



Implementation of the Civic Extension Program in the Coastal Barangays in Northern Philippines: Analysis and Experiences

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Abstract:

The TABANG (which means tulong or help) Bataan is a civic extension program in the coastal barangays of Bagac, Bataan namely Brgy. Paysawan, Binuangan and Quinawan. There are two specific objectives of the project, to wit: conduct a civic education session in grade 6 which focus on environmental protection using a Civic Education Module Lesson and provide school supplies to inspire these pupils to study and fulfill their civic duty as citizens of the republic. The project has two parts. The first part of the project is the Civic Education on Environmental Protection (see Appendix A) which is a lecture using a modular lesson, that was facilitated among 55 grade 6 students of the three schools. The lecture focuses on the topic *Me, citizen responsible of the environment, for today and for the future* which was inspired by the CIVICO *Fostering Civic Competence Amongst Students: Guide For Teachers On Developing Civic Competences*. The second part is the provision and distribution of educational supplies among pupils which is divided into two subparts. Subpart 1 was titled *Inspire the Community* wherein inspirational messages on schooling and not giving up were delivered by faculty members and alumni before the students. Subpart 2 is the *Help the Community* which was realized through the distribution of the educational supplies. The extensionists recommend the deepening of the civic duties on environmental protection of the pupils by conducting series of lectures focusing on the following themes created from the slogans: reforestation, cleanliness of the environment and proper waste management. Other grade school pupils and community members should also be considered as participants of the Civic Education on Environmental Protection lectures of the College.

Keywords: Tabang, civic education, environmental protection, coastal communities

1. Introduction

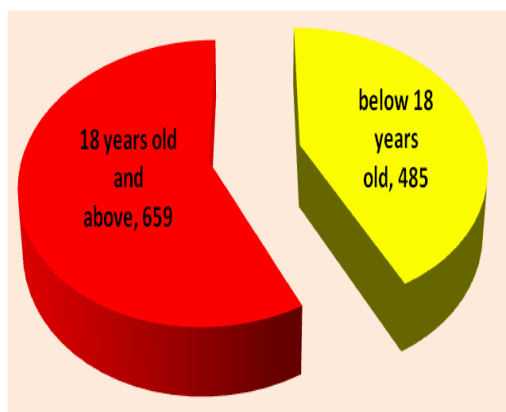


Fig. 1 Livelihood Strength and Resilience in Terms of the Composition of the Family Members According to

The TABANG (which means tulong or help) Bataan is a civic outreach program in the coastal barangays of Bagac, Bataan namely Brgy. Paysawan, Binuangan and Quinawan. There are two specific objectives of the project, to wit: conduct a civic education session in grade 6 which focus on environmental protection using a Civic Education Module Lesson and provide school supplies like bags, pad paper, pencil, ballpen, eraser, notebooks, sharpener and raincoats/umbrella to inspire these pupils to study and fulfill their civic duty as citizens of the republic.

This community extension project springs from one of the findings of the university-funded research entitled “**Risks and Hazard Vulnerability of Coastal Communities in Bataan**” by Santos et al (2013) of the College of Education.

The study of Santos (2013) revealed that there are 485 members of the households who are minors or aged below 18 years of age while 659 members are aged 18 and above. Since most of the members of the family are teenagers and children, they are most vulnerable to hazards and risk brought by disasters. Mercuri and Angelique (2004) argued that as children age, older children and adolescents are more traumatized by disasters, most likely because of their understanding of the implications and meanings of the events. Also, adolescents and teenagers are also at increased risk for alcohol and drug misuse after disaster (Reijneveld et al. 2005). Also, the need to educate the children is driven by the thrust of the College of Education to empower them since most of them belong to families who are highly vulnerable in terms of livelihood strength and resilience, well-being and baseline status, self-protection and social protection and governance and in terms of disaster risk, they live in coastal communities which are always at risk to various natural disasters (Santos et al, 2013). Ahamed (2011) noted that households with more children can experience more difficulties during evacuation and will require greater resources like food and water after a disaster. To date, there are no clear written procedures and policies regarding disaster preparedness, risk reduction, emergency response and reconstruction and rehabilitation in all coastal communities of Bagac.

Likewise, this project is guided by the time-old philosophy in education which is constructivism. Reconstructionists believe that students construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences (Homes, 2010). Also, the project subscribes to that old adage in education - Train up a child the way he should go and he will never depart from it. Hence, it is very important that these children are educated on one of their civic duties as citizens of the country, that is, how to protect the environment. As early as their elementary years, they must have a clear understanding of the importance of the environment and their inherent duty to protect the earth and conserve its resources.

