy that is grounded in experience as a basis for learning and on the intentionality of reflection designed to enable learning to occur” (Jacoby & Associates, 2003, p. 5). Service-learning as a program, pedagogy and a philosophy must be grounded in a reciprocal partnership between university and community.

The Conceptual Framework

Against the backdrop of this literature, I examined the perspectives of a subset of the community partners of the Center for Social Concern and Action (COSCA) of the De La Salle University actively participating in community service and service-learning programs through a case study.

This case study adapts the definition of Jacoby and Associates of partnership which means “a collaborative process which enables a group of people and organizations to combine their complementary knowledge, skills and resources” as well as work together to create something new and valuable (Jacoby & Associates, 2003, p.7). It uses the term “partnership” rather than “collaborations” as it is more appropriate and commonly used in Philippine development lingo.

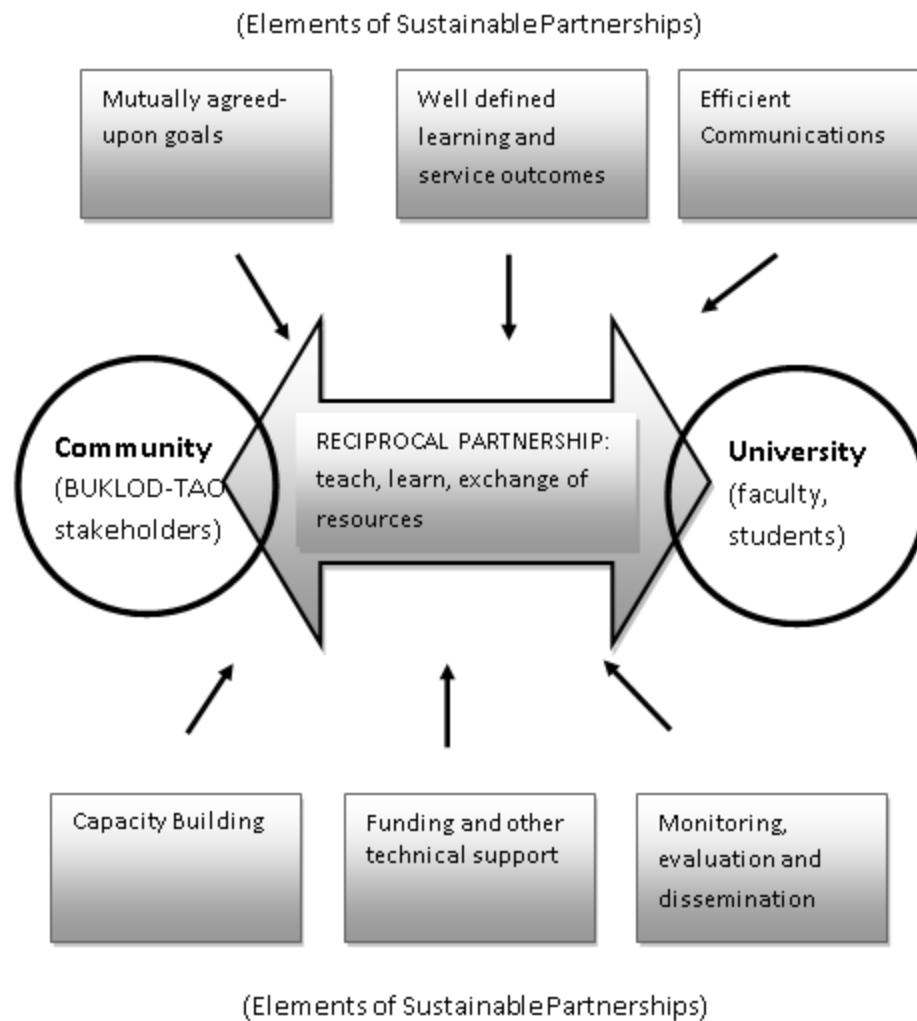


Figure 1. Framework on sustaining university-community partnerships

Figure 1 illustrates the framework in sustaining university-community partnerships. University-community partnerships require a two-way street approach to knowledge development and transference as represented in the multi-directional arrows at the center of the diagram, showing that partnerships are reciprocal because it is mutually beneficial, and address both university and community needs, learning from each other, and share resources. In true partnerships, all participants will teach, learn, exchange resources, and reap mutual benefits

(Torres as cited in Jacoby & Associates, 2003). Service-Learning is grounded in reciprocal partnership between university and community. Chewkoway (as cited in Jacoby & Associates, 2003, p.) describes reciprocal partnership as “a commitment to collaborate among learners on campus and in the community.” Successful university-community partnerships also acknowledge and incorporate the participatory efforts of the various stakeholders which include people in the community, faculty, students, etc. a notion termed “partnership synergy” (Lasker et al. (2001) as cited in Martin et al., n.d.). In the case of DLSU-COSCA-Buklod Tao partnerships, the students learn from the real life experience of community leaders, who served as educators. The community leaders taught the students on how the Buklod-Tao, Inc. applies adaptation measures to deal with disasters through education and campaign, preparing the people before flooding strikes. The students also learned about how rescue boats are used during severe inundation and conduct of relief operations in the community. During student interaction, community leaders also learned from them through capacity building activities extended by the students such as on disaster preparedness, organizational development and environmental advocacy. Resources whether technical, human or financial are also mutually shared and utilized to address community needs.

Through the combined result of interviews and literature reviews, I put together similar concepts and ideas and came up with six elements of a sustained university-community partnership between DLSU-COSCA and Buklod Tao, Inc. These are: a) mutually agreed goals and development principles, b) well defined learning and service outcomes, c) efficient communications, d) conduct of capacity building, e) funding and other technical support, and, f) commitment for continuous monitoring and evaluation and knowledge dissemination.

Elements of sustainable partnerships are described as follows:

1. There are mutually agreed-upon goals (Holland & Gelmon, 1997) and development principles. Academic institutions follow its own mission and consider the relevance of service to core academic learning objectives. The community considers programs and projects based on the community vision and development agenda. Partnerships to be successful means that the level and types of service activities that the university is engaged in will be shaped and agreed by the role of the university in the community and the nature of the community's capacity to address their own issues.
2. Well defined learning and service outcomes. Prior to any service activity, learning and service outcomes are defined and agreed upon so as to ensure that community-identified needs and expectations are met while also developing academic rigor and meeting curricular objectives. An example of a learning outcome of the Economics and Development course in DLSU describes that "On the completion of the course, the student is expected to be able to do the following: Interpret social, historical and economic Philippine, regional and global issues using appropriate economic development framework and apply methodologies (e.g. social surveys) that will measure the social impact of economic policies (e.g. climate change; demographics; poverty)" (School of Economics, DLSU). The service outcome of the same course is that the Barangay officials have drafted community development plan based on the identified issues in the community profile.
3. Efficient communications between partners and other stakeholders. Harmonious and lasting relationship is obtained if there is an open line of communication between

partners. In many partnerships, the key in understanding each other's concerns is through regular meetings, workshops, conferences and other venues to exchange information.

4. Effective use and enhancement of community capacity based on clear identification of community resources and strengths (Holland & Gelmon, 1998).

Sustainable partnerships focus on mutual benefits meaning that all partners have something to teach each other and something to learn from each other. The DLSU under the National Service Training Program- Civic Welfare and Training Seminar (NSTP) places student tutors in urban poor communities to teach public school children basic English, Math and Science. Students on the other hand learn the methods and techniques of teaching and in the process has better understanding the quality of education in public schools.

5. Administrative and funding support. Adequate administrative support such as mandates, financial and infrastructures to sustain the partnership is very important. The DLSU provides faculty development training and seminar for faculty and staff on service-learning to better equip them of their community-based teaching experience. The partner organizations may not have enough funding to complement the university but extend support in kind through technical assistance, provision of venues in the community, facilities and among others.
6. There is an ongoing commitment to evaluation that involves all partners. (Holland & Gelmon, 1998). According to Holland and Gelmon (1998), a "commitment to evaluation helps build trust and confidence between partners, especially when the

community sees that the campus is open to criticism and that there is an authentic commitment to improvement” (p.108). For DLSU-COSCA, post service activity evaluation is being administered at the end of each service activity in order to get feedback from the faculty, students and partner organizations of their service-learning experience. Result of evaluation is then echoed to all stakeholders to serve as reference to improve the program as well as the working relationships between stakeholders.

Chapter 2

Methodology

The primary goal of this case study is to analyze the university and community partnership in terms of mutually beneficial teaching, learning and, exchange resources in service-learning or community service through the experience of DLSU-COSCA with Buklod-Tao, Inc. I employed a purposive selection strategy to identify the organization. From COSCA's database of more than 50 active partner organizations, I selected one based upon the following criteria: likelihood of at least one or two substantive respondents, length of engagement with COSCA, and the number of community service and service-learning activities hosted. Of the 50 active partner organizations, Buklod-Tao, Inc. was chosen as a case example of this research. With limited time I interviewed the founder and adviser of the organization and few key leaders who have known and worked with COSCA staff for at least three years. I surmised that one-on-one interview would allow me to best understand the quality of relationship between COSCA and Buklod-Tao, Inc., elicit descriptive data that would allow for adequate time for follow-up explanations and illuminate details of their relationships. These short structured and random interviews were recorded, transcribed and analyzed (See Appendix A). I also gathered several reflection papers and post service-evaluation result of students who were assigned in the organization. (See Appendix C) These data from the students served as validation of their community service and service-learning experiences with Buklod-Tao, Inc.

At the same time, I recognized that my role as COSCA coordinator and former NSTP facilitator was likely to influence the candour and objectivity of the responses and interpretation of the response. I assured some respondents of their anonymity and that I sought candid

responses to improve COSCA partnership building and programs. As for the students' reflection and evaluation results, their names were omitted.

In order to establish the level of partnership of DLSU COSCA with Buklod—Tao, Inc., I posted several questions to one of the leaders of Buklod-Tao, Inc. using the following interview guide: 1) Based on your experience with DLSU community service/service learning, give concrete examples that show your partnership with DLSU is reciprocal (mutually beneficial); 2) What do you think are the factors that resulted in a successful reciprocal partnership? And, 3) How can these partnerships be sustained?

Chapter 3

The Case Study

About Buklod-Tao, Inc.

The term “Buklod” is the root word of “bukluran” which in English means bonding together and “tao” means people thus Buklod-Tao, Inc. refers to bonding together of people with common vision for the betterment of the community. Buklod-Tao, Inc. started in 1993 as a faith-based organization called Basic Ecclesial Communities under the Social Action Center of the Diocese of Antipolo. When the agricultural communities located along Nangka River and Marikina River in Sitio Doña Pepeng Subdivision were converted to industrial use and a cement factory started its excavation for the construction of batching plant, people in the community bonded together to stop its implementation. In order to have a legal identity Buklod-Tao, Inc., headed by Manuel Abinales or “Ka Noli”, was registered by the Securities and Exchange Commission in February 1, 1996 as Buklod Tao, Incorporated (Inc). Buklod -Tao Inc. won the struggle against the cement factory after few years of operation. However, damage has been done to the environment by this time and the organization could do nothing but work together to restore the damaged resources.

As a community-based organization, Buklod-Tao, Inc. envisions a free, peaceful, and progressive community where everyone has strong relationship with God, fellowmen, Mother Nature, and capable to undertake disaster response. To realize this, the organization aims to: 1.) restore and maintain the beauty and healthy state of rivers and creeks; 2) reinforce the capacity of communities to reduce disaster risk and meet their own needs; 3) enhance the relationship of

communities with their environments and help them conserve their resources (Buklod-Tao, Inc, 2013).

Buklod-Tao, Inc.'s flagship program on disaster risk reduction and management was put to test when Tropical Storm "Ondoy" wreaked havoc in Metro Manila, Central and Southern Luzon in September 26, 2009. The typhoon submerged 1,786 barangays in floodwaters with 464 fatalities and has displaced almost a million families (NDCC, 2009). Barangay Banaba in San Mateo Rizal was not spared, but, because of Buklod-Tao, Inc.'s community-based disaster mitigation efforts no casualties were reported. Prior to the strong typhoon, the leaders and members have successfully carried out disaster awareness campaigns, organized community groups, built gabion boxes along the rivers and systematized early warning mechanisms. The organization was transformed into a "disaster-resilient" community (Rabacal, 2012). In 2012, following a huge grant from a foreign partner agency, Buklod-Tao, Inc. constructed an 827square meters evacuation center in a higher ground of Barangay Banaba.

Partnership with DLSU-COSCA

Buklod-Tao, Inc. headed by its founder Mr. Abinales has successfully forged partnerships with various organizations both locally and internationally, civil society groups which include the academe. The DLSU through its social development arm office COSCA, tapped the assistance of Buklod-Tao, Inc. as venue for students' community service activities under the NSTP and the Theology and Religious Education Community Service Program (TRED TWO CSP). As part of the pool of COSCA's community partners, Buklod-Tao, Inc. underwent screening and selection process to become a full-fledged partner organization. As a legitimate organization Buklod-Tao, Inc. submitted government registration documents and profile.

Formalizing its engagement through a Memorandum of Understanding, series of capacity building activities to enhance the community coordinators' skills in student management and formation were provided. Not only the leaders and members of the organization were mobilized during community service activities, but also a large number of host families who were willing take in students in their homes. The students, leaders of the organization and academic faculty participate from project planning, to monitoring and evaluation until its implementation.

Alongside with academic faculty and NSTP Facilitators, the community partners are considered co-formators as they serve not only as partners in community development but as Christian value formators. At the end of every service activity, students take part in processing session facilitated by either a community leader or COSCA coordinator to get feedback of their service experience. They are also required to submit reflection papers using Lasallian Reflection Framework (LRF) as a reflection guide which contain students' three stages of community engagement: 1) See-Experience (Masid-Danas) where students are brought to the community to see real life situation; 2) Analysis-Reflection (Suri-Nilay) where students analyse the social situation and reflect on its root causes; and 3) Commitment-Action (Taya-Kilos) where students commit themselves to take part in addressing the community problem (Lasallian Mission Office, 2012). Reflection papers are good reference of community leaders, faculty and COSCA coordinators to obtain students' perception of their service experience. And finally, regular monitoring of service activities and yearend evaluation are done to gauge the results of the program implementation.

In 2003, COSCA started bringing DLSU students to Barangay Banaba, San Mateo, Rizal to actively take part in various community development efforts of Buklod-Tao, Inc. Project

activities that students engage in are based on the organizational needs and consistent with their vision, thrusts and programs. Students render service depending from the requirements of each course, for NSTP, students spend at least six hours per day for six consecutive Saturdays, while TRED TWO CSP students as well as students from other courses spend at least four hours to 12 hours contact time with the organization.

In an interview with the adviser of Buklod-Tao, Inc., he commended the Lasallian students for their major contributions in the establishment of gabion boxes placed along the river bank as a soil erosion control measure. (See Appendix A) Although some students considered this as hard labour, the students collectively piled stones inside the iron mesh boxes along the portion of Nangka River bank which prevented it from eroding. The DLSU students were involved in youth development through the series of home-based tutorials which he claimed further honed mathematical and English language skills of selected grade school children. Students took part in their environmental advocacies through urban gardening, composting, and recycling of tetra packs. Also, the students were instrumental in the establishment of community-based learning center, a venue where children's interest in reading is enhanced. Community leaders and members of Buklod-Tao, Inc. expressed their appreciation with the presence of students as this experience has given them an opportunity to interact with the middle class youth and provide additional support in their project activities. With this, the leaders felt that there is a recognition of their importance as an organization and as individuals and more importantly took cognizant of the efforts of the organization on community development (M. Abinales, personal communication, Feb 7, 2014).

In an interview with the adviser of Buklod-Tao in which responses were sent through email, (See Appendix B), he was asked on what were the reasons why partnership with DLSU has been sustained this long, he said that their successful partnership can be attributed to the following: 1) There is an effective, open and efficient communications between DLSU-COSCA coordinators and the leaders of the organization; 2) Forging of Memorandum of Agreement legitimizes and formalizes their engagement, thus recognizing their legal identity; 3) DLSU-COSCA inviting them to participate in various capacity building, team building, and recollection activities which further enhanced their skills and formed them to become Christian formators for the students; 4) Presence of a clear and strictly followed community engagement policies and guidelines; 5) Upholding a common Catholic social values; and the 6) The presence of students supplements their technical, human resource and financial needs (M. Abinales, personal email communication, Oct 28, 2015).

Chapter 4

Findings and Results

The nature and level of partnerships between DLSU-COSCA and Buklod-Tao, Inc. has come a long way in addressing social problems and challenges as well as enhancing academic learning of students. Various literatures used in this research and result of this case study reveal compelling evidence that universities and communities are capable of meaningful and sustained reciprocal partnerships.

Findings in this case study is based on organizational responses, rather than individual, as key leaders of Buklod-Tao, Inc. responded and conveyed similar perception about working with COSCA and the students. Highlights of findings are discussed as follows:

1. **Mutually agreed goals and development principles** - One of the most significant findings of this case study is that university like DLSU and partner community like Buklod-Tao, Inc. are united in a common vision that is to address pressing social issues of the poor sector of the Philippine society and be part of social change. The University's vision-mission articulates the intention to "bridge faith and scholarship especially to the poor and marginalized" which can be realized through and a community engaged education. Thus it can be gleaned that work addressing social concerns is mission-driven. The DLSU sit within the urban poor center of Metro Manila and has seen and felt social disparity between the rich and poor. Addressing inequalities through the scholarship of

engagement, research, teaching and community engagement efforts not only helps address issues underlying the present disparities, but also attunes all Lasallian community members to social realities.

In an interview with the key leader of Buklod-Tao, Inc., he mentioned that students were engaged in service activities related to disaster risk reduction which is Buklod-Tao Inc.'s main program. The students helped in the construction of gabion boxes as soil erosion control measure. They also assisted in organic gardening and other livelihood activities.

2. **Well defined learning and service outcomes-** In order to be considered successful, university-community partnerships need specific measures of results. Therefore, early in the development of a university-community partnership, members are encouraged to develop measurable objectives. In an academic program, a measurable outcome that must be achieved is the student learning outcomes particularly the attainment of course objectives. For the partner community, like Buklod-Tao, Inc. the targeted service outcomes such as projects done by the students are consistent with the organization's programs and activities and not just engage in random activities.

In the Corporate Social Responsibility and Governance (CSRGOVE) class, learning outcomes based on course syllabus states that at end of the course, students would have conceptualized and participated in projects that would make a difference to the less fortunate Filipinos and can partner with managers, entrepreneurs, government, and NGOs to meet social and environmental

challenges and explore effective and morally sound approaches to meet these needs (CSRGOVE Syllabus, 3rd Trimester AY 2013-14 RVR-COB-MOD). In a post service activity evaluation that was administered to 14 randomly selected students of CSRGOVE class during AY 2013-2014 (See Appendix C) results confirmed that of the 14 respondents, six (6) strongly agreed that their project contributed in the efforts of Buklod-Tao, Inc. to respond to their organizational needs while seven also agreed to this statement. There were six respondents who strongly agreed while seven agreed with the statement that service-learning is relevant to the course they are taking. Correspondingly, the students expressed that they have gained better appreciation of doing service-learning because of this course and they were stirred to respond to the needs of the marginalized sectors. This evaluation shows that service-learning activity in Buklod-Tao, Inc has achieved the intended course learning outcomes.

3. **Capacity building** –Like any other partner organizations of COSCA, Buklod-Tao Inc. started with a view that they will not be accepted as co-teachers or co-formators because of their different experience and educational attainment. To address this concern, COSCA provided series of training and seminars to enhance their skills in handling service activities of students. One of the most recent training that COSCA conducted was in April 24-25, 2015.(See Appendix D) COSCA facilitated capacity building activities which focused on enhancing community leaders and members' student management, effective presentation and facilitation skills. The topic was identified based on the identified needs of the community leaders during coordination meetings. During the training COSCA

coordinators were surprised at how facilitation, communication, public relations and coordination skills have been enhanced which will allow the community members to assume key roles in the student learning experience.

4. **Funding and other Technical Support** – Most of community partners initially became involved with DLSU-COSCA because of possible resource opportunities that they can access from the collaboration both financially and technically. They admit that additional helping hands and volunteers can get things done easier and in shorter period of time. Tutoring public school children every Saturdays has not only created role models but also provided parents free mentors for their children which they can never provide with their meagre income. The institutional fee that Buklod –Tao, Inc. receive every term from COSCA is used to supplement their operational needs such meals during meetings, communications, transportation, office supplies and other program expenses (See Appendix E). On the other hand, DLSU is involved in communities because they become education partners for service-learners as they provide educational setting for students to apply their knowledge. The source of funding as well as the nature of the financial and technical relationship is considered to be a key to a successful university-community partnership.

5. **Efficient Communications** – Regular coordination meeting before, during and after each academic term is relevant to an effective university-community partnership. COSCA provide venue where expectations are checked, objectives are agreed, accountabilities are forged, program guidelines are clarified, problems

are resolved and decisions are consulted. Assigning a COSCA coordinator to personally coordinate with community leaders of Buklod-Tao, Inc. and to other organizations is pertinent to efficient communications. Logistically, innovative strategies like emails, social networking and text messaging help facilitate two-way communications.

In a post service activity evaluation, eight (8) of the 14 student respondents strongly agreed that community leaders and local persons were available most of the time during student visits and whenever consultation is needed on the project, however, two (2) moderately agree (See Appendix C). Open and two-way communications help feedback their concerns and resolve problems arising from the partnership.

6. Commitment for continuous monitoring and evaluation and dissemination of knowledge- In COSCA, program evaluation is done not only with partner organizations but also with faculty and students. Post service evaluation is used to determine: a) achievement of learning and service objectives, b) attainment of Lasallian values, c) efficiency and effectiveness of program implementation, and d) success of program management. Appendix F exhibits the three evaluation tools that are being used. Result of evaluation is used to improve program implementation and served as basis for future program planning. Also in Appendix G, the table enumerates program accomplishments, issues raised and recommendations. The assessment result describes the experience of community coordinators in terms of facilitation of center orientation for the students to have a

better understanding of their partner organization. Processing session and feedback after the service activity is a good way to address immediately issues and concerns raised by the students as well as the leaders of the community. Students' project outputs were able to address organization needs. In all, service-learning experiences of partner organizations were satisfactory as this has given them technical support and has contributed in the achievement of their organizational mission.

Another crucial aspect of successful university-community partnerships is the dissemination of the knowledge generated from the partnership and result of project implementation to a wider audience. For Buklod-Tao, Inc. information is shared during organizational meetings. For students, dissemination of knowledge is in the form of reflection papers, journals and other forms. Reflection papers of students revealed that Buklod-Tao, Inc. has greatly influenced and benefitted the students during their service activities as it not only serves as an area for their community service/service-learning but a rich venue for academic enhancement, personal growth and achievement of Lasallian values. Culled from TREDTWO CSP reflection papers, one student shares her learning from the service experience she said "...through this community service, my zeal for service has already started. I should be selfless and always be concerned and involved in dealing with the needs of the poor..." (TRED TWO Student A, 2015, p27), (See Appendix H) Another student realized the importance of community service she experienced as a person and as member of a society "I think that the people of Buklod-Tao, Inc. has shown and taught me the importance of having a sense of virtue. Helping

should not be obligatory but voluntary and most importantly natural. Community service is all about giving back without thinking of the consequences that will only affect you. It is about how this will benefit the community and how should I live in order to be an asset to the community” (TRED TWO Student B, 2015, p. 41).

As for the faculty, service-learning experience is shared in various university reports and publication. Dr Emiliano Hudtohan taught corporate social responsibility with service-learning component and published his experience in Manila Standard Today article for Green Light column August 25, 2014, see Appendix I. For him service-learning experience of his students brings out youthful exuberance as they share their knowledge, skills and talents among the people in the community.

Chapter 5

Conclusions and Recommendations

Let me summarize my paper by recalling the questions I posted in the first chapter: Do these university-community partnerships really work? Are there concrete examples that university-community partnerships are reciprocal? And, what factors contribute to successful university-community partnerships? How can these partnerships be sustained?

It can be concluded therefore,

First, a university-community partnership exists, works and flourishes in many universities. Partnership may have started with hostilities, a town-gown relationship at first but it has since evolved to a more harmonious and reciprocal relationship. The economic and social problems of the society continued to infiltrate the universities paving the need for innovative partnerships and a shift from *government* paradigm to the new *governance* paradigm. Through service-learning, university designed its curriculum to become community engaged education by providing service activities as part of regular coursework.

Secondly, the DLSU-COSCA and Buklod-Tao, Inc.'s long-time partnership is a concrete example that partnership is reciprocal. Partnership started off with one-time events and projects but later evolved into ongoing placement and mutual dependence. This partnership acknowledges participatory efforts of all stakeholders particularly the community, students and faculty members. It also combines complementary knowledge, skills and resources to create something new and valuable for the society.

Thirdly, factors that contribute to successful university-community partnerships are: 1) relationship is mutually beneficial, 2) addresses university and community needs, 4) learn and serves one another and 5) shares resources. Successful partnership recognizes partners as co-teachers and co-formators, while students and faculty commits to be part of addressing social disparities.

And lastly, sustainable partnerships has the following characteristics: a) mutually agreed goals and development principles, b) well defined learning and service outcomes, c) efficient communications, d) conduct of capacity building, e) funding and other technical support, and, f) commitment for continuous monitoring and evaluation and knowledge dissemination.

