

School of Community and Regional Planning
University of British Columbia

PLAN 545 (6.0 credits)
PHILIPPINE PLANNING STUDIO COURSE:
Collaborative Local Climate Change Action Plan (LCCAP) Development in
Angat River Basin Municipalities, Bulacan

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Photo: Angat River Basin Plaridel-Pulilan-Baliwag area during the September 2009 Tropical Storm Ketsana or Ondoy
Credits: http://sertit.u-strasbg.fr/SITE_RMS/2009/13_rms_philippines_2009/mid/SERTIT_CHARTER271_SAFER013_P09_angat_river_baliwag_water_bodies_25k_midres.jpg

COURSE DESCRIPTION AND OUTLINE:

Note: The final course outline and schedule will be further developed with the host agencies, the Bulacan State University, De La Salle University, and the Provincial Government of Bulacan.

Brief Course Description:

This 6-credit hands-on, interactive, studio-style and community-based service learning course is structured as a mutual learning experiment for planning students and faculty members, municipal and provincial planning staff, and local residents. It focuses on the practices and challenges of formulating climate change and climate risk adaptation plans and strategies in urbanizing watershed and river basin areas in a developing country in Southeast Asia.

Location and Background of the Course:

The third batch of Philippine Planning Studio course in 2010 have presented papers at the University of the Philippines' (UP) National College of Public Administration and Governance (NCPAG) and Governance in an international conference sponsored by the School of Urban and Regional Planning (UP-SURP) on "Mainstreaming Climate Change Adaptation Strategies in Local Development Plans," and produced two SCARP Master's Theses that led to the development of this course.

Course Learning Objectives:

The overall objective of this 2013 course is to assist the Bulacan provincial and municipal planners by providing relevant research that could be used in developing Local Climate Change Action Plans (LCCAP) in lower Angat River Basin Municipalities to address disaster risks and climate change adaptation issues and challenges.

General: The instructor(s) hope that by the Canadian, Filipino and international students taking the course are able to:

- Empathize and appreciate the real world challenges of local planning and plan implementation and government-society interaction, particularly in relation to disaster risks and climate change adaptation in a developing country;
- Provide meaningful inputs to the campus development planning processes and their implementation plans;
- Create a new generation of international, community development, and municipality planners who bring in their thoughtful analytical skills into creative and practical planning solutions;
- Bring lessons from the Philippines in general to places, sites and cultures where their planning work might take them.

Specific: More specifically, at the end of the course, the students are expected to be able to:

- Work effectively with governments, planning staff, students and faculty, civil society organization, as well as local residents, in dealing with disaster risks and climate change adaptation.
- Demonstrate and apply their interdisciplinary skills in disaster risks and climate change adaptation planning and collaborative governance.
- Write planning research reports and recommendations that will be used in formulating local climate change action plans (LCCAP) that could address climate related disaster risks in urbanizing watersheds and river basin areas.

Course Philosophy and Structure:

This is now the fourth time that this Philippine Planning Studio Course is offered. For 2011, the course will focus on providing solid planning research on disaster risks and climate change adaptation challenges and solutions that could be incorporated in the Local Climate Change Action Plans (LCCAP) of lower Angat River Basin Municipalities, particularly Bustos, Baliwag, Plaridel and Pulilan towns.

The SCARP and non-SCARP students who will be attracted to this course, given its emphasis, will be those with backgrounds and interest in a combination of the following: (1) water and natural resource management (2) environmental planning and governance (3) green spaces and land use planning, (4) urbanizing watershed infrastructure design; (5) disaster resilience (6) climate change (7) urban agriculture and food security. They must also demonstrate good cross-cultural communication and planning skills, strong ability to work in teams, as well as industry and discipline to listen well and read a lot of planning-related documents and academic materials in a short period of time. They are expected to attend at least three pre-departure orientation sessions prior to the actual field course. A maximum number of 15 students will be enrolled in the course.

This course is structured as a form of community service learning (CSL) in an international context. Like the more traditional Study Abroad or International Practicum course, this course offers experiential education that integrates service in the community, particularly with a municipal government and non-government organizations, with academic work. The design of this course entailed careful collaboration with local governments and community organizations to achieve clear objectives for student participants' learning and serving community objectives.

