你好，你怎么样？
こんにちは、お元気ですか？
안녕하세요, 어떻게 당신은?
مرحبا، كيف حالك؟
Namaste.
Tum kaise ho?
Kamusta?
Halo, bagaimana kabarmu?
Environmental Information & Education Campaign in a Pilot Creek Community: A Civic Engagement and Learning Experience of Communication Students of the University of St. La Salle Bacolod City, Philippines

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3 Events that Inspired the Campaign

1 International River Summit (Summer of 2012)

Flagship Programs on the Restoration of the Cabacawan Creek & the Social Innovation Challenge
3 Fish Kill along the Cabacawan Creek in Estefania Village in mid-November 2012
Observation on widespread pollution in creek portions along residential, industrial and business areas
Cabacawan Facts

*It is one of 10 river catchments in the city
*Stretches on a distance of 11 kilometers
*Starts from a sugarcane drainage canal
*Passes along five major villages, including the University of St. La Salle
The civic engagement program was part of the course content of the Community Communication class – which trains students to be competent in delivering messages – especially in the dialect – to small and large groups in the community using traditional and multi-media approaches.
IEC Campaigns: Looking Back

The USLS Communication S-L program will be on its tenth year This AY 2-13-14. Service-Learning has been integrated in course subjects, like:

* Media & Society
* Community Communication
* Development Communication
* Environmental Communication
* Journalism & Public Relations
S-L Activities through the Years

Through the years IECS conducted include:
* Coastal resource livelihood
* Farming productivity
* Disaster/Tsunami preparedness
* Climate change
* Solid waste management
* Voter/Suffrage education & citizen’s rights
* Women and mothers’ rights
* Senior citizens’ issues
* Youth, health & sexually-transmitted diseases
* Peace building
* Media literacy
* Literacy & numeracy
* Sports & recreation
Pre-IEC Planning Activities

- Student engagement in Social Innovation Challenge
- Ocular visits to farm areas of the creek
- Organization of teams and tasks
- Contacts with key officials of villages
- Focused group discussion in selected areas
- Profiling & identification of prospective participants
Campus and social media promotions & launch of the IEC campaign
Program Designing

- Objective setting
- Application of findings in needs analysis
- Identification of topics & resource persons
- Identification of pilot area for IEC and venue of the activity
- Production of IEC prototype materials
- Preparation of logistical requirements
Activities for children

Actual IEC Campaign
Educational lectures by resource persons
Actual IEC Campaign

Presentation of support information drive materials
Actual IEC Campaign

Inter-active session/Dialogue

Evaluation by participants

Signing of Covenant On Creek/Environment Protection
Community Evaluation

Instrument used:
questionnaire indicating awareness of IEC objectives, attainment of objectives, resource persons and facilitators, IEC materials used, venue, schedule and overall effectiveness as well as comments and suggestions
Students’ Assessment: Learning Outcomes

Tools used in the evaluation of learning outcomes:

* Journals (with key questions)
  * Structured questionnaire
* Testimonials & social media messages
  * Articles in student publication
## Evaluation (Villagers)

**Point of Concern**

<table>
<thead>
<tr>
<th>Average Rating (Scale of 5: 1=Very Poor/5=Very Good)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC objectives defined to participants</td>
</tr>
<tr>
<td>IEC objectives attained</td>
</tr>
<tr>
<td>Venue of the IEC activity</td>
</tr>
<tr>
<td>Time/Schedule of the IEC</td>
</tr>
<tr>
<td>Resource persons</td>
</tr>
<tr>
<td>Activity facilitators</td>
</tr>
<tr>
<td>Information materials distributed/used</td>
</tr>
<tr>
<td>Snacks/giveaways</td>
</tr>
<tr>
<td>Overall effectiveness</td>
</tr>
</tbody>
</table>

**Overall Average** 4.48
“Hold similar dialogues for other communities along the creek.”
Villagers’ Comments

“The speakers were effective in imparting knowledge and educating us.”