Since sustainability is directly associated with an ongoing sense of reciprocity related to the exchange in knowledge and expertise, DLSU-COSCA, faculty members, students, administrators and partner communities like Buklod-Tao, Inc. may find the following recommendations valuable:

1. For the faculty members to embrace expanded roles and enrich teaching pedagogy with problem-centered and student-focused learning. They should be actively involved in community activities of students to enhance better understanding of real life situation and therefore make necessary integration in the curriculum.
2. For the students to recognize that learning does not only come from the four walls of classroom but learning while serving improve their character, their values as well as their academics. And for them to generously share their time, talents and resources to benefit the marginalized sector.

3. For the community partners to extend their influence into other organization, academic institutions and communities thus sharing their knowledge and skills towards social transformation.
4. For COSCA to share success stories, evaluation results, findings and knowledge widely.
To develop mechanisms to achieve a transformative and interdependence type of partnerships between university and community.
5. For DLSU to continuously provide institutional support to service-learning as it has positive effect on how community perceive academic institutions in addressing national concerns.

References

- Amper, Anne Margarette. (2015). Pagkaka-Buklod: A Class Project By A54 TREDTWO. De La Salle, Manila, pp. 40-42.
- Bruning, S., McGrew, S., Cooper, M., (2006). Town-gown relationships: Exploring university-community engagement from the perspective of community members. *Public Relations Review* 32 125-130. Retrieved from <http://www.sciencedirect.com/science/article/pii/S036381110600021X>
- BUKLOD-TAO, Inc. Inc, (2013). *About BUKLOD-TAO, Inc. Inc.* Retrieved from (<http://www.buklodtaoinc.org/#!/about/ccjb>).
- Go, Issa. (2013). *Philippine Education System*. Retrieved from <http://www.slideshare.net/IssaGo/educational-system-in-the-philippinescontent?related=1>
- Hartly, M. & Huddleston, T. (2010). School-community-university partnerships for sustainable democracy: Education for democratic citizenship in Europe and the United States of America. Council of Europe Publishing. University of Pennsylvania. Retrieved from <http://tandis.odihr.pl/documents/hre-compendium/en/CD%20SEC%202%20ENV/PARTNERS%20RESOURCES/CoE-School-Community-University%20partnerships%20ENG.pdf>
- Holland, B., and Gelmon, S. (1998) *The State of the “Engaged Campus”*: What Have We Learned About Building and Sustaining University-Community Partnerships? *Introduction to Service-Learning Toolkit*, 105. Retrieved from

<http://www.westmont.edu/offices/provost/documents/curriculum/ge/Workshops/2007%20Service%20Learning%20Workshop/S-L%20Workshop-Engaged%20Campus.pdf>

Holland, B., Green, L., Greene-Moton, E., Stanton, T., (2003). *Community-University Partnership: What Do We Know?*. A National Symposium Jointly Sponsored by Community-Campus Partnerships for Health and HUDS's Office of University Partnerships, San Diego, California. Retrieved from https://depts.washington.edu/ccph/pdf_files/symposium_report.pdf

Hudtohan, E. (2014, August 25). Green Light Youthful Exuberance. *Manila Standard Today*, p. B2.

Iowa State University, (1995-2015). *What Is Service-Learning?*. Center for Excellence in Learning and Teaching. Retrieved from <http://www.celt.iastate.edu/teaching-resources/course-planning/specific-approaches/service-learning/basics/>

Jacoby, B. and Associate. (2003). *Building Partnerships for Service-Learning*. John Wiley & Sons, Inc. United States of America.

La Salle Provincialate, (April 2009). *Guiding Principles of the Philippine Lasallian Family* (2nd Edition). Philippines

Langworthy, Anne and Turner, Tari. (2003). *Learning for the workplace and beyond: the challenge of university-community engagement*. Swinburne University of Technology, Lilydale, Australia. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.202.4795&rep=rep1&type=pdf>

Lasallian Mission Office. (2011). *Lasallian Reflection Framework*. Retrieved from COSCA:

<http://www.dlsu.edu.ph/offices/cosca/framework.asp>

Magno, C. (n.d). Philippine Education: *Where we are, basic characteristics, issues and concerns*.

Retrieved from <http://www.slideshare.net/crlmgn/philippine-education-presentation>.

Martin, L., Smith, H., Philips, W., (n.d.). *Bridging "Town and Gown" Through Innovative University-Community Partnerships*. Center for Community Partnerships University of Central Florida Orlando, Florida USA. Retrieved from

<http://www.innovation.cc/volumes-issues/martin-u-partner4final.pdf>

Maruyama, G., Adams, M. Gebauer, H., Kawase, M., Sheldon, T., Upadhyay, B., and Jones, R. (2011). *Building Community-University Partnerships: Learnings from Practice for Institutions and Individuals Engaged in Urban and Other Partnerships*. University of Minnesota. Retrieved from

https://conservancy.umn.edu/bitstream/142915/1/FIPSE_report.pdf

National Disaster Coordinating Council. (2009). Final Report on Tropical Storm "ONDOY"

{ KETSANA } (GLIDE No. TC-2009-000205-PHL) and Typhoon "PEPENG" { Parma }

(GLIDE No. TC-2009-000214-PHL) (September 24-27 and September 30-October 10, 2009) Quezon City, Philippines. Retrieved from

http://www.ndrrmc.gov.ph/attachments/article/92/Narrative_Report_re_Tropical_Storm_Ondoy_%28KETSANA%29_and_Typhoon_Pepeng_%28PARMA%29_2009.pdf

Rabacal, G. (April 8, 2012). *Building Resilient Communities*. Inquirer.net Retrieved from

<http://opinion.inquirer.net/26375/building-resilient-communities>).

Tantuico, Marianne Therese. (2015). Pagkaka-Buklod: A Class Project By A54 TREDTWO. De La Salle, Manila, pp. 24-26.

Worrall, L. (2007). Asking the Community: A Case Study of Community Partner Perspectives. *Michigan Journal of Community Service Learning*, pp. 5-17. Defiance College.

Appendix A

**Transcript of Interview With Manuel Abinales
Feb. 7, 2014, DLSU**

Marietta Guanzon: Please introduce yourself and Buklod Tao.

Manuel Abinales: I am Ka Noli, adviser and founder of community-based organization which we called Buklod-Tao, Incorporated. Originally it was a faith and church-based organization for the establishment of basic ecclesiastical communities in a small village in our municipality in San Mateo in the Rizal. It became Security and Exchange Commission or SEC registered organization in 1996. So today, Buklod Tao is a community-based organization duly recognized by the government. Since its inception in 1994, we conducted many projects for the community like for example community based disaster risk reduction and also engagement with other organizations like environmental movements for the protection and conservation of Mother Nature and also academe in Metro Manila.

We have a break with one prominent institution in Manila, the De La Salle University way back in 200 where we have the change to be incorporated as one of its partners for the deployment of its students in the area of Civic Welfare and Training Service. From 2003 to 2009, we have been accepting students deployed to our communities for their community service. With that span of time, the organization and the community benefitted and also the students benefitted from their exposures and engagement in the community.

Marietta Guanzon: What were the projects done by the students?

Manuel Abinales: Like for example for the Civic Welfare and Training Services, the students were engaged in tutorial sessions with our children, they are also engaged in catechism. They are also engaged in planting saplings along the riverbank, to prevent soil erosion initially. But later on we realized it was a slow process, so we level up our initiatives to prevent soil erosion through gabion boxes, that was since 2009 up to the present. Students from De La Salle coordinate with us in a manner of establishing gabion boxes to be laid out in an eroded portion of the river or and area. And then the students are willing to fill-up the gabion boxes prepared by us with boulders. As a result, the project of gabion boxes is able to prevent soil erosion to strengthen the eroding portion of the riverbanks. Also, the students engaged in, with the desire of Buklod Tao, to establish reading centers in our peripheral communities. So there was this book drive by the students, there was also actual, physical establishment of reading center for the children in the community so that during their free time they could read some books donated by students from the academe.

Marietta Guanzon: What about graduate students, do you have experience working with them like MBA students?

Yes. Students from the masteral course visited us and engaged with us for several months, engaging us with organizational development. Like for example, there are those who helped us

developed our own financial procedures. We were also able to enhance our organizational vision-mission-goals and also the enhancement of our livelihood projects. Like for example, the enhancement of our fiber glass rescue boats fabrication. In fact, there was one group of masteral students who donated a small amount of money in order for us to develop our own mold of fiber glass boat. And with that money donated by these masteral students were able to put up own boat mold consequently we are able to fabricate our own rescue boat.

Marietta Guanzon: How did these projects of benefitted your organization and the community?

Of course, the community were very much encouraged by the presence of the students every month. Meaning our organization and the community were given a little bit or recognition and importance by the exposure of the students coming from the academe. That way the community learn from the students and the students also learn from us. We cannot also discount the other benefits we derive from the students by teaching the children. We heard from the parents that students were more adept for example in their arithmetic subject or reading subjects because of the tutorials sessions done by the students from De La Salle University. The organization, the mere fact that we are invited by De La Salle University to be one of its partner organizations, we have a sense of self-importance, self-worth. Meaning a prestigious academe like the De La Salle University is taking cognizance of our efforts in matters of community development. And we are proud of this importance and recognition given to us by the university simply because we are also asked to be resource speakers sometimes to students and even to group of faculty members in order for them to learn from us what community development initiatives we are doing.

...

Marietta Guanzon: Do you have any lessons learned with regards to partnership with the university?

Manuel Abinales: With the engagement with the academe, we get to be sustainable in our community projects.

Marietta Guanzon: How?

Manuel Abinales: With the lull of students coming, we are showing the academe that we are sustainable. We continue our community projects and with the sincerity of heart of our organization the academe still believe in our own vision and mission.

Marietta Guanzon: Are the projects made by the students consistent with the organizational vision, mission and programs?

Manuel Abinales: It is heartening that's whenever I talk to students about the orientation of our organization, and offering these students some activities for their on-site community service I offer to them particular activities that is related to disaster risk reduction which is at the heart of the goals of Buklod Tao. And it is so heart-warming to know that students from the academe take to heart our invitation to join us on the matter of disaster risk reduction. Like for example

the gabion boxes, just this morning I talked to the university students and this February 21st they are coming to the community to engage in the establishment of another three gabion boxes to prevent erosion of a road we are establishing.

(End of interview)

Appendix B

Email Correspondence with Mr Abinales

This questionnaire was emailed to Mr Manuel Abinales at linobak@gmail.com on October 28, 2015. He sent his reply on the same date.

- 1. Based on your experience with DLSU community service/service learning, give concrete examples that show your partnership with DLSU is reciprocal (mutually beneficial).*
- 2. What do you think are the factors that resulted in a successful reciprocal partnership?*
- 3. How can these partnerships be sustained?*

Mr Abinales' responses to the questions are as follows:

Hi Mei,

Narito ang mga kasagutan ko:

1. Partnership is reciprocal :

1.1 Buklod Tao needs students to further our community development works, like: gabions for soil erosion prevention, fun activities for children, coco coir preps for coco feet production, painting of metal grills, walls of livelihood & bakwet center;

1.2 DLSU/COSCA needs a community partner for onsite community undertakings of its students anytime of the year.

2. Factors that resulted in the successful partnership:

2.1 Effective, updated, timely communication lines between two parties;

2.2 Formalization of the partnership via signed MOA which includes institutional fees;

2.3 DLSU values partnership via yearly team building, recollection, skills upgrading;

2.4 Identified/efficient point persons of COSCA for the program;

2.5 Clear cut policies, procedures;

2.6 La Sallian, Catholic social values; academic discipline.

3. These partnerships can be sustained , if:

3.1 Onsite community service and service learning would not be phased out from the program.

3.2 Students remain to be appreciative of community development works;

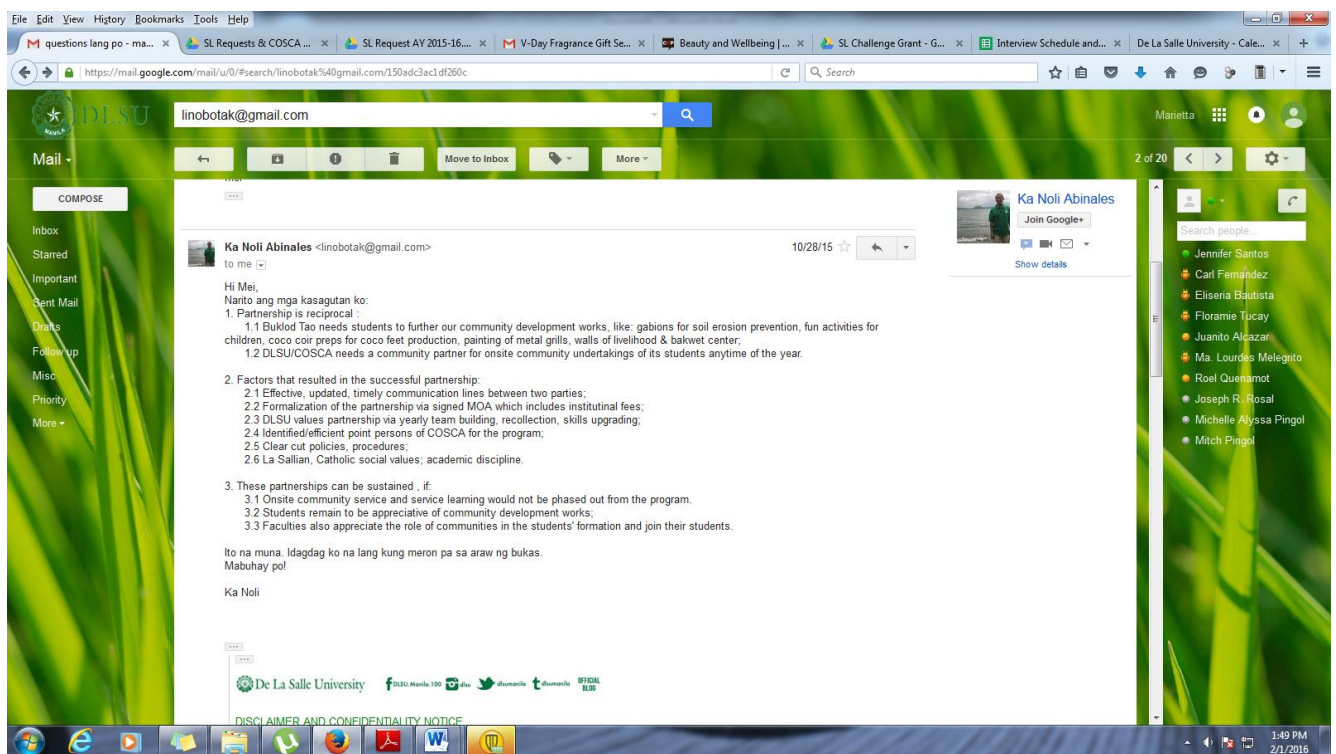
3.3 Faculties also appreciate the role of communities in the students' formation and join their students.