There are many known benefits of CSL for students, faculty and communities (see below). It is hoped that through its organization and requirements, this course would follow the three key elements of CSL: **(1) Service in a community setting** (through field research, planning reports and public presentations); **(2) Academic component from a course** (through the orientation seminars, course readings and guide review questions, field research and lectures and marked reports and public presentation requirements) and **(3) Structured reflection to link the service and the academic content** (through the four reflection journal entries and the feedback group discussion and course requirement assessments).

Benefits of Implementing CSL:

For Students:

- Develop critical thinking skills
- Develop leadership and interpersonal skills
- Increase relevance of courses
- Gain real-world experience
- Explore different career options

- Learn to become an engaged citizen
- Work with people from diverse backgrounds

For Faculty:

- Work with students who are more engaged and inquisitive
- Enhance relevance and interest in students' engagement
- Motivate students to “make a difference”
- Explore meaningful ways for students to demonstrate their learning
- Build stronger links between research, teaching, learning and community service

For Community:

- Increase human resources
- Enhance existing programs
- Develop new programs
- Serve their members better
- Influence future leaders
- Access research expertise

Source: Community Service-Learning at UBC flyer, UBC Centre for Teaching and Academic Growth (TAG).

Assessment Criteria:

Students will be evaluated on the basis of their course participation and quality of oral and written outputs:

40% - Research Planning Report for LCCAP Formulation

15% - Active Participation in three Pre-Departure Orientation Sessions (see Schedule)

30% - Public Presentations to the University Community (15% for Research Paper and 15% for Conference Paper or Seminar)

15% - Three 500-word One-Page Reflection Papers based on Community Service Learning model

Kindly refer to the following forms to be used for formative and summative course evaluation: (1) instructors' guide or rubric for evaluation of the planning report (2) instructors' guide or rubric for evaluation of the oral presentation, (3) group and self-evaluation for the reflective papers (4) group self-evaluation and feedback report on the project planning and implementation report, and (5) group self evaluation and feedback report on the oral presentation.

COURSE ORGANIZATION:

Pedagogy. In this 4 week studio course, students will have plenty of opportunity to learn from, and contribute to, ongoing local, provincial and national efforts to address disaster risks and climate change adaptation and plan formulation at the local municipal and provincial levels. They will also have ample room to learn through a combination of

more traditional techniques (e.g. lectures, seminar presentation) and more innovative participatory learning techniques (e.g. shadowing with planners or local community social workers; charettes; observing and documenting local council and planning meetings; transects and walking tours; LCCAP formulation; and developing participatory monitoring and evaluation tools).

A Draft Community Agreement will be circulated by the instructor at the beginning of the course for feedback and revisions by students. This Community Agreement will guide inter-personal and cross-cultural interactions between and among students and between UBC students, local and provincial government officials and staff and the BulSU faculty, students and local residents.

The course will start with an information session and three pre-departure orientation sessions at UBC at the beginning of the course and a summative evaluation session (or public presentation) at the end. Logistical support will be provided by the Angat River Basin Project Management Team, especially Ms Linda Torio, Angat Project Coordinator based at the UBC Centre for Human Settlements.

Course Schedule:

Pre-Departure Sessions:

Students are required to attend three pre-departure sessions to be held at WMAX 150 scheduled on the following dates:

March 1, Friday, 1:00-4:00 p.m.

March 8, Friday, 1:00-4:00 p.m.

April 12, Friday, 1:00-4:00 p.m.

Field Studio Proper:

During the **first week** of the course, **mornings will be devoted to lectures, guided group walking tours and field visits** to be organized in coordination with the main university partner, Bulacan State University, Provincial Government staff, Municipality staff, and other local community organizers. **Afternoons of the first week will be devoted to group-based start-up project planning** by meeting community organizations, doing interviews, focus groups, monitoring and evaluation process. In the **second, third and fourth weeks**, students are expected to continue working on their LCCAP related research and planning and implementation by working with the municipal staff and community organizations identified. One translator will be made available for each group throughout the four weeks of study. The last day of class on the **fourth week** will be devoted to presenting their project implementation reports to the Bulacan State University, provincial and municipal stakeholders, and the general public.