In order to make these pupils continue to realize their civic duties through education, they must be inspired. The provision of educational supplies ranging from bags, paper, ballpens, pencils, sharpeners and notebooks to the 350 kindergarten and elementary pupils of the coastal communities aims to inspire them to continue to study since most of them are living below poverty level (Santos et al, 2013) and become more responsive to their civic duties. These educational materials were gathered through the support of CoEd Alumni and community friends which are considered as external stakeholders of the College. Hence, in the process, a strong connection was established between the College and the community fading the way for a more responsive and collective actions towards helping the members of the grassroots level of the society.

This project is essential start up for a series of community extension projects that the college will undertake in the said barangays based on the results of researches and community immersion conducted by both the students and faculty members in the area. This project will be followed by the year-long project entitled Addressing Vulnerability in the Coast: Disaster Preparedness and Emergency Response Training which is spearheaded by the College of Education in collaboration with local government units, different colleges of the university and private entities.

2. Method

The project was implemented through a step-by-step process. The first part of the project is the Civic Education on Environmental Protection (see Appendix A) which is a lecture using a modular lesson, that was facilitated among grade 6 students of the three schools - Paysawan Elementary School, Binuangan Elementary School and Quinawan Elementary School. The module contains topic on **Me, citizen responsible of the environment, for today and for the future** which was inspired by the same topic from the CIVICO Fostering Civic Competence Amongst Students: Guide For Teachers On Developing Civic Competences which was created in 2010 by the group of institutions based in 4

European countries: Italy, Bulgaria, Denmark and Poland. This lesson underwent revisions and was translated into Filipino and localized to fit the culture of the coastal communities during Day 1.



Co Ed. Alumni revising and localizing the Civic Education on Environmental Protection lesson.

During Day 2 and Day 3, the CoEd Alumni spearheaded the discussion among grade 6 students of the coastal elementary schools of Bagac. The lesson was divided into three subparts. The first subpart focuses on the **motivation**, wherein, a video depicting various environmental problems was played accompanied by the song *Kapaligiran*. The pupils were asked to identify the problems raised in the video during the post-viewing section. The second subpart was the **deepening** where the lecturers discussed in-depth the causes of the environmental problems and the harmful effects to the people and the environment itself. This was done with the aid of a powerpoint presentation and pictures. The last subpart of the discussion was the **valuing**. Herein, pupils were grouped and were tasked to reflect on the lessons learned from the discussion and come up with slogan written on a bookmark. The slogan mirrors their commitment towards caring for the environment.



An evaluation was done after the activity using the *Ebalwasyon ng Gawain*, a standardized assessment form provided by the CoEd Extension Area. The pupils evaluated the lecture using four parameters: Course Content, Training Course, Trainers’ Pedagogy and Time Management. Mean and descriptive rating were used to determine how the lecturers fared in the discussion.

The second part of the project is the provision and distribution of educational supplies among elementary students with the help of CoEd Alumni and faculty members and was done during Day 2 (June 4) and Day 3 (June 5). This part is further divided into two subparts. Subpart 1 was titled *Inspire the Community* wherein inspirational messages on schooling and not giving up were delivered by faculty members and alumni before the students. Subpart 2 is the *Help the Community* which was realized through the distribution of the educational supplies. The College through the help of the *Mga KaSocSci* and CoEd Alumni Association were able to raise Php28,000.00 which was used for the procurements of bag and educational supplies. Most of the materials put in the bags were likewise donations from alumni, friends and some private individuals.

3. Discussion/Innovation

The results of the *Tabang Bataan* Project are as follows:

Table 1 presents the number of grade 6 pupils who participated in the Civic Education on Environmental Protection lecture:

Elementary School	Frequency	Percentage
Paysawan Elem School	20	36.4
Binuangan Elem School	19	34.5
Quinawan Elem School	16	29.1
TOTAL	55	100%

It can be deduced from the table that there were 20 pupils of 36.4% who were enrolled at Paysawan Elem School; 19 or 34.5% from Binuangan Elem School; and 16 or 29.1% from Quinawan Elem School. These pupils participated in the lecture on the topic Me, citizen responsible of the environment, for today and for the future.