Ito na muna. Idagdag ko na lang kung meron pa sa araw ng bukas.

Mabuhay po!

Ka Noli

Screenshot of Mr Abinales' email.



Appendix C

Summary of Student Service-Learning Experience Evaluation

I. BRIEF BACKGROUND

Service-Learning is a component of an academic program which is designed to make classroom study relevant by integrating academic learning with community service experience and reflection activities hence enriching social responsibility and community involvement for students and academic faculty. COSCA, being the social development arm of DLSU, closely collaborate with academic faculty in the implementation of their service learning. COSCA facilitates the linkage between their partner organizations and the students. It also helps match students' skills and course requirements with community needs.

During the service-learning implementation, students are assigned to a partner organization where projects are identified and implemented. After project implementation, a processing session is done to share service learning experience, issues encountered and lessons learned. A form on Student Evaluation of Service-Learning Experience is also accomplished by the students to get their quantitative and qualitative feedback of their activity. The succeeding pages describes the result of this evaluation.

II. HIGHLIGHTS OF EVALUATION RESULT

COSCA administered the Student Evaluation of Service-Learning Experience to the CSRGOVE class which was accomplished by the students during their last classroom session. The objective of the evaluation is to solicit feedback from the students on their entire service-learning experience. The result of evaluation will serve as basis in improving service-learning initiatives.

The following scale was used to determine the respondent's level of agreement or disagreement with each statement: 5- Strongly Agree; 4- Agree; 3-Moderate; 2- Disagree; 1 – Strongly Disagree; and NA – Not Applicable. Using this scale, each student rated their service-learning experience in the areas of orientation and planning, actual service activity, and post service activity.

The succeeding discussion highlights the result of students' evaluation of their service-learning experience with the organization they are assigned to.

A. BUKLOD- TAO, INC

Fourteen (14) student respondents assessed their experience and service activity implementation with Buklod-Tao, Inc during Term 2 AY 14-15. In the aspect of orientation and planning, of the 14 respondents, eight (8) strongly agree and seven (7) agree that the SL coordinator provided briefing and orientation about service-learning. The SL coordinator orientated the students about the partner organization and field policy prior to the actual visit which gained agreement of all respondents. Likewise, majority of the respondents positively expressed that Buklod-Tao, Inc provided in-depth community and organizational orientations and proper project activity identification, scheduling, and tasking were done during the first visit to the partner organization. Of the 14 respondents, 12 expressed that their faculty in-charge has prepared them well for the service activity, while only 2 feels otherwise.

	5	4	3	2	1
I. Orientation and Planning					
a. The Service Learning Coordinator provided briefing orientation about the service-learning.	8	6	0	0	0
b. The Service Learning Coordinator oriented the students about the partner organization and field policy prior to the actual visit.	7	7	0	0	0
c. The faculty in-charge has prepared us for the service activity.	7	5	2	0	0
d. The partner community organization provided in-depth community and organizational orientations.	7	7	0	0	0
e. Proper project activity identification, scheduling, and tasking were done during the first visit to the partner organization.	7	6	1	0	0

During actual service activity, of the 14 respondents, four (4) strongly agreed and eight (8) agreed that Buklod Tao leaders were very helpful during project implementation. Nine (9) respondents agreed that the organization provided counterpart in terms of time and venue, five (5) strongly agree with this too. Eight (8) strongly agreed that community leaders and focal persons were available most of the time during student visits and whenever consultation is needed on the project, however, two (2) moderately agree. Likewise, majority of the respondents strongly agree that each member of the group perform his/her assigned task and that the project activity done was based on their interest, knowledge, skills and limited resources.

	5	4	3	2	1
II. Actual Service Activity					
a. Our partner community organization was very helpful during project implementation.	4	8	1	1	0
b. The partner organization provided counterpart (e.g. time, venue, etc.) in the implementation of our project.	5	9	0	0	0
c. Community leaders and focal persons were available most of the time during area visits or whenever we needed to consult them on the project.	8	4	2	0	0
d. Everyone in our group was able to perform and complete her/his assigned tasks.	7	5	2	0	0
e. The project activity we did was according to our interest, knowledge, skills, and resources.	7	5	2	0	0

After the service-activity, majority of student respondents agree that the project contributed in the efforts of Buklod Tao to respond to their needs, and that it is relevant to the course they are taking. Correspondingly, the students expressed that they have gained better appreciation of doing service-learning because of this course and they were stirred to respond to the needs of the marginalized sectors. The students also agree that transportation support was provided and that meeting venue was conducive for their activity. In all, thirteen (13) of the 14 respondents agree that the overall objectives of the service activity has been attained.

	<i>SA</i>	<i>A</i>	<i>M</i>	<i>D</i>	<i>SD</i>
III. Post Service Activity					
a. Our project contributed in the efforts of the local organization/ community to respond to their needs.	6	7	1	0	0
b. The service learning activity is relevant to the course I am taking.	6	7	1	0	0
c. I have gained better appreciation of doing service learning because of this course.	8	5	1	0	0
d. Service learning activity stirred me to respond to the needs of the marginalized sectors.	7	4	3	0	0
e. Transportation support was provided to and from the community.	9	2	3	0	0
f. Meeting venue in the community/organization was provided and conducive enough for our activity.	8	5	1	0	0
	<i>SA</i>	<i>A</i>	<i>M</i>	<i>D</i>	<i>SD</i>
V. Objective					
a. Overall objective of service activity has been attained.	9	4	1	0	0

Appendix D

Post Training Evaluation Result

On April 24-25, 2015, the Center for Social Concern and Action (COSCA) facilitated the capacity building of its partner organizations and communities held in Oasis Resort and Hotel, Tanza, Cavite. For this year the training focused on the topic "Effective Presentation Skills and Facilitation of Group Discussion". The training was attended by 43 representatives from 27 partner organizations. Specifically, at the end of this one and a half day capacity and team building activity, the participants will have:

- a. identified basic concepts and strategies in effective presentation and facilitation of group discussion;
- b. demonstrated innovative approaches for effective presentation and facilitation of group discussion;
- c. determined appropriate action/response for every safety and security related scenarios;
- d. revitalized teamwork and camaraderie among partners; and
- e. strengthened network and linkages towards social development initiatives.

A post training evaluation was administered to the participants. Using the scale of 1 to 5, 5 being the highest, the participants were asked to rate the training in terms of content, methodology, food and venue. Below is the result of evaluation.

Aspeto	Lubos na Di Sumasang-ayon- Lubos na sumasang-ayon				
	1	2	3	4	5
Nilalaman ng Pagsasanay					
Ang layunin ng pagsasanay ay malinaw na naipaliwanag				8	29
Ang paksa ay mahalaga sa aking gawain sa samahan				4	33
Ang paksa ay makakatulong sa pag gampan ng gawain sa mga estudyanteng lasalyano			1	2	34
Ang iskedyul ng pagsasanay ay sapat upang matalakay ang lahat ng inihaing talakayin				12	25
Tagapagsalita at Tagapagpadaloy					
Ang tagapagsalita (resource speaker) ay handa at may sapat na kaalaman sa kanyang paksa			2	8	27
Hinikayat ng mga tagapagsalita at tagapag padaloy (facilitators) ang aktibong partisipasyon			1	11	25
Ang tagapag salita ay gumamit ng iba't-ibang uri ng pamamaraan (methodology) sa pagsasanay				12	25

Ang mga tagapagpadaloy ay handa at maayos sa kabuuan ng pagsasanay				10	27
Lugar at Pagkain					
Ang conference room ay maayos at kumportable para sa pagsasanay		2	2	13	20
Ang mga kagamitan sa pagsasanay ay maayos na tumakbo na walang palya	1		8	15	13
Ang tulugan ay kumportable		1		2	34
Ang pagkain ay sapat at masarap				4	33
Kabuuan					
Ang kabuuang layunin ng pagsasanay ay nakamit			2	6	29
Ibabahagi ko ang aking natutunan sa mga kasamahan sa trabaho				4	33
Masaya at kuntento sa kabuuang tinakbo ng pagsasanay				3	34

Anong bahagi ng pagsasanay ang nagbigay sa akin ng inspirasyon upang mapahusay ang aking pag gampan ng gawain?

- Yung kabuuang pagsasanay mismo kasi the topic are interconnected and one indeed useful in our line of work, especially the talk on effective presentation skills.
- How to become a good facilitator (Explained by Sir John) and how to handle.
- Effective Presentation Skills.
- Halos lahat ng bahagi ay nagbigay sa akin ng inspirasyon ito ay aking pagyayamanin
- Input 1 – Presentation Skills.
- Sharing. Kung paano nagbibigay ng orientation ang ibang organisasyon through this, nagkaroon po ako ng idea kung paano ko ibibigay ang orientation sa aming organization.
- The importance role of good / being facilitator, steps to achieve / become a good facilitator.
- Kung paano magiging mahusay na speaker.
- Administrative safety protocols, Linkaging with other orgs and class Facilitator.
- Both topics the effectiveness presentation skills & facilitation of the group discussion because it's important especially for us in handling the center orientation to the students.
- Lahat naman ng paksa at bahagi ng pagsasanay ay nagbigay ing inspirasyon upang mapabuti pa ang aking trabaho.
- Yung input at ang sharing ng bawat kasama.
- Ito ay patungkol sa mga karagdagang input / kaalaman na ibinahagi ng tagapagpadaloy kagaya ng patugkol sa “art” na may relasyon sa effective presentation.
- Effective Presentation Skills (2)
- Ang unang bahagi ng workshop natin, gayon din ang ikalawang bahagi dahil marami silang visual ang ipinakita at video.
- Ang pagbabahagi ng 2 speaker at ang pagbabahagi ng mga karanasan ng mga biteranong speaker.

- During group discussion, dami kong natutunan through giving of comments, suggestion from others and also, I love sharing.
- Ang lahat ng paksa na tinalakay ay malaking tulong sa aking paggampan ng tungkulin sa organisasyon at sa DLSU.
- Strategy and Methodology / Enhancement of Facilitating Skills.
- Effective Group Discussion
- Bonding with other partners nakita ko na hindi kami nag-iisa at may karamay kami sa lahat ng aming nararanasan bilang mga naglilingkod sa komunidad.
- Effective Presentation Skills dahil may mga presentation na puwedeng gawan ng paraan may visual man o wala.
- Mas higit na makakatulong sa amin ang effective presentation skills para mas higit na maunawaan ang gusting ipahayag bilang org.
- Workshop – Effective Presentation Skills and Facilitation of Group Discussion.
- Binigyan kami ng ipoportrait o gagarahin at kung pano naming ito maisasagawa.
- Ang epektibong komunikasyon, ma teknik na ibinigay / tinalakay ay lubos na makakatulong upang lubos ko pang magampanan ang aking mga gawain.
- Ang paggabay at pagpadaloy ng mga Gawain ng estudyante sa kanilang TRED2.
- Lahat
- Maging isang mahusay na taga pagsasalita at kung paano maibahagi ang aking kaalaman.
- Mas natutunan ko kung paano maging epektibong tagapagsalita at kung paano pa mapabuti ang pakikipagkomunikasyon sa mga nakikinig
- Presentation and facilitation skills toward effective class management.
- Yung dapat lagi kang handa sa anumang aktibidad.
- Bilang isang bagong organizer sa samahan nakapagbigay ito sa kin ng mga ibang strategy kung pano ka humarap sa ibang tao o sa mga studyanteng lasalyano lalo na sa pagbigay ng orientation.
- Ang pagkakaroon ng ganitong oportunidad na magtitipon-tipon ang mga partner upang makakapagkakilanlan, palawakin ang kaalaman sa pagbigay serbisyo sa mga beneficiaries then impact sharing, best practices at nang sa gayong maisagawa sa sariling komunidad.
- Thank you so much!
- Salamat din po! God Bless!