Note: To maximize the trip and academic credits, students are also encouraged to develop their **Masters theses or project topics related to this course**. Students may arrange to

extend their trips and tourist visas to enable them to continue working on their projects, internship, directed studies or field research.

Notes on the Course Requirements:

LCCAP Group Reports (40% of mark) and Public Presentations (30% of mark). All groups are expected to submit a **well-researched project planning report** written in straightforward technical language with recommendations and present at least **one public presentation** to the University community at the end of the course.

- The Planning Report will consist of at least four key headings or sub-topics and other components, such as:

Title Page,
Executive Summary,
Acknowledgment,
Table of Contents,
List of Acronyms,
List of Tables and Figures, etc.

I. Introduction to the Research Project – includes focus of the LCCAP project implementation plan, framing the planning objectives and/or statement of the problem to be addressed, and discussion of methods used;

II. Context– provide a summary of the overall LCCAP goals and objectives, the current situation on climate related risks, key institutions and actors involved – who is doing what, when, where, how and why; the key policies and/or programs related to the topic, etc. affecting the plan, program or project; where relevant provide a historical timeline, an organizational mapping of key agencies and actors, as well as other maps, tables, statistics and figures to illustrate key points

III. LCCAP Planning and Implementation Process and Expected Outcomes

IV. Recommendations and Conclusions

Bibliography and Appendices

Reflection Journal (15%). This requirement follows the principle of Community Service Learning on reflective learning. **Reflective journal** entries will be submitted to the course instructor after small group discussions. There will be 6 journal entries in total (see schedule below). Each student is assigned to a feedback group (see below) and this will be your group throughout the course. Journal entry questions will be provided approximately one week before the entry is due. You do not have to address each

question; they are to be used only as a guide. Each journal entry is **not** to exceed 500 words (approximately).

Reflection is....

- **“Intentional consideration of an experience in light of particular learning objectives”** (Hatcher & Bringle, 1997).
- **“Process that helps students connect what they observe and experience** in the community with their academic study” (Eyler, 2001).
- **“It is through careful reflection** that service-learning- indeed any form of experiential education- **generates meaningful learning”** (Ash, Clayton, & Atkinson, 2005).

Purpose of Reflection Journals: Instigate curiosity within yourself, learn from your experiences, connect theory and practice. *Be aware of when you are having those “a-ha moments”, reflect on them and write about them. Please provide copy to your instructor and your feedback group members whenever possible. The submission of the second journal paper is on June 27 and must be emailed directly to the instructor.

Criteria for Evaluation: (see Rubric)

- Sincerity of effort to engage in critical self-reflection
- Insight into links between personal experiences, course readings, and planning or social science theory.

Journal Entry #1:

A. Revisit the general and specific Learning Objectives for the Philippines course. Using them as a guide, create 3 or 4 personal Learning Objectives for this course. You will be asked about them at the end of the course.

B. First Reflection Journal entry (**written and ready to share for Sunday evening Feedback**):

Thinking about the upcoming month in the Philippines, what specifically are you looking forward to and what makes you most anxious? How can you imagine dealing with one or more of your specific anxieties? How can you use your past experiences to help you make the most of this experience?

Send response to the instructor on the day before leaving for the Philippines.

NOTE: Questions for Journals # 2-4 will be given the week before they are due.

Participation in three Pre-Departure Orientation Sessions -15% - Participation is based on active listening to lectures or seminars, as well engagement in class discussion groups and other class exercises.

LOGISTICS:

Visa Application: The course will be held for four weeks from July 1 to July 28, 2013. Students should apply for a tourist visa at the Philippine Consulate in Vancouver, as they are staying in the country for more than 21 days. **Tourist visa application fee** is approximately \$34.50. Please obtain your letter from Ms Linda Torio to present to the Philippine Consulate before applying for your visa at 700 West Pender St, Vancouver, B.C. Tel: 604-685-7645.

Air Travel: Students can make their own travel arrangements through their own travel agent or through New Millennium Holidays, a Vancouver-based travel agency that specializes in trips to Asia. To make your individual or group travel reservations, you may contact: Lovie Decolongon; Tel:604-432-7181; 2579 Kingsway, Vancouver, B.C. V5R 5H3.