Table 2 presents the slogans created by the pupils after a thorough reflection of the lesson and the themes derived by the extensionists from the slogans

Elementary School	Slogans	Themes
Paysawan Elem School		
Group 1	Maging malinis Upang hindi magkasakit	Pagpapanatili ng kalinisan ng kapaligiran (Maintenance of the cleanliness of the surroundings)
Group 2	Magtapon sa tamang basurahan Upang ang baha ay maiwasan	Tamang pagtatapon ng basura (Proper waste management)
Group 3	Kalikasan ay alagaan Para sa ating kinabukasan	Pagpapanatili ng kalinisan ng kapaligiran (Maintenance of the cleanliness of the surroundings)
Binuangan Elem School		
Group 1	Iwasang magputol ng puno Para maiwasan ang sakuna	Pagpatatanim ng puno (Reforestation)
Group 2	Huwag magputol ng puno Upang maiwasan ang pagbaha	Pagpatatanim ng puno (Reforestation)
Group 3	Panatilihing malinis ang kalikasan Para gumanda ang ating kapaligiran	Pagpapanatili ng kalinisan ng kapaligiran (Maintenance of the cleanliness of the surroundings)
Quinawan Elem School		
Group 1	Kagubatan ating ingatan Para sa ating kinabukasan	Pagpatatanim ng puno (Reforestation)
Group 2	Kalat mo, pulot mo	Tamang pagtatapon ng basura (Proper waste management)
Group 3	Putol mo, tanim mo	Pagpatatanim ng puno (Reforestation)



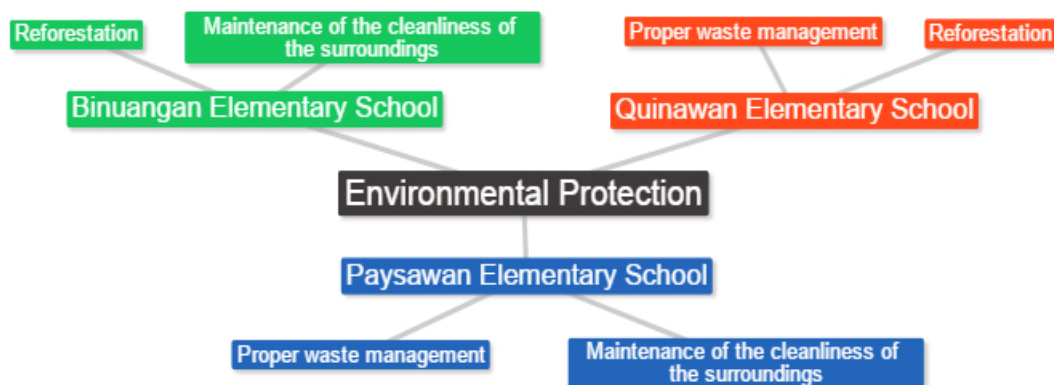
Motivating the grade 6 students on the different environmental issues through a video presentation.

It can be gleaned from the table the slogans coined by the pupils when asked about their commitment for the environment. These slogans were written on the bookmarks provided by the lecturers. The slogans created by the participants are actually their commitments in caring and protecting for the environment as the youngest members of their coastal community. From these slogans, the extensionists drew themes which will serve as another topic that will be discussed among the grade six students in the next months to come.



CoEd Alumni deepening the topic Civic Education on Me, citizen responsible of the environment, for today and for the future.

Figure 2 presents the mind map of the themes created from the slogans made by the pupils

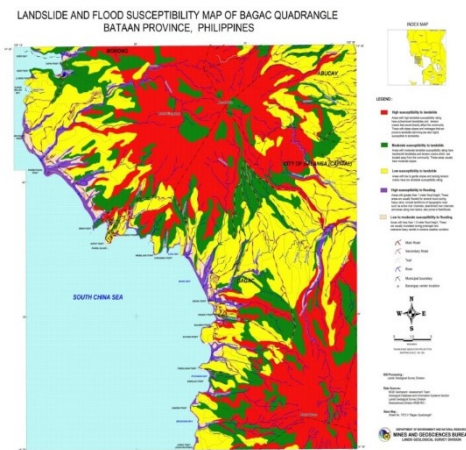


When the lecturers played a video regarding environmental problems, the grade 6 students learned about the factors that caused these problems and the ill effects that it bring to the people and the community as a whole. Hence, the rationale behind the bookmark activity where pupils wrote their slogans which manifest their commitments to the environment are for the lecturers to: a) let the participants reflect on the causes and effect of environmental problems and b) determine and assess the necessary supplemental activities to highlight the commitments of the pupils. As such, these are the themes which were drawn from the valuing part of the lecture. There are three recurring themes from the slogans created by the pupils. These are reforestation (Binuangan and Quinawan Elementary Schools), maintenance of the cleanliness of the surroundings (Binuangan and Paysawan Elementary Schools) and proper waste management (Quinawan and Paysawan Elementary Schools).

