PLAN 545 (6.0 credits)

PHILIPPINE PLANNING STUDIO COURSE:
Planning and Capacity-Building for Disaster Recovery Through Sustainable Housing and Local Economic Development

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Summer 2016
2-27 July 2018
Tacloban, City, Philippines

NOTE: The final course outline and schedule will be further developed with the host agencies for 2018, the City of Tacloban Government, particularly the City Housing and Community Development Office (CHDO), and the City Livelihood and Entrepreneurship Program (CLEP).

Brief Course Description for 2018:

This 6-credit hands-on, interactive, studio-style and community-based service learning course is structured as a mutual learning experiment for planning students, faculty members, NGO planners and local residents. It focuses on the housing and local economic development for sustainable disaster recovery in Tacloban City, the most badly hit area during the November 2013 Typhoon Haiyan that hit Eastern Asian countries.
Location and Background:

This is now the 9th Philippine Planning Studio Course. The course started upon the invitation of the late Department of Interior & Local Government Secretary Jesse Robredo when he was still Mayor of Naga City (2007). It was later offered in Plaridel, Bulacan (2008 & 2010) to do municipal development planning; Pulilan, Plaridel & Bustos (2013); Calumpit, Hagonoy & Malolos (2014) and Baliwag and Guiguinto (2015) to do Local Climate Change Adaptation Action Plan related research & planning. In 2016, the course focused on how planners can contribute to capacity-building of transnational diaspora/migrant connections for the development and expansion of solidarity or alternative economies in the Philippines and Canada. For 2018, the focus is on post-disaster recovery focusing on addressing housing and local economic development challenges in Tacloban City.

Course Learning Objectives:

This course’s overall objective is to contribute to analyses and evaluations of alternative transnational economic practices straddling the Philippines, Canada and beyond.

General Learning Objectives: 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 **planning and building local capacity for sustainable housing resettlements and local economic development** in post-disaster contexts like Tacloban City.
- Provide **meaningful inputs** and **outputs** for the City Government on their urban development planning processes, esp. housing and LED implementation plans;
- Create a **new generation of community development, and disaster resilience 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 professional planning work might take them.

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

- Work effectively with government and NGO planning staff, students and faculty, other civil society organizations, as well as local residents, in disaster resilience planning.
- Demonstrate and apply their interdisciplinary skills in planning and building more sustainable post-disaster resettlements and local economic development.
- Write planning research reports and recommendations that will be useful to the host City of Tacloban’s CLEP and CHDO.
Course Philosophy and Structure:

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) local/community (economic) development (2) housing and human resettlements, (3) post disaster recovery and resilience planning and (4) solidarity economies. 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, 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).

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**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:

60% - Research Report to be submitted to the City of Tacloban
25% - Active Participation in four Pre-Departure Orientation Sessions (see Schedule)
15% - Oral Presentation of Research Report to Tacloban City Government

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 planning challenges in expanding local and transnational (migrant) sharing economies. 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 workers); observing and documenting community development work and planning meetings; transects and walking tours; planning reports; 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 and partner organizations.

The course will start with an information session and four pre-departure orientation sessions at UBC at the beginning of the course and a summative evaluation session.

**Course Schedule:**

**Pre-Departure Sessions (Tentative):**

**NOTE: Dates to be finalized with class members:**

- **April 27** – Philippine History, City Planning Institutions and Culture; Tagalog & Waray Language Lessons
- **May 4** – Tacloban City Politics, Institutions and Executive-Legislative Agenda; Tagalog & Waray Language Lessons
- **May 11** - Review of Tacloban Comprehensive Land Use Plan and Tacloban North Master Plan; Tagalog & Waray Language Lessons
- **May 18** - Post-Disaster Local Economic Development Planning: Applications to Tacloban; Tagalog & Waray Language Lessons
- **May 25** – Fieldwork Planning and Public Engagement Strategy; Tagalog & Waray Language Lessons

**Field Studio Proper:**

July 2-27, 2018

**NOTE: To be developed with City Partners. Please see attached tentative course field schedule.**

**Notes on the Course Requirements:**

**Participation in FIVE Pre-Departure Orientation Sessions -25%** - Participation is based on active listening to lectures or seminars, as well engagement in class discussion groups and other class exercises (see schedule).

**Group Research Reports (60% of mark) and Oral Presentation (15% of mark).** All working groups are expected to submit a well-researched documentation for planning report written in straightforward technical language with recommendations for public presentation to the City of Tacloban Government.
Oral Reflection Sharing (no marks assigned). This requirement follows the principle of Community Service Learning on reflective learning. Reflection journal entries in written form will not be required. Instead, course participants will be asked to participate in a weekly Reflection Sharing which aims to encourage students to generate meaningful insights into their role as global citizens and sharing economy participants.

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).

LOGISTICS:

Visa Application: The course will be held for four weeks from July 2 to July 27, 2018. Students are invited to attend the City Fiesta on June 30, 2018.

Students should apply for a tourist visa at the Philippine Consulate in Vancouver, if they are staying in the country for more than 30 days. Tourist visa application fee is approximately $34.50. Please obtain your endorsement letter from the Instructor to present to the Philippine Consulate - Suite 660 – 999 Canada Way, World Trade Center, Vancouver, B.C. Tel: 604-685-7645; Office Hours: 9:30 am-4:30 pm. For more information, visit: http://www.vancouverpcg.org/visas.html

Air Travel: Students can make their own travel arrangements through their own travel agent or you can use 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; note the weakening currency exchange rate. The field course costs are estimated at $2600-$2900 per student (About 1,300-1500 for the return airfare and taxes, depending on airline and season for travel; $300 for one-month basic accommodation; $300 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; $300 for local transportation between Manila airport and local hostel; $20 for laundry service; $50 for cellphone rental and airtime. Please budget around $300-400 allowance that could be
used for recreational travel around Metro Manila and nearby provinces). Students will shoulder any additional expenses for R&R, allowing funds for more expensive air travel.

**Sources of Funding:** The sources of funds that UBC students can access are: Go Global - $600 ($399 Go Global fee claw back); FOGS Travel Grant - $500 if students present a paper at International Conference jointly sponsored with local partner university, the University of the Philippines-Tacloban.

**Readings:** An on-line package of readings will be made available to the students to help them prepare for the course.

**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.

**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. Recreational travel is 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 will spend their weekends travelling on short trips within Bulacan, Laguna and/or Metro Manila. Long distance travels to the Northern and Southern Luzon or Visayas areas of the Philippines are not allowed during the duration of the course, but may be done only before or after the official course duration.

**BACKGROUND READINGS:**

**A. City of Tacloban Background Materials:**

1. Executive Legislative Agenda (ELA) of the City of Tacloban
2. Comprehensive Land Use Plan (CLUP), City of Tacloban, Volumes 1-3.
B. Typhoon Haiyan Context and Response:


C. Local Economic Development Planning and Post-Disaster Economic Recovery


MORE TO FOLLOW....

D. Philippine History, Political Economy and Bureaucratic Politics:


