

