The theme of reforestation stems from the fact that the participants live beside the mountains and are surrounded by trees, their parents earn for a living through trees and their socio-economic activities are concentrated in the mountains aside from the bodies of water. Hence, the lecture provided them useful information on the importance of trees in the forest and in the mountains since they are responsible in holding the land in times of torrential rains which prevent landslides. Based on the interactions with the children, most of their parents are coal makers and providers in the marketplace. As such, they depend largely on trees. Some pupils quipped that they do not plant trees in replacement of one tree

that is cut by their parents. During the deepening, they were surprised to know that in every one tree that is being cut, 10 trees must be planted.

As such, the emergence of the theme reforestation and the growing understanding on its importance and significance among pupils is essential in addressing one of the biggest threats to the security of the coastal people which is the landslide. The study of Santos et al (2013) revealed that most of the areas in the Bagac town are characterized by low to gentle slopes and lack tension cracks. The more the tension cracks, the high probability of landslide are being recorded. The map in the left shows that the red colored areas in the coastal communities of Bagac are very highly susceptible to landslide. High susceptible zones showed significant indications of slope instability marked by landslides, erosion, and subsidence. As such, it is interesting to note that the pupils have an emerging understanding of the importance of trees which can be further heightened through a discussion on reforestation which will be conducted in the next few months.



Another theme which emerged in the discussion is the maintenance of the cleanliness of the surroundings. This means that the lecture further reinforced their long standing understanding of the importance of maintaining a clean and healthy environment where people maybe free of disease or illness. This is of great importance since there were a considerable number of people who are under medication in the community (Santos et al, 2003). This reinforced understanding of the pupils on the importance of clean and healthy community may, in the process, help reduce vulnerability.

These people who are under medication are placed at high level of vulnerability during disasters and hazardous events. Interruptions in medication regimens can exacerbate underlying conditions and increase the risk of morbidity or mortality (Oriol, 1999). The reasons why some people under medications are particularly vulnerable during and after disasters include their impaired physical mobility, diminished sensory awareness, chronic health conditions, and social and economic limitations that prevent adequate preparation and hinder adaptability during disasters (Fernandez, 2002). With the pupils leading the campaign towards a clean surroundings, it is very sure that people in the community will be more secured and healthy. A seminar on the ill effects of poor sanitation is recommended as a reinforcement to the said theme.

The third and last theme that emerged from the slogans is proper waste management. This stems from the discussion of the lecturers on the importance of waste segregation and simple acts of proper waste disposal. Hence, the extensionists would like to propose a series of seminars on proper waste management among the pupils like the 3Rs - reduce, reuse and recycle and importance of recycling, in particular, as means of extra income of the households since recycled materials can be a livelihood opportunity for them.

This is very important since there is no strong livelihood projects available in the community (Santos et al, 2013). The presence of livelihood projects can be a source of income for families especially the mothers or fathers who do not have works (Parker, 2000). As such, this condition places the people in a very vulnerable condition to hazard and disasters. As mentioned by Ahamed (2011), scant financial resources hinder the fast recovery of the households from external shocks and crises like calamities and disasters.

Table 3 presents the evaluation or assessment of the pupils regarding the lecture/discussion on the topic Me, citizen responsible of the environment, for today and for the future

Elementary School	Mean	Descriptive Rating
Paysawan Elem School		
Area 1 - Course Content	4.72	Outstanding (Lubhang Katangi-Tangi)
Area 2 - Training Course	4.35	Outstanding (Lubhang Katangi-Tangi)
Area 3 - Trainers' Pedagogy	4.61	Outstanding (Lubhang Katangi-Tangi)
Area 4 - Time Management	4.31	Outstanding (Lubhang Katangi-Tangi)
Composite Mean	4.50	Outstanding (Lubhang Katangi-Tangi)
Binuangan Elem School		
Area 1 - Course Content	5.00	Outstanding (Lubhang Katangi-Tangi)
Area 2 - Training Course	4.95	Outstanding (Lubhang Katangi-Tangi)
Area 3 - Trainers' Pedagogy	4.65	Outstanding (Lubhang Katangi-Tangi)
Area 4 - Time Management	4.88	Outstanding (Lubhang Katangi-Tangi)
Composite Mean	4.87	Outstanding (Lubhang Katangi-Tangi)
Quinawan Elem School		
Area 1 - Course Content	4.85	Outstanding (Lubhang Katangi-Tangi)
Area 2 - Training Course	4.95	Outstanding (Lubhang Katangi-Tangi)
Area 3 - Trainers' Pedagogy	4.93	Outstanding (Lubhang Katangi-Tangi)
Area 4 - Time Management	4.96	Outstanding (Lubhang Katangi-Tangi)
Composite Mean	4.92	Outstanding (Lubhang Katangi-Tangi)
OVER-ALL MEAN	4.76	Outstanding (Lubhang Katangi-Tangi)

It can be deduced from the table that the 55 participants perceived the discussion on civic duties of the pupils particularly, environmental protection, outstanding as manifested by the over-all mean of 4.75. This means that the pupils learned a lot in the lecture and perceived the discussion as way beyond their expectations or outstanding. It also states that the materials and method used by the lecturers in the discussion are effective and pupil-friendly. The table below shows the mean of each area of the extension project in the evaluation form which were also rated by the pupils as outstanding.