Dagdag na mungkahi o rekomendasyon:

- Sundin ang time schedule para di naman sayang yung oras pero ok naman.
- Ipagpatuloy ang ganitong aktibidad na binibigay sa kanilang partner organization.
- Lahat pong mga paksa (Lessons) ay natalakay ng maayos at naipaliwanag mabuti.
- Napakahusay at tagumapy ang kabuuang aktibidad!
- Mas mapababa pa ang oras at araw ng team building seminar upang lubos na maunawaan ang lahat ng paksa.
- Sharing of best practise / experience of other organization.
- n/a
- Sana ay magkaroon pa muli ng ganitong pagsasanay

- Mabigyan muli kami ng orgs profile, mandate and contact numbers
- Itong training na ito ay napakahalaga at ugma sa mga ginagawa naming. Wala na akong maiimumungkahi. Congrats and thank you sa mga taga La Salle – COSCA.
- Mungkahi sana na idagdag, after ng input magkarron ng actual presentator ang bawat isa.
- Mas simpleng lugar at simpleng pagkain para maraming bonding activities.
- Nais kong imungkahi na magkaroon ng karagdagang pisikal na activity vs lecture
- Sana magkaroon ng hand-out para babasahin ay maibahagi sa iba.
- Binabati ko kayo, Tagumpay!
- Sana ay maipagpatuloy nyo pa ang program ng ganito, hindi lang may matutunan kundi nakakapagrelax.
- More physical activities na nakakatulong sa mga participants para mas mabigyang emphasis and communication, cohesion at cooperation.
- Almost done medyo bitin lang sa games – Masaya kasi☺
- Lubos na maging handa upang maiwasan ang technical problems. Ako’y nagpapasalamat sa pag-imbata sa HDSJ dito sa gawain na ito. Keep up the good work!
- Good leader
- Effective presentation skills, nang mas maibahagi pa ng mas maayos ang mga kaalaman at impormasyon sa mga estudyante at komunidad.
- Team building activities, tools and approaches of effective presentation.
- God Bless na lang po...more trainings to come.
- Sana po may hand-outs kami para maishare din naming sa aming mga kasama.
- Para sa akin wala na kong mairadagdag pa sapagkat satisfied o kuntento na ko sa ginawa nilag daloy.
- Maganda ang naging takbo ng pag-sasanay at mahusay ang taga-pagsalita, mas marami pang pamamaraan (methodology) upang mas naging interesado pa ang mga makikinig.
- Sana’y maulit muli ang ganitong pagsasanay.
- Nagpapasalamat ako sa inyong lahat na nakasama ako ditto dahil umigi ang aking kalagayan. Muli salamat po!
- Ako po ay maibahagi ang aking kaalaman.
- Basta paksang makakatulong sa samahan.
- Nawa mapalawak ang inyong kaalaman sa ano pa mang gawain ng ating samahan.
- Sana po ay may susunod pang team building at mahusay na speaker.

Iba pang paksa na nais matutunan:

- Organizational development
- Praktis
- n/a
- Bahala na kayo willing naman kaming dumalo.
- Management training
- DRRM (2)
- Sapat na po ay ibinahagi nyo. Congrats sa organizers. It was fun-filled and pleasant training.
- Topic about “how to build more confidence when you are facing crowded people”.

- Group dynamics, Processing Techniques & Strategies Training about Leadership, Staff development.
- Leadership (2)
- Mga iba't-ibang klase ng group dynamics.
- Group dynamic activities and other learning activities for students.
- Paano maging isang pamayanan maunlad.
- Tungkol sa pagpapatibay ng samahan.
- Magkaroon ng dagdag kaalaman hinggil sa Tension Management.

Appendix E
Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING

This Memorandum of Agreement (MOU) is made and entered in
Manila, Philippines by and among the following Contracting Parties:

Center for Social Concern and Action-De La Salle University
with address at Room 202 Br. Connon Hall, De La Salle University-Manila,
2401 Taft Avenue, Malate, Manila represented by
Ma.Lourdes F. Melegrito, DIRECTOR and hereinafter referred to as COSCA;

AND

BUKLOD TAO, INC.
Lot D-4 De Dios Compound, Delaware street, Greenland
Newtown Executive Village, Phase 2, Barang Bayan, San Mateo,
(Name and Address of Partner Organization) Rizal

A. Purpose

This MOU aims to:

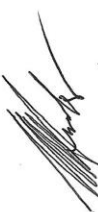
- 1) Articulate the basis and general principles for ongoing reciprocal partnership, cooperation, coordination, formation, and social engagement between the Parties to promote, support and contribute to the realization of their mutual interests;
- 2) Contribute in the realization of the DLSU's vision-mission "A leading learner-centered research university, bridging faith and scholarship in the service of society, especially the poor";
- 3) Contribute in the realization of BUKLOD TAO, INC. (name of partner organization) vision-mission "Hinahangad ng Buklod Tao, Inc ang isang malaya, mapayapa, at maunlad na komunidad sa Barangay Bayan, kung saan ang bawat isa ay may malakas na ugat sa Diyos, Kapwa, Inang Kalakasan at serbisyo sa pamamagitan ng kahalagan."
- 4) Enhance reciprocal partnership of COSCA-DLSU and Buklod Tao, Inc. (name of organization) in respect to community engagement and social formation of DLSU students, faculty, community/ organizational partners and other stakeholders;
- 5) Recognize the importance of exchanging knowledge and expertise between Contracting parties through various social and community service activities of students, faculty, and partner organization; and
- 6) Ensure smooth program implementation with partner organization.

B. Roles and Responsibilities


The Contracting Parties shall endeavour to cooperate in the planning, implementation, monitoring and evaluation of COSCA's curricular and co-curricular programs. Specifically,

COSCA agrees to:

- 1) Designate a Program Coordinator who would represent COSCA in all program related activities to ensure smooth program implementation;
- 2) Provide relevant information about DLSU, COSCA and specific programs guidelines;
- 3) Provide orientation and training on Lasallian Reflection Framework Community Engagement Framework and other related Foundational Principles of Lasallian Formation;
- 4) Provide logistics, administrative and technical assistance during program implementation;
- 5) Facilitate consultation meetings, planning, monitoring and evaluation and other related activities of COSCA program;
- 6) Assign DLSU students who would extend service activities based on their skills, knowledge and resources to partner organization;
- 7) Provide program orientation prior to actual service activity of students or faculty;

- 
- 8) Closely coordinate and oversee program implementation;
 - 9) Extend capacity building workshops and seminars to partner organization based on their identified needs;
 - 10) Ensure compliance of students and faculty to university field policies;
 - 11) Guide partner organization in student management; and,
 - 12) Provide partner organization copy of student/ faculty's program output or report.


BUKLOD TAO, INC. (Name of Organization) agrees to:

- 1) Designate area/center facilitator, adult companion and other personnel to help facilitate program implementation;
 - 2) Provide relevant information about community situation, organizational orientation ,and other specific community/center policies;
 - 3) Identify community/organizational projects based on needs and demands;
 - 4) Prepare the center/community through:
 - a. Orientation about COSCA-DLSU programs, objectives of service activity, and students/ faculty involvement;
 - b. Ensuring availability of meeting venue and related logistical needs necessary for service activity;
 - c. Courtesy call to Barangay officials or head of office.
 - 5) Assist students during project implementation;
 - 6) Assist in student management by providing feedback to COSCA coordinators with regard to students' needs and concerns;
 - 7) Oversee the implementation and completion of project outputs of students;
 - 8) Facilitate post service processing/reflection sessions;
 - 9) Actively participate during consultation meetings, planning, monitoring and evaluation and other related activities of COSCA programs;
 - 10) Submit relevant reports on time as needed by the program;
 - 11) Ensure safety and security of students; and,
 - 12) Assist in ensuring compliance of students/faculty on program guidelines and university policies.
- 

C. Expected Results

- 1) Regular and active participation in meetings, assessments, workshops and other program related activities of COSCA-DLSU;
- 2) Soft or hard copy of students and/or faculty's project outputs;
- 3) Orientation about the program, organizational, and activity;
- 4) Reflection/processing session between and among students, partner organizations, and faculty member;
- 5) Identification of focal person in each party involve (ie. coordinator, adult companion, center facilitator, etc);
- 6) Activity and program plan of action; and,
- 7) Report on the result of program implementation, monitoring and evaluation.

D. Intellectual Property

- 1) Each Party will share with each other such project outputs made by the students, concepts and ideas of its intellectual property as are relevant and appropriate to advance the collaborative ends of this MOUs, provided that neither Party shall seek to benefit unduly in any way from the other Party's intellectual property and each Party will respect the intellectual property rights of the other by reference to the latter's related policies and procedures and in accordance with relevant laws. All intellectual property rights in any materials, documents, software or other items created by or licensed to either Party will remain vested in such Party; and
 - 2) Nothing in this MOU shall be construed as permitting either Party to use any logo or trademark of the other Party without obtaining the other Party's prior written consent.
- 

E. Validity, Revision, Termination and Effectivity

- 1) This MOU shall take effect upon signing hereof and shall remain in full force and effect until terminated by any of the parties upon written notice at least 30 days before the intended termination date.
- 2) Its validity may be extended by agreement in writing between the Parties. This MOU will cover AY 2015-2016 (August 1, 2015 to July 31, 2016); and,
- 3) Any revisions to this MOU shall be agreed in writing between the Parties.

F. Dispute Resolution


The Parties will endeavour to resolve any dispute as between them relating to the interpretation of this MOU, or any matter covered by it, through negotiation and constructive discussion between senior personnel. If settlement cannot be reached, the issue shall then be presented to the directors of the two parties for joint resolution by them.


G. Amendment

This MOU is the complete agreement between COSCA-DLSU and BUKLOD TAO, INC., and may be amended only by written agreement signed by each of the parties involved.

The Contracting Parties hereunto have caused this instrument to be signed by their authorized representatives on the dates and at the places stated below.

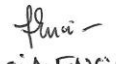
Signed on this _____ day of _____ **2015** at the COSCA-DLSU, 2401 Taft Avenue, Manila, Philippines.


Ms. Ma. Lourdes F. Melegrito
Director
COSCA, De La Salle University


Marnel "R. Abinales" A. ABINIALES
Founder- Adviser
BUKLOD TAO, INC
(Name, Designation and Organization)

SIGNED IN TH PRESENCE OF:


Peter Jayson A. Moredo
Coordinator, COSCA-DLSU


FRANCIA ENCINAS
(Representative from the Organization)

Short TREDTWO CSP description:

The TREDTWO **Community Service Program** is the service component of TREDTWO course entitled "*The Filipino Christian in a Changing World*". It aims to enrich classroom learning and provide venue to experience faith into action.

The TREDTWO-CSP provides students the opportunity to practice mature Christian morality and to internalize the Lasallian values towards being "*Lasallian Achievers for God and Country*". Under this program, they shall encounter individuals in need, commune with them, and hopefully lead them to a recognition that each person is endowed with dignity and the ability to love and be loved, as social beings and children of God.

Students enrolled in TREDTWO course are required to render at least 12 hours of On-Site Community Service.

In the exigency of TREDTWO-CSP implementation and engagement, the two Contracting Parties shall have the following specific duties and responsibilities:

COSCA shall:

1. Provide Class Activity Fund amounting to One Hundred Seventy Peso (PhP 170) per student who is present during the center orientation. The fund shall cover all students' project and activity expenses;
2. Facilitate liquidation of Class Activity Fund;
3. Provide transportation allowance based on actual expenses to Center Facilitator during Center Orientation;
4. Provide Adult Companion transportation allowance based on actual expenses; and meal allowance of Two Hundred Pesos (PhP200) during the on-site community service; and,
5. Provide institutional fee amounting to One Hundred and Twenty-Five Pesos (PhP125) per deployed student which is allocated for the operational expenses and other related community service activities. Release of the institutional fee is two weeks after the completion of on-site community service activity.


BUKLOD TAO, INC
(Name of Partner Institution) shall:

Pre-Deployment Phase:

1. Coordinate with TREDTWO-CSP Coordinator in securing of service slots;
2. Prepare up-to-date Power Point Presentation or Audio-Visual Presentation of the organization;
3. Provide COSCA copy of the Power Point Presentation or Audio-Visual Presentation before the date of center orientation.

Deployment Phase:

1. Designate a Center Facilitator to facilitate the center orientation;
2. The Center facilitator shall:
 - a. Organize the class into working committees (eg. Documentation, Finance, Program, Food etc);

- 
- b. Facilitate identification of projects and activities for the On-Site Community Service;
 - c. Supervise implementation of projects and activities during the On-Site Community Service;
 - 3. Assign an Adult Companion to accompany students from DLSU to the community/organization and vice versa;
 - 4. The Adult Companion shall :
 - a. Check attendance of the student before leaving the assembly area;
 - b. Collect Letter of Permission (LOP) of the students;
 - c. Regularly advise TREDTWO-CSP Coordinator regarding status of the entire trip;
 - d. Accomplish Driver's Feedback Form.



Appendix F

Post Service Evaluation Tools

A. Faculty Evaluation of Service-Learning Experience

Name : _____ College: _____
Course with SL : _____ Term: _____

Instruction: Using the following scale, encircle the rate that corresponds to your level of agreement or disagreement with each statement.

SCALE: 5- Strongly Agree; 4- Agree; 3-Moderate; 2- Disagree; 1 – Strongly Disagree; N/A Not Applicable

AREAS OF ASSESSMENT	SCALE
1. Student Learning	
1.1. The learning outcomes of the course have been attained.	5 4 3 2 1 N/A
1.2. The students were provided with course-based knowledge and skills necessary for community / partner project implementation	5 4 3 2 1 N/A
1.3. Classroom discussions were enhanced by the service learning experience	5 4 3 2 1 N/A
1.4. The service component of this course has strengthened my capacity to contribute to the empowerment of poor and the marginalized communities/sectors	5 4 3 2 1 N/A
COMMENTS/SUGGESTIONS:	
2. Student Safety	
2.1. The area coordinators were proactive in ensuring the safety of the students at all times	5 4 3 2 1 N/A
2.2. The partner organizations mobilize the necessary groups or community members to ensure safety of the student s while in the community	5 4 3 2 1 N/A
2.3. The class complied with all safety policies and guidelines set by the program	5 4 3 2 1 N/A
COMMENTS/SUGGESTIONS:	
3. Project Effectiveness	
3.1. Projects and activities were implemented according to plan	5 4 3 2 1 N/A
3.2. Our project contributed to the efforts of the organization/community to respond to their own needs	5 4 3 2 1 N/A
COMMENTS/SUGGESTIONS:	

4. Project Efficiency	
4.1. A class project / activity plan and budget was formulated	5 4 3 2 1 N/A
4.2. Project resources (fund, materials, time) were sufficient to carry out the projects and activities of the students	5 4 3 2 1 N/A
COMMENTS/SUGGESTIONS:	
5. Lasallian Values	
5.1. The project tapped relevant groups within the community / organization	5 4 3 2 1 N/A
5.2. The project respected the dignity of all stakeholders	5 4 3 2 1 N/A
5.3. There was clear delineation of tasks and responsibilities between the students and the partner organization; between the faculty and the partner organization and with COSCA as program coordinator	5 4 3 2 1 N/A
5.4. There were established consultation / feedback mechanisms that promoted dialogue among project stakeholders	5 4 3 2 1 N/A
5.5. There was an opportunity to see and experience the situation of the community	5 4 3 2 1 N/A
5.6. The Lasallian Values of Faith, Zeal for Service and Communion in Mission was used in looking at the community situation	5 4 3 2 1 N/A
5.7. The project was guided by a concrete plan of action	5 4 3 2 1 N/A
COMMENTS/SUGGESTIONS:	
6. Program Management and Sustainability	
6.1. The community project can be continued or sustained by the partner organization on their own	5 4 3 2 1 N/A
6.2. I was able to use teaching activities (e.g. lecture examples, writing assignments, class discussion) to make connections between the course material and the community service project.	5 4 3 2 1 N/A
6.3. The partner organization provided orientation to the students and levelled off on project outputs	5 4 3 2 1 N/A
6.4. Community leaders and focal persons were available most of the time during area visits or whenever we needed to consult them on the project.	5 4 3 2 1 N/A
6.5. The organization was able to impart valuable contribution (time, resources, and knowledge) in the formation of students to become service-driven citizens.	5 4 3 2 1 N/A
6.6. The partner organization followed the prescribed program for the service activity	5 4 3 2 1 N/A
6.7. The partner organization/community members were very helpful during project implementation	5 4 3 2 1 N/A
6.8. Teaching a course with service-learning component strengthened my passion of teaching.	5 4 3 2 1 N/A
6.9. The additional faculty responsibilities that service-learning required were manageable.	5 4 3 2 1 N/A
6.10. I received the support I requested and expected from my department/ college	5 4 3 2 1 N/A
6.11. Service learning is relevant to the course I am teaching	5 4 3 2 1 N/A
6.12. I would recommend service-learning to other faculty members.	5 4 3 2 1 N/A

COMMENTS/SUGGESTIONS:	
-----------------------	--

What do you think are the strong points of the program? _____

What are the areas that need improvement? _____

Overall Suggestions/Recommendations _____

B. Partner Evaluation of Service-Learning Experience

Name: _____ Organization: _____
Course Facilitated: _____ Term: _____

Instruction: Using the following scale, encircle the rate that corresponds to your level of agreement or disagreement with each statement.

SCALE: 5- Strongly Agree; **4-** Agree; **3-** Moderate; **2-** Disagree; **1-** Strongly Disagree; **NA-** Not Applicable

AREAS OF ASSESSMENT	SCALE					
STUDENT SAFETY						
1.1. The Service Learning Coordinator/s oriented the students about the partner organization and off-campus policies prior to the actual visit.	5	4	3	2	1	NA
1.2. The vehicle drivers were alert and careful.	5	4	3	2	1	NA
1.3. The vehicles are in good condition.	5	4	3	2	1	NA
1.4. The center facilitators and adult companions were proactive in ensuring the safety of the students at all times.	5	4	3	2	1	NA
1.5. The class complied with safety policies and guidelines set by the program.	5	4	3	2	1	NA
Comments/ Suggestions:						
PROJECT EFFECTIVENESS						
2.1. The students’ project was consistent with our organization’s /	5	4	3	2	1	NA

community's vision and mission.						
2.2. The students' project for our organization / community was good and of high quality.	5	4	3	2	1	NA
2.3. The students' project / activity addressed our organizational and community needs.	5	4	3	2	1	NA
2.4. Projects and activities were implemented according to plan.	5	4	3	2	1	NA
Comments/ Suggestions:						
2. PROJECT EFFICIENCY						
3.1. A class project / activity plan was formulated.	5	4	3	2	1	NA
3.2. Project resources (class activity fund, materials, time) were sufficient to carry out the projects and activities of the students.	5	4	3	2	1	NA
Comments/ Suggestions:						
LASALLIAN VALUES						
2.1. There was an opportunity to see and experience the situation of our community.	5	4	3	2	1	NA
2.2. There was an opportunity to analyze and reflect on the symptoms and causes of the community issue / problem being addressed.	5	4	3	2	1	NA
2.3. The project was a result of an analysis-reflection process on our community / partner situation.	5	4	3	2	1	NA
2.4. The project respected the dignity of all stakeholders.	5	4	3	2	1	NA
2.5. The project favored the neediest among the target members of our partner organization / community.	5	4	3	2	1	NA
2.6. We were provided with appropriate support that enabled us to perform agreed tasks and responsibilities, to the best of our ability.	5	4	3	2	1	NA
2.7. We were involved in the consultation, planning, implementation and evaluation of the program/ project.	5	4	3	2	1	NA
4.8. There was clear delineation of tasks and responsibilities between the students and our organization; between our organization and COSCA coordinator.	5	4	3	2	1	NA
4.9. There were established consultation / feedback mechanisms that promoted dialogue among program / project stakeholders.	5	4	3	2	1	NA
Comments/ Suggestions:						
4. PROGRAM MANAGEMENT AND SUSTAINABILITY						
5.1. The service-learning project can be continued or sustained on our own.	5	4	3	2	1	NA

5.2.	The Coordinator properly organized the service activity prior to the actual event.	5	4	3	2	1	NA
5.3.	The Service -Learning Coordinator provided briefing/orientation about the service-learning.	5	4	3	2	1	NA
5.4.	We were oriented on the number of sections, number of students, and any other related matters for the program.	5	4	3	2	1	NA
5.5.	We were aware of the service-learning program.	5	4	3	2	1	NA
5.6.	The students established rapport and good relationship with our community members.	5	4	3	2	1	NA
5.7.	The students showed concern/compassion to our sector/community.	5	4	3	2	1	NA
5.8.	There was proper coordination and cooperation between the students and leaders of the partner organization.	5	4	3	2	1	NA
5.9.	The class followed the expected time of departure from DLSU and the expected time of departure from our community.	5	4	3	2	1	NA
5.10.	We are willing to accept future community service activity from service-learning.	5	4	3	2	1	NA
Comments/ Suggestions:							

a. What do you think are the strong points of the program?

b. What are the areas that need improvement?

c. Overall Suggestions/Recommendations

C. Student Evaluation Of Service-Learning Experience

Name of Student (optional): _____ Date: _____

Course / Section: _____

Name of Faculty: _____

Instructions: Using the following scale: circle the letter that corresponds to your level of agreement or disagreement with each statement.

SCALE: 5- Strongly Agree; **4-** Agree; **3-** Moderate; **2-** Disagree; **1-** Strongly Disagree; **NA-** Not Applicable

AREAS OF ASSESSMENT		SCALE				
1. STUDENT LEARNING						
1.1. Service Learning is relevant to the course I am taking.	5	4	3	2	1	N/A
1.2. We were provided with course-based knowledge and skills necessary for community service project implementation.	5	4	3	2	1	N/A
1.3. The learning outcomes of the course have been attained.	5	4	3	2	1	N/A
1.4. The service component of this course has strengthened my belief that students like me can contribute to the empowerment of poor and marginalized communities/sectors.	5	4	3	2	1	N/A
1.5. I have gained better understanding of Service-Learning because of this course.	5	4	3	2	1	N/A
2. STUDENT SAFETY						
2.1. The Service Learning Coordinator/s oriented the students about the partner organization and off-campus policies prior to the actual visit	5	4	3	2	1	N/A
2.2. The vehicle drivers were alert and careful.	5	4	3	2	1	N/A
2.3. The vehicles are in good condition.	5	4	3	2	1	N/A
2.4. The center facilitators and adult companions were proactive in ensuring the safety of the students at all times	5	4	3	2	1	N/A
2.5. The students felt safe and secure in the community during the community service	5	4	3	2	1	N/A
3. PROJECT EFFECTIVENESS						
3.1. Our project contributed to the efforts of the organization / community to respond to their own needs.	5	4	3	2	1	N/A
4. PROJECT EFFICIENCY						
4.1. A class project / activity plan was formulated	5	4	3	2	1	N/A
5. LASALLIAN VALUES						
5.1. There was an opportunity to see and experience the situation of the community.	5	4	3	2	1	N/A
5.2. There was an opportunity to analyze and reflect on the symptoms and causes of the community issue / problem being addressed.	5	4	3	2	1	N/A
5.3. The project was a result of an analysis-reflection process on the community / partner situation.	5	4	3	2	1	N/A
5.4. The project respected the dignity of all stakeholders	5	4	3	2	1	N/A
5.5. The partner organization/community members were involved in the consultation, planning, implementation and evaluation of the program/ project.	5	4	3	2	1	N/A
6. PROGRAM MANAGEMENT						
6.1. The service-learning project can be continued or sustained by the partner organization on their own.	5	4	3	2	1	N/A
6.2. Everyone in our group was able to perform and complete her / his assigned tasks.	5	4	3	2	1	N/A
6.3. The class / group received clear, relevant, and immediate	5	4	3	2	1	

communication from COSCA coordinators for class project-related concerns.						N/A
6.4. The Service Learning Coordinator provided briefing/orientation about the service-learning.	5	4	3	2	1	N/A
6.5. The partner organization/community provided in-depth organizational profile and program orientation.	5	4	3	2	1	N/A
6.6. The partner organization provided orientation to the students and leveled-off on project outputs.	5	4	3	2	1	N/A
6.7. There was proper coordination and cooperation between the students and leaders of the partner organization.	5	4	3	2	1	N/A
6.8. The faculty In-charge was involved in the entire process of service activity especially during project implementation.	5	4	3	2	1	N/A
6.9. The meeting venue in the community / organization was conducive enough for our activity.	5	4	3	2	1	N/A
6.10. The organization was able to impart valuable contribution in the formation of students to become service-driven citizens.	5	4	3	2	1	N/A
6.11. The partner organization/community member(s) was very helpful during project implementation	5	4	3	2	1	N/A
6.12. Community leaders and focal persons were available most of the time during area visits or whenever we needed to consult them on the project.	5	4	3	2	1	N/A
6.13. The partner organization provided counterpart (e.g. time, venue, etc) in the implementation of our project.	5	4	3	2	1	N/A

Other comments/feedback or suggestions to further improve the program, if any:

Thank you very much!

Appendix G

Assessment Result of Service Experience Of Partner Communities

(AY 2014-2015)

Areas of Assessment	Appendix G	General Accomplishments	Issues and Concerns	Recommendations
1. LRF Integration				
<i>a. Facilitation of Center Orientation</i>	Assessment Result Of Service Experience Of Partner Communities	<p>LOVE volunteers are effective co-facilitators during Center Orientation.</p> <p>The mission-sending mass was able to prepare the student's mindset towards community service. The homily of the mass is relative to the students' TRED 2 experience.</p> <p>Technical problems have been addressed like preparation of powerpoint presentations, videos, etc. as well as in trouble-shooting of computers.</p> <p>Activity funds are enough to carry out the activities.</p> <p>Center-orientation starts on time.</p> <p>The flow of the Center Orientation is organized.</p> <p>Two hours is enough for the center orientation.</p> <p>The activity plan template is very helpful for the students and the partners to easily facilitate the planning session.</p>	<p>Readiness of SL students to take on project. (BTI)</p> <p>Some students are not attentive. (CCS)</p> <p>Some students are only attending for the sake of compliance / grade requirement. (DAMAS, MIG)</p> <p>The LOVE volunteer assigned to DAMAS lacks confidence.</p> <p>Technical glitches experienced like incompatibility of file to the computer. (ERDA TUK)</p> <p>Logistics committee can be omitted. (ERDA-SAB)</p> <p>During planning, the students are not comfortable in expressing their opinions to their groupmates.</p> <p>New staff handling Center Orientation (PTL).</p>	<p>Quality outputs should be ensured.</p> <p>The students should be encouraged to meet during regular class.</p> <p>Senior staff should ensure that the new staff is already trained on the procedures</p>

		<p>Some partners were able to challenge the students to think creatively. (GEMS)</p> <p>Aside from simply relying on the powerpoint presentation, oral orientation can be an effective way of imparting information. – ERDA SAB</p> <p>According to DAMAS, Center orientation is more effective if there is an audio-visual presentation.</p> <p>Students perform more effectively when they are grouped randomly, rather than allowing them to choose their own groupmates. (DAMAS)</p> <p>There is clear direction-setting if partner's orientation is done in the classroom rather than in the center's site. (BUKLOD-TAO).</p>	<p>Lack of introduction of partners before orientation. (PJPS)</p> <p>Limited budget for the activities due to limited no of students deployed. (SADP)</p> <p>Lack of time for planning. (GEMS, SADP, Lourdes)</p> <p>Need to update IEC materials for Center Orientation (SADP).</p> <p>Distance between assigned room and chapel. (SL)</p> <p>Some policies are not yet clear with LOVE vols. (TCH)</p> <p>Obsolete ppt / AVP presentations (TOPS).</p>	<p>L.O.V.E volunteers to properly introduce the PJPS personnel before the start of the orientation.</p> <p>The org must have the willingness to accept 1 section per session.</p> <p>Strict compliance of time allocation must be ensured.</p> <p>The org may refer to SL for assistance.</p> <p>Strategic room assignments must be considered.</p> <p>LOVE vols should be re-oriented on policies especially drop-off policy.</p> <p>The org may refer to SL for assistance.</p>
b. Facilitation TRED 2 CSP-SL project implementation	(AY 2014-2015)	The partners were able to oversee / monitor project implementation by always referring to the activity plan.	Non-participation of students during project implementation.	Get the names of the concerned students and report to COSCA.

		<p>Activities are done according to plan.</p> <p>Students ensure to review activities prior implementation.</p> <p>Some partners like SADP were able to maximize time in their OSCS.</p> <p>According to SCDC, students participate better when they have one on one interaction with the beneficiaries.</p>	<p>Organization pays for the use of venue (SCDC).</p> <p>Students bringing gadgets. (PJPS)</p> <p>Call time of 7:30 am in Paco area is too early for the participants. (PTL)</p> <p>Sudden change of venue affects the activity implementation (HDSJ,MIG, FCED).</p>	<p>Rental of venue may be charged to the activity fund.</p> <p>Reiterate class / field policies or confiscate gadgets if possible.</p> <p>Call time may be adjusted to 8 am instead.</p> <p>Ensure pre-reservation of venues. Review the submitted plans and adjust accordingly.</p>
<i>c. Processing Session</i>	Appendix G	<p>The partners refer to the guided reflection in facilitating the processing session with the students.</p> <p>Feedbacking is done through verbal sharing of experiences.</p> <p>The partners were able to apply the various techniques on how to facilitate processing session creatively. In fact, MMP uses whatever technique is applicable to the type of students</p>	<p>Lack of immersion experience. (ERDA-SAB)</p> <p>Not all students were able to share their experiences during the processing session</p> <p>Some students are already hesitant to share in the</p>	<p>Include ocular visit prior the activity implementation for a better appreciation of the service activity. (ERDA-SAB, BTI, MHT)</p> <p>Explore other techniques / strategies in facilitating reflection. Partners may refer to the guidebook on creative processing.</p> <p>Partners should manage the students' expectations on what</p>

		<p>handled.</p> <p>According to St. Luke / Lourdes Handicapped, there is good participation among the students because they usually handle max of 15 students only, thus more manageable for the partners.</p> <p>Most of the partners use <i>metacards</i> as a means of facilitating the processing session.</p> <p>Some partners like GEMS ensure that every student gets to share his/her experience.</p> <p>Partners ensure that during processing session, students also use the LRF</p>	<p>processing session because they can't wait to go home.</p>	<p>time they're expected to leave the center.</p>
<p>2. Level of Coordination with COSCA</p>		<p>Majority of the partners respond promptly to all the coordinators' correspondences.</p> <p>The focal person in the organization ensures to coordinate the activity to all their concerned colleagues.</p> <p>Scheduling of service-slots and service activities are well-coordinated.</p> <p>According to PTL and GEMS, the</p>	<p>Focal persons from HDSJ and MECO usually respond late.</p> <p>Failure to coordinate whereabouts during deployment (upon arrival in the community, updated during implementation, time of departure).</p>	<p>Reiterate the consequences of their actions.</p> <p>Reiterate policies related to coordination.</p>

		<p>creation of a social platform like Facebook group facilitates easier coordination among staff and students.</p> <p>Community needs are well-addressed by the programs.</p>		
3. Student Management	Assessment Result Of Service Experience Of Partner Communities	<p>Students are not violating policies in the organization though some reported that there are some who are less participative.</p> <p>Students are compliant with the organization's policies.</p> <p>Adult companions devise a system in checking attendance.</p> <p>The students adhere to the protocols set by COSCA.</p>	<p>Students usually forget to bring packed lunch.</p> <p>Students have insufficient or no materials at all thus they have to purchase materials from the area. (TCH)</p> <p>Some students commit PDI (public display of intimacy) while on field.</p> <p>Difficulty in managing large class. (ERDA-TUK and FCED)</p> <p>Some students do not acknowledge the adult companion's reminders on the</p>	<p>Reiterate field policy on bringing packed lunch. In case the adult coordinator will purchase their meals, transportation costs should be shouldered by the students (personal expense of students).</p> <p>Review admin protocols regarding purchase of additional materials while on field.</p> <p>Students must be reminded on field and school policies.</p> <p>The number of students can be limited from 20-25 per session.</p> <p>Reiterate admin and safety protocols.</p>

			use of gadgets while en route to the location.	
4. Admin and Finance	(AY 2014-2015)	<p>Meals and transportation allowance are already enough.</p> <p>Almost all of the partners were able to receive their institutional fee.</p> <p>Some partners like GEMS appreciate the admin and safety protocols drafted by COSCA. PJPS requested COSCA to conduct an orientation on admin / safety protocols for a better understanding of the policies set by COSCA.</p> <p>In the case of SCDC, the issue of issuance of insti' fee was resolved through bank to bank transfer.</p> <p>The partners were able to provide adult companions needed during community visits.</p>	<p>Lack of adult companion (ERDA-TUK)</p> <p>Jeepney driver has no special permit (ERDA-TUK).</p> <p>Jeepney driver left the site.</p> <p>Difficulty in providing an adult companion. (PJPS)</p> <p>Insufficient transportation allowance (CUPA).</p>	<p>Accommodate only 20 students per section.</p> <p>Partner should inform COSCA Coordinator.</p> <p>Partner should inform COSCA Coordinator.</p> <p>Involve faculty or invite a parent / adult companion from the companion who should be properly oriented. (PJPS, FCED, MIG, MHT, CUPA, TCH, TOPS, MOP, HDSJ)</p> <p>CUPA can use the address of their Montalban office as reference for adjustment of the transportation allowance.</p>
5. Partnership Enhancement	Appendix G	<p>The partners are very much willing to renew partnership with DLSU-COSCA.</p> <p>The partners are participative in all COSCA-initiated activities and gatherings.</p>	<p>Unable to attend Capacity Building trainings organized by COSCA for partners (SL, SADP, MECO, CCS, MOP).</p>	<p>Reiterate the partners' responsibilities as indicated in the signed MOU. Provide brief program orientation and LRF among new COSCA key people (SADP, GEMS).</p>

		The partners were also able to network with their fellow partner organizations.	FCED MOU to be put on hold due to internal issues with their funder.	Continuous coordination and follow-up regarding FCED's status.
6. Students' Project Output		<p>The students were able to improve their group reports.</p> <p>The outputs presented by the students are used by the organizations for presentation to their visitors and funders. Moreover, the outputs are also used for their advocacy.</p> <p>The students' outputs are able to address the organization's needs.</p> <p>According to PJPS, the students' interaction with the inmates is socially uplifting to the prisoners.</p> <p>Partners are satisfied with the students' outputs for TRED 2 and SL. ERDA appreciated the youth development session conducted by the PSY students.</p>	<p>Some projects were of poor quality. Some students made commitments with the partner organization that they did not meet (re: sponsorship). (BTI)</p> <p>Lack of interaction with the people from the community. (BTI)</p> <p>Inclusion of a 2 x 2 photo alongside the student's reflection for partner's validation (CCS).</p> <p>No soft copy of pictures for CSP. (DAMAS, HDSJ).</p> <p>A few SL outputs are not of good quality due to faculty's lack of coordination and participation. (ERDA-TUK)</p> <p>Use of photos for posting online involving the clientele should</p>	<p>Ensure expectation setting between the students and the partner organization and discourage sponsorship projects.</p> <p>Community visit may be scheduled first prior the activity.</p> <p>CELP may explore the possibility of such.</p> <p>Instruct students to provide a CD copy of the photo documentation/reports.</p> <p>Proper guidance of faculty and address issues and concerns to the concerned faculty.</p> <p>Reiterate the organization's policies. To draft a written</p>

			have an attached waiver issued by the organization (HDSJ).	consent allowing COSCA and partner organization to use pictures and other materials submitted by the students. On the other hand, the organization will also provide a free/prior consent form for the students for the protection of the org's clientele.
7. Sustainability Mechanism	Assessment Result Of Service Experience Of Partner Communities	<p>Activities are supplemental to program's activities.</p> <p>Programs and activities done in CSP are already existing activities facilitated by the organization.</p> <p>According to MMP, they can replicate the activities done by both TRED 2 and SL except for community visits due to lack of funds.</p> <p>SCDC can sustain the activities started by the students.</p>	Budgetary constraints (SCDC)	

*Appendix H***Reflection Papers****TRED TWO Student A**

Buklod Tao Inc.

Given that the On-Site Community Service is considered a requirement for this class, I wasn't really looking forward to it and did not expect anything satisfying and life-changing at first. I personally did not like the early assembly time especially since it was an hour earlier than the assembly time for our CWTS Community Service. Ecstatic would be the last word I could describe my feelings about doing this kind of activity but of course, I did not want to let anyone down. I was also hopeful because at least I was going to be with a few people I knew so I wouldn't feel lonely. Though I did expect the things we were going to do in the area, I was surprised to see how developed the deployment area was. It was quite different from what I have initially thought. Also, the people of Buklod Tao Inc. were very accommodating and I believe that it was one of the reasons why I had a great time in the site. We were briefed regarding the tasks that had to be done and how these were supposed to be done before we went to our pre-assigned groups which turned out to be a very fun group. I am very happy and grateful that my experience has exceeded my expectations.

During the On-Site Community Service, I don't think there are any issues in the organization as I have observed that the people of Buklod Tao were very dedicated in developing the area. They have a lot of plans for the area and the organization and it is

evident in the center. They also welcome students from different universities to help them paint the building, plant seedlings, clear the ground, compost dried leaves and clean the area.

Rather than the experience changing my perspective and values, I would have to say that the On-Site Community Service has strengthened them because I already think that giving back to the community is very important in further discovering your role in society. One would find the importance of one thing in actually doing the action in the same way that one would realize the significance of something when it is gone. And of course, you cannot say encourage other people to give back to their own communities without you yourself giving back as well.

Relating TREDTWO concepts to my experience, I think that the people of Buklod Tao has shown and taught me the importance of having a sense of virtue. Helping should not be obligatory but voluntary and most importantly natural. Community Service is all about giving back without thinking of the consequences that will only affect yourself. It should deal with wider questions such as "How will this benefit the community?" "How should I live in order to be an asset to the community?"

As it has been said that I don't really see any issues in the community we have visited, I think that the real focus should be how to encourage other people to have that sense of virtue. Not only as a Christian, but as a member of society, I think that people

should allow themselves to these kind of activities in order to enlighten them about the joy, self-fulfillment and the greater effects of doing Community Service. One change that can be done to promote Lasallian values is to change the rule of doing Community Service as a requirement because students would naturally see this as a task rather than an invitation to serve society.

SOURCE: "PAOKALABUKLOD: A CLASS PROJECT
BY ANA - TACORNO (TERM 3, 2014-15)

TRED TWO STUDENT B

Buklod Tao

Before proceeding to the on-site community service, my initial impression was thinking of how tired I was going to be because of all the activities planned for us, such as planting, composting and painting. I knew it was going to be a long, tiring day but also a fulfilling one since I wouldn't be wasting my time on doing useless things. I didn't expect much but I anticipated that a lot had to be done in the area because I thought the place would be really chaotic but it wasn't. There certainly were some issues I observed in the organization but they were minor and could be settled. One issue I observed was that the houses of those who lived in the area were right beside the river and they told us that it gets flooded often. Another issue I observed was that there were a lot of rocks, making it unsafe for those who live there. I also noticed there were a lot of fallen branches and dry leaves, making the place smell a little off. I felt like it was possible to do something about the situation in the deployment area. Painting a huge room from top to bottom in less than a day was exhausting but I knew the outcome would be for a better condition. Knowing that we transformed gray walls to white was such a fulfilling experience. At the end of the day, I could see faces light up because we lit up their common area. After picking up and collecting leaves under the sun and composting them was also a wonderful experience because I didn't stop when I was tired, I stopped when I was finished. The

result of my hard work, along with my groupmates led to the ayes and kuyas thanking us for doing so much.

From my perspective, first and for most, I learned to have gratitude. I often take my parents hard work for granted and after the community service, I realized that without them, I wouldn't have what I have now. Another value I got from this experience was patience. The things that needed to be done needed to be incorporated with hard work in order to succeed. At first, what came to mind was that I was obliged to do the activities for the sake of it but I changed my attitude, became patient, and a few hours later, we were finished. "The easier it becomes to live in this world, the easier it is to lose faith." This quote was so applicable to my experience because yes, the day was exhausting but it affected my faith because I knew that God was with me throughout the day, pushing me to do what was right. Faith taught me the importance of simplicity and how to not be materialistic. In the world today, it is very difficult for us to not have material things. There are times I would like to have more material things to be satisfied, but doing what needed to be done in the on-site community service made me more satisfied because I provided what was needed for others, not for me. I put my time and energy on things that could last a lifetime for the benefit of those who need it.

A lot of principles from Catholic Social Teachings were applicable to the issues observed. Care for God's creation was the most evident because what God gave to us is what is needed in order to survive. What we did in the community will go back to us. What

Through the spirit of faith, I should learn to discover God's presence anywhere and everywhere and trust in His plan for me. Through this community service, my zeal for service has already started. I should be selfless and always be concerned and be involved in dealing with the needs of the poor. In doing so, it will boost my commitment to improve individually and socially. The last Lasallian value is communion in mission. Having a deep understanding and connection with whatever God calls me to do is the main source of my relationship with Him. Being attentive and mindful will help me contribute to social development through reconciliation with God, others and His creation.

SOURCE: PAO KAISA - BUKLUD " A CLASS PROJECT
BY AS4 - TMDTWO (TERM 3, 2014-2015)

Appendix I

Dr Emiliano Hudtohan's Newspaper Article

Youthful Exuberance

Green Light

Manila Standard Today

Dr. Emiliano T. Hudtohan

1,187 words

Today, De La Salle University's co-curricular program highlights the social dimension of learning. This is a shift from a mainstream Vatican I theological perspective to a multistream post Vatican II view that puts the human person at the center of social development. A new theological paradigm that sees Christian activities as fulfillment of being truly human is gaining acceptance. Through service learning, DLSU continues to nurture the Animo of youthful exuberance among its students with the help of the Center for Social Concern and Action and partner communities.

This term, the service learning of my corporate social responsibility and governance class was made possible through the assistance of Mei Guanzon and Mitch Pingol of COSCA. Our Institusyon Para sa Kalinga ng Pamilya (IPKP) partner-coordinators in Caloocan were Ellen Brondial, Arthur Cadungan, Erving Sevilla de la Cruz, and Christian Carpio. At St. Luke's Handicapped Center Lourdes in Pandacan, our partner-coordinators were Fr. Luke Moortgat, Myra Magno, and Sarah Ocampo.

Service Learning Partners

I experienced the youthful exuberance of Jan Atendido, John Sy, and John Te, my CSRGOV students who conducted a leadership communication training for the IKPK community leaders at Dagat-dagatan, Caloocan. Team members Ram Samson and Carlos Datu assisted in conceptualizing the training design.

Using the evocative approach, the team was able to fish out social issues from 20 participants: Norma Osife, Evelyn Amaling, Evangeline Yabut, Mary Homo, Rosalinda Dagasin, Purisima Solidor, Solita Bernas, Roma Cabrera, Evelyn Dalin, Christian Carpio Luz Bermeo, Jose Nazareno, Jutine Talusan, Perlita Navarro, Rita Torique, Jocelyn Quiroquilo, Julie Cornero, Belen Ramos, JM Brondial, and Chito Zamit.

Their concerns related to flooding, livelihood, and housing became the talking points for the interaction module. Jo Te played the role of the mayor and the participants took turn as community representatives.

The team helped them experience empathy, self-esteem, critical thinking and empowerment through problem-solving dialogue.

Indigo Exuberance

This team brought me a step closer to the youth, whom I tag as Indigo generation. I saw Jan Atendido, John Sy and Jo Te work as a team. Jan prepared the training slide on her computer while we were stuck at Bonifacio Drive on the way to Dagat-dagatan. In between McDo sandwich bites, John Sy was figuring out how to beat the traffic and locate the IPKP Hall with John Te assisting him, using the Google map and GPS for direction. The Fortuner was a mini classroom and I was the student. The team did a dry run and occasionally Jan asked me help her find the right Pilipino words. I told her to be herself and admit that she is an Englisera. As a team: John Sy provided the logistics by transporting us to the seminar site and providing food for the participants; Jan was the overall coordinator, playing gatekeeper; and Jo Te carried the ball as he delivered a lecture, conducted the role play and engaged the participants in a Q&A. On our way back to DLSU, the team was full of fun and energy; with more time to spare, they were already coordinating their Friday evening events. As I stepped down at Grand Tower I along Vito Cruz, I bid them goodbye, having imbibed their youthful exuberance.

The other service learning products for IKPK were: an orientation kit in PPT (Joram M. Roman, John Tan, and Ian Solivio), the Kalinga ng Pamilya website (Johanne Abdulrahman, Jared Enrile, and Tiarra Mapoy), the Kalinga ng Pamilya video (Charm P. Navoa, Joshua Penamante, Arni Santiago, Nicole Cortes, and Sheila Ramos), the Kalinga ng Pamilya brochure (Liu Kin Liu, Alyssa Dizon, Catherine Mendiola, and Thaddeus Tubban), the Kalusugan poster (Angela Runes, and Stephanie Samson), the Epekto ng Kalikasan tarpaulin (Michelle Del Agua, Bea Samson, and Angela Runes),

The projects at St. Luke's Handicapped Center Lourdes were: the Physical Therapy Guidelines (Bianca Dailo, Apaul Jacob, Joanne Chu, and Trisha Melo), the Handicapped Center Lourdes tarpaulin (Lanz Uy, Mikhael Nicolas, Michael Oliver, James Du and Charles Sy), the St. Luke's brochure for PWD (Zel Estrella, Kiesha Encarnacion, Jess Roy, and Tiffany Ferrer), and the Flash Cards for the PWD (Jon Tantan, Charlinn Sanchez, Camille Ayala, and Clint Cully)

Lasallian exuberance

Before service learning under COSCA, there was the Sodality of the Blessed Virgin Mary and the Student Catholic Action. Both had a history that goes back to the pre-war days of De La Salle College when on June 28, 1941 president Br. Flannan Paul, FSC met with the members of Sodality of the Blessed Virgin Mary to prepare them to teach catechism in a public school in Fort McKinley. In 1952, the Student Catholic Action of De La Salle College sponsored 29 high school and college volunteer catechists to teach in public schools; the following year the 10 outstanding student catechists were recognized. Thereafter, ten professional catechists were trained by Br. Manuel Castillo, FSC. In those years, the youthful exuberance of the students in the evangelical mission of the Church was tied up with their co-curricular activities.

Today, a shift in emphasis from a theocentric program to an anthropocentric program shows that the pendulum of evangelical action has swung to an active social engagement. This is indicative of an observation made by a theologian who remarked that: It used to be that humanity peaks in Christianity; but today it supposes that Christianity peaks in being fully human. The Christological perspective is that Jesus who was divine became truly human. Teilhard de Chardin pushes the envelope further when he

said that we are spiritual beings with human activities. In Lasallian context, our most human activity is in fact spiritual because we constantly stop and say: I will continue to do all my actions for the love of Thee.

And so the youthful exuberance of today is spiritual in nature. Exuberance is Lasallian Animo and is the fruit of the spirit in the most mundane of activities, like speaking, asking questions, answering questions, showing how to speak before an audience, how to stand and look confident, how to dress up to accentuate self-respect and dignity, etc.

Jan, John, and Jo Te did this in the tradition of the Lasallian volunteerism of the Sodality of the Blessed Virgin Mary and the Student Catholic Action of yesteryears.

Spiritual Exuberance

I understand the professional catechists of Brother Andelino Manuel Castillo Educational Foundation (Bamcref) were replaced with volunteer catechists. After 60 years of professional full-time service to 17 public schools, De La Salle University no longer finds it necessary to continue the professional catechetical work of Br. Castillo, FSC. Maybe, active evangelization is secondary to social development.

If so, this is an indication that the shift towards human transformation through social action and social development must not be viewed as human activities, but are indeed spiritual in the context of Teilhard de Chardin. Incarnational theology reminds us we are co-creators and spiritual beings. Pushing this perspective further, Br. James Ebner, FSC is correct when he espoused a Human Race Church. Our main qualifier in this church is simply being human. And the more human we are to each other, to creation and to the Other, we become truly spiritual. Our youthful exuberance lives on.

.. .

Dr. Emiliano T. Hudtohan is faculty of Management and Organization Department. Ramon V. del Rosario Sr. College of Business of De La Salle University, Manila. He lectures at the Graduate School of De La Salle Araneta University; Malabon; Graduate School of Social Work of Philippine Women's University, Manila; Graduate School of De La Salle College of St. Benilde, Taft and Graduate School of Business of San Beda College, Mendiola. He is cofounder and president of AcademiX2Business, Inc. His email: dr.eth2008@gmail.com and website: [www//emilianohudtohan.com](http://www/emilianohudtohan.com).

Appendix J

INFORMED CONSENT FORM

We request for your candid response to the questionnaire and interview. I do not expect that our SL practice is at the highest in all of its aspects. Rather, your sharing of experience on service-learning with DLSU students will help me know your level of partnership with DLSU-COSCA, benefits of this partnership and factors that sustain partnerships.

It is in this light that I would like to seek for your consent to participate in this study.

A. Study Name:

CREATING AND SUSTAINING UNIVERSITY-COMMUNITY PARTNERSHIPS:
A CASE STUDY ON THE DLSU-COSCA- BUKLOD-TAO, INC. EXPERIENCE

C. Researcher:

Ms. Marietta Guanzon - *Center of Social Concern and Action*

D. Purpose of this study:

The information you will provide regarding your current SL practices will greatly help shape DLSU's model of SL. It will also be the basis for the continuous efforts to improve the support COSCA and DLSU administration.

The findings of this study will benefit practitioners like you in expanding repertoire of techniques and best practices in SL.

F. Financial Considerations

No additional cost, on your part, might result from your participation in this study.

G. Risks and Discomforts:

We do not foresee any risks or discomfort from your participation in the research. The interview, however, may consume a portion of your time. To lessen the possible inconvenience on your part, the interview will be done at a place most convenient to you (e.g., your own workplace).

I. Questions about the Research?

If you have questions about the case study in general or about your role in the study, please feel free to contact Marietta Guanzon at telephone at (02) 523-41-43 or by e-mail marietta.guanzon@dlsu.edu.ph.

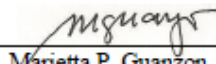
J. Authorization

I have read and understood this consent form, and I consent to participate in this research study.



MANUEL "Ka Noli" A. ABINALES

Participant's Signature over Printed Name



Marietta P. Guanzon