Funds Required: Students are expected to raise their own funds to support their study. All cost estimates are in Canadian dollars. The Philippine costs are estimated at \$2230-\$2600 per student (About 1,300-1400 for the return airfare and taxes, depending on airline and season for travel; \$300 for one-month accommodation; \$200 for basic meals; \$100 for translators and common pool fund for gratuity, local transportation or cost of dinner for local community-based hosts and guest lecturers; \$45 for Philippine visa and \$15 airport departure tax; \$100 for local transportation between Manila airport and Malolos; \$20 for laundry service; \$50 for optional cellphone rental and airtime. (You can budget around \$300-400 allowance that could be used for recreational travel around Malolos and Metro Manila). Students will shoulder any additional expenses for R&R, allowing more funds for more expensive air travel.

Sources of Funding: The sources of funds that UBC students can access are: Go Global - \$1000; FOGS Travel Grant - \$400. To access FOGS Travel Funds, students are expected to present a paper at an international conference jointly sponsored by the two partner universities, DLSU and BulSU.

Readings: A package of readings will be made available to the students to help them prepare for the course. Students must have a Gmail account set up to access the materials in a secured private website connected to the CHS Angat Project.

Laptops, Cellphones and Internet: Students are encouraged to bring their own cellular phones and laptop with 100-220 watt power bar and voltage regulator to protect against potential power surges. Every group is encouraged to have at least one laptop. Internet access is also widely available in the town's commercial district, or it can be arranged with some host families. Filipinos like to communicate with the use of cellular phones as

landlines and pay phones are not widely available. Each group should have at least one cellular phone which could be arranged with a local businessman.

Miscellaneous: Medical and travel insurance, immunization shots (hepatitis and dengue/yellow fever are highly recommended; consult the Vancouver Travel Clinic for advisory) will be shouldered separately by students, as well as **additional food and travel costs** should the students extend their stay in the Philippines or around Southeast Asia. Students who attended the course in 2007 will be asked to share information about their R & R activities in popular tourist areas of Boracay, Palawan, Banawe/Baguio, Batangas/Cavite/Laguna, Cebu and Bohol. Travels to these places are recommended only **before or after** the course as students are not allowed to do extended weekend travel during the course's duration.

Rest and Recreation Opportunities. Students may spend some of their weekends travelling on **short trips only** to **Metro Manila** (about one hour bus ride from Malolos City. Buses and FX jeeps are available every 2-5 minutes from the main highway) and **nearby provinces** of Pampanga, Laguna, Cavite and Batangas/Puerto Galera (about 2-4 hour car or bus trip from Manila or Quezon City). List of suggested tourist spots in these nearby provinces, as well as Manila, Quezon City, Makati and Fort Bonifacio in Taguig are available in Lonely Planet latest edition. **Long distance travels** to the Northern and Southern parts of the Philippines are **not allowed** during the duration of the course, but may be done **only before or after** the official course duration.

REQUIRED READINGS: (ALL READINGS AVAILABLE ON-LINE)

Philippine History and Political Economy:

Ileto, Reynaldo. "Philippine Wars and the Politics of Memory." *Positions* 13,1 (2005), 216-234 (PDF File)

Angeles, Leonora and Francisco Magno. "The Philippines: Decentralization, Local Governments and Citizen Action," in Philip Oxhorn, Joseph S Tulchin and Andrew Selee, eds. *Decentralization, Democratic Governance, and Civil Society in Comparative Perspective: Africa, Asia, and Latin America*. Baltimore: Johns Hopkins University Press, 2004, pp. 211-265.

Angeles, Leonora "Why the Philippines Did Not Become a Newly Industrialising Country", *Kasarinlan* (A Philippine Quarterly of Third World Studies) Vol. 7, Nos. 2-3 (1991-1992), pp. 90-120.

Borras, Saturino Jr. (2007), "'Free Market', Export-Led Development Strategy And Its Impacts On Rural Livelihoods, Poverty And Inequality: The Philippine

Experience Seen From A Southeast Asian Perspective”. *Review of International Political Economy*, 14(1): 143-175.