“Thank you for coming to our village to spread the word about protecting Nature; please continue your activity to reach more people.”
“We will do our share to keep the creek clean for the sake of the future of our children and grandchildren.”
Evaluation (Students)

The evaluation scheme based on the National Institute for Learning Outcomes and the Toncar (et al) models which is modified to focus on three concerns:

- **Skills** (personal, practical and academic) development
- **Citizenship awareness and building**
- **Moral reasoning and development of personal responsibility**
Evaluation (Students)

Point of Concern

Average on a scale of 5 (1=lowest/5=highest)

Skills Development

(Inter-personal, practical & academic)  4.29

Course-related knowledge  4.35
Personal communication skills  4.25
Organizational skills  4.30
Social research skills  4.00
Problem-solving and decision-making  4.30
Communication education enrichment  4.40
Career appreciation  4.30
Enhancement of inter-personal skills  4.45
Evaluation (Students)

Point of Concern

Average on a scale of 5

Citizenship awareness and building 4.43
Social issue awareness 4.65
Integration of service and outreach with academics 4.35
Exposure to civic and citizenship 4.25
Improved awareness of role as social and media communicator 4.50
## Evaluation (Students)

### Point of Concern

<table>
<thead>
<tr>
<th>Area</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Reasoning &amp; Personal Responsibility</td>
<td>4.49</td>
</tr>
<tr>
<td>Enhanced concern for others in relation to University mission statement</td>
<td>4.75</td>
</tr>
<tr>
<td>Better understanding and appreciation of diversity in society</td>
<td>4.45</td>
</tr>
<tr>
<td>Readiness to help/serve others</td>
<td>4.45</td>
</tr>
<tr>
<td>Consciousness of personal social competence</td>
<td>4.40</td>
</tr>
<tr>
<td>Overall satisfaction of service-learning activities</td>
<td>4.40</td>
</tr>
</tbody>
</table>

### Overall Average

Overall Average: **4.40**
The overall average – based on three points – skills development, citizenship and moral reasoning and personal responsibility:

4.40 which is higher than the scale of “good”.

The average is the quotient of:

4.29 (on skills development)
4.46 (on citizenship awareness and building)
4.49 (on moral reasoning and personal responsibility awareness).
Motivating Factors

- As a course requirement, which “turned out to be valuable civic learning experiences”
- Developing S-L orientation on civic duty through earlier courses
- Encouraging community response during earlier visits
- Opportunity to use their knowledge and skills to educate and help people
- Earlier personal exposure to situations where people need help; the spirit of ‘empathy’
- Wanting to pass on the feeling of being “blessed in life”
- Desire to have a first-hand experience in marginalized areas
- Testimonials of upper class students
Students’ Journals

Guide questions on the following concerns were answered by students in their journals:

* Individual task identification
* Activities undertaken
* Personal feelings (before, during & after the S-L activities)
* Feelings on going to S-L site for the first time
* Steps taken to start tasks assigned
* Support system
* Problems encountered
* Significant experiences (exciting, challenging difficult, rewarding)
* Assessment of skills and knowledge useful in task accomplishment
“Through information, we can help people empower themselves and transform their lives.”

“S-L helped us realize that we have a duty to society and this makes us proud of what we do to be of service to people.”

“It made us realize that we have skills we can use for the good of our country and our community.”

“It offered a wide avenue for self-satisfaction with the realization that in our society, we can do so much, regardless of our station in life, to help one another.”

“It started as a course requirement which ended with the satisfaction of having done a civic duty.”
“Service-Learning is serving without expecting something in return except for the fact that from others’ life of simplicity, we realize complexities in our being.”

“I live in an upper-class village nearby; I didn’t realize until today that the creek has been wasted; I’ll campaign for people not to dump their garbage into the creek.”

“I have come to realize that Service-Learning leads to a meaningful appreciation of life, that despite difficulties, our world can be a better place if we worked together and serve others unselfishly.”
Overall Comments

“Service-Learning means going and doing the extra mile and learning from others along the way.”

“Service-Learning is sharing 100 percent of yourself for the welfare of others.”

“Service-Learning was far beyond an academic thing; it led to greater self-satisfaction; It is an activity that you must do by heart.”

“It helped me discover my capabilities as a person – that when one is willing to help, no obstacle can stop him. He must overcome prejudices and develop the mindset that when there is a problem, there must be a solution somewhere.”
S-L Principles

The implementation of the IEC Campaign on the creek was anchored on the Service-Learning principles of:

- INSTITUTIONALIZATION
- ENGAGEMENT
- REFLECTION
- RECIPROCITY
- DISSEMINATION
The Inspiration

‘The journey of a thousand miles begins with a single step.’

- Lao Tzu
The Challenge

For optimists, like Service-Learning advocates, what is comforting, perhaps, is the fact that a single step has been taken by a class of 20 students and this single step is not toward a thousand miles. Just 11 kilometers.
Thank you.

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