Table 4 presents the evaluation or assessment of the pupils regarding the lecture/discussion on the topic Me, citizen responsible of the environment, for today and for the future by each parameter used.

Parameter	Mean	Descriptive Rating
Area 1 - Course Content		
Paysawan Elem School	4.72	Outstanding (Lubhang Katangi-Tangi)
Binuangan Elem School	5.00	Outstanding (Lubhang Katangi-Tangi)
Quinawan Elem School	4.85	Outstanding (Lubhang Katangi-Tangi)
Composite Mean	4.86	Outstanding (Lubhang Katangi-Tangi)
Area 2 - Training Course		
Paysawan Elem School	4.35	Outstanding (Lubhang Katangi-Tangi)
Binuangan Elem School	4.95	Outstanding (Lubhang Katangi-Tangi)
Quinawan Elem School	4.95	Outstanding (Lubhang Katangi-Tangi)
Composite Mean	4.75	Outstanding (Lubhang Katangi-Tangi)
Area 3 - Trainers' Pedagogy		
Paysawan Elem School	4.61	Outstanding (Lubhang Katangi-Tangi)
Binuangan Elem School	4.65	Outstanding (Lubhang Katangi-Tangi)
Quinawan Elem School	4.93	Outstanding (Lubhang Katangi-Tangi)
Composite Mean	4.73	Outstanding (Lubhang Katangi-Tangi)
Area 4 - Time Management		
Paysawan Elem School	4.31	Outstanding (Lubhang Katangi-Tangi)
Binuangan Elem School	4.88	Outstanding (Lubhang Katangi-Tangi)
Quinawan Elem School	4.96	Outstanding (Lubhang Katangi-Tangi)
Composite Mean	4.72	Outstanding (Lubhang Katangi-Tangi)
OVER-ALL MEAN	4.77	Outstanding (Lubhang Katangi-Tangi)

The findings in Table 4 shows that the course content, training course, trainer's pedagogy and time management were outstanding. Hence, the facility of lesson became easy and a more committed pupils emerged. Over-all, each component was rated as outstanding as manifested by the following mean: course content (4.86), training course (4.85), trainer's pedagogy (4.73) and time management (4.77).

**Table 5 presents the number of recipients of the educational materials
 per coastal elementary school**

Elementary School	Kinder	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	TOT AL
Paysawan Elem School	19	18	20	15	20	16	20	128
Binuangan Elem School	15	17	22	18	20	15	19	126
Quinawan Elem School	17	19	17	17	17	9	16	112
TOTAL	51	54	59	50	57	40	55	366

The table shows that there were 366 pupils received new educational materials they got from the donor, alumni and friends of the College of Education. These include bags, writing pads, ballpens, pencils, sharpeners, erasers, notebooks and crayons. The College started collecting these educational materials as early as March of 2015. Announcements were made through social media like facebook and emails and alumni were contacted to provide support in these undertakings. After two months of collecting, the College was able to gather the following: 366 pcs. of bags, pencils, sharpeners, crayons and erasers, 1,464 pcs of notebooks and 732 pcs of ballpens.

4. Conclusions and Recommendations

In summary, the Tabang Bataan Project was successfully carried out by the College. All the parts of the extension program were conducted as scheduled. The Civic Education on Environmental Protection with the topic Me, citizen responsible of the environment, for today and for the future was facilitated among grade 6 pupils of the three schools - Paysawan Elementary School, Binuangan Elementary School and Quinawan Elementary School. Commitments of the pupils towards environmental protection were reflected in the slogans they made. Themes like reforestation, cleanliness of the environment and proper waste management were created from these slogans and will be used as the topics for the next civic education sessions. Also, educational materials were distributed to the 366 pupils with aim of inspiring and helping them to realize their civic duties. Based from the conclusions, it was recommended that the deepening of the civic duties on environmental protection of the pupils must be conducted through another series of lectures focusing on the following themes created from the slogans like reforestation, cleanliness of the environment and proper waste management. Other grade school pupils and community members should also be considered as participants of the Civic Education on Environmental Protection lectures of the College.

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