Bello, Walden et al.. *The Anti-Development State; The Political Economy of Permanent Crisis in the Philippines*. Quezon City: Department of Sociology, University of the Philippines and Focus on the Global South, 2004, pp. 9-31.

Philippine Water Governance, Climate Change and Angat Watershed/River Basin Context:

Briones, ND & Castro, JP. 1986. Effective Management of a Tropical Watershed: The Case of the Angat River Watershed in the Philippines. *Water International*, 11(4), 157-161.

Elazegui, D. 2004. “Water Resource Governance: Challenges and Realities in the Philippines.” In *Winning the Water War*, eds. Rola, et al. Manila and Los Banos: PIDS and PCARRD, 84-102.

Jose, AM, Sosa, LM & Cruz, N A (1996). “Vulnerability Assessment of Angat Reservoir to Climate Change. *Water, Air and Soil Pollution*, 92 (1-2), 191-201.

Jose, AM, & Cruz, N A (1999). “Climate Change Impacts and Responses in the Philippines.” *Climate Research*, 12, 77-84.

Francisco, H. 2004. Watershed Management Strategy: Why Push for It?” In *Winning the Water War*, ed. Rola, et al. Manila and Los Banos: PIDS and PCARRD, 27-58.

NEDA (National Economic Development Authority). 2010. *Philippine Water Supply Road Map*, 2nd ed. Manila: National Economic Development Authority.

Collaborative Governance for disaster risk management and climate change adaptation: General

Ansell, C and A Gash. 2008. “Collaborative Governance in Theory and Practice.” *Journal of Public Administration Research and Theory* 18(4): 543-571.

Bonnell, J & T.M. Koontz. 2007. “Stumbling Forward: The Organizational Challenges of Building and Sustaining Collaborative Watershed Management. *Society and Natural Resources* 20, 2: 153-167.

Brunner, R.D., T. A. Steelman, L. Coe-Juell, C. M. Cromley, C. M. Edwards & D. W. Tucker, eds. 2005. *Adaptive Governance: Integrating Science, Policy, and Decision Making*. New York: Columbia University Press.

Chess, C & G Gibson. 2001. “Watershed are not equal: Exploring the Feasibility of Watershed Management.” *Journal of American Water Resources Association* 37, 4: 775-782.

Ferreira, C. 2006. “Practicality, Positionality and Emancipation: Reflections on Participatory Action Research in a Watershed Partnership.” *Systemic Practice and Action Research* 19, 6: 577-598.

- , R C De Loe & R.D. Kreutzwiser. 2008. "Imagined Communities, Contested Watersheds: Challenges to Integrated Water Resources Management in Agricultural Areas." *Journal of Rural Studies* 24,3: 304-321.
- Imperial, M. 2005. "Using Collaboration as a Governance Strategy: Lessons from Six Watershed Management Programs." *Administration and Society* 37, 3: 281-320.
- Koehler, B & T.M. Koontz. 2008. "Citizen Participation in Collaborative Watershed Partnerships." *Environmental Management* 41, 2: 143-54.
- Koontz, T.M. & C.W. Thomas. 2006. "What Do We Know and Need to Know About the Environmental Outcomes of Collaborative Management." *Public Administration Review* 66, 1: 111-123.
- Leach, W.D. & N.W. Pelkey. 2001. Making Watershed Partnerships Work: A Review of the Empirical Literature. *Journal of Water Resources Planning and Management* 127, 6: 378-385.
- Molden, D, J Lautze, T Shah, D Bin, M Giordano & L Sanford. 2010. "Governing to Grow Enough Food Without Enough Water – Second Best Solutions Show the Way." *Water Resources Development* 26 (2), 249-263.
- Moore, E & T.M.Koontz. 2003."A Typology of Collaborative Watershed Groups: Citizen-Based, Agency-Based and Mixed Partnerships." *Society and Natural Resources* 16, 5: 451-460.
- Plummer, R., D. De Grosbois, R de Loe, & J Velaniškis. 2011. "Probing the Integration of Land Use and Watershed Planning in a Shifting Governance Regime." *Water Resources Research*. 47.
- Potoski. M. & A. Prakash 2004. "The Regulation Dilemma: Cooperation and Conflict in Environmental Governance." *Public Administration Review* 64, 2: 152-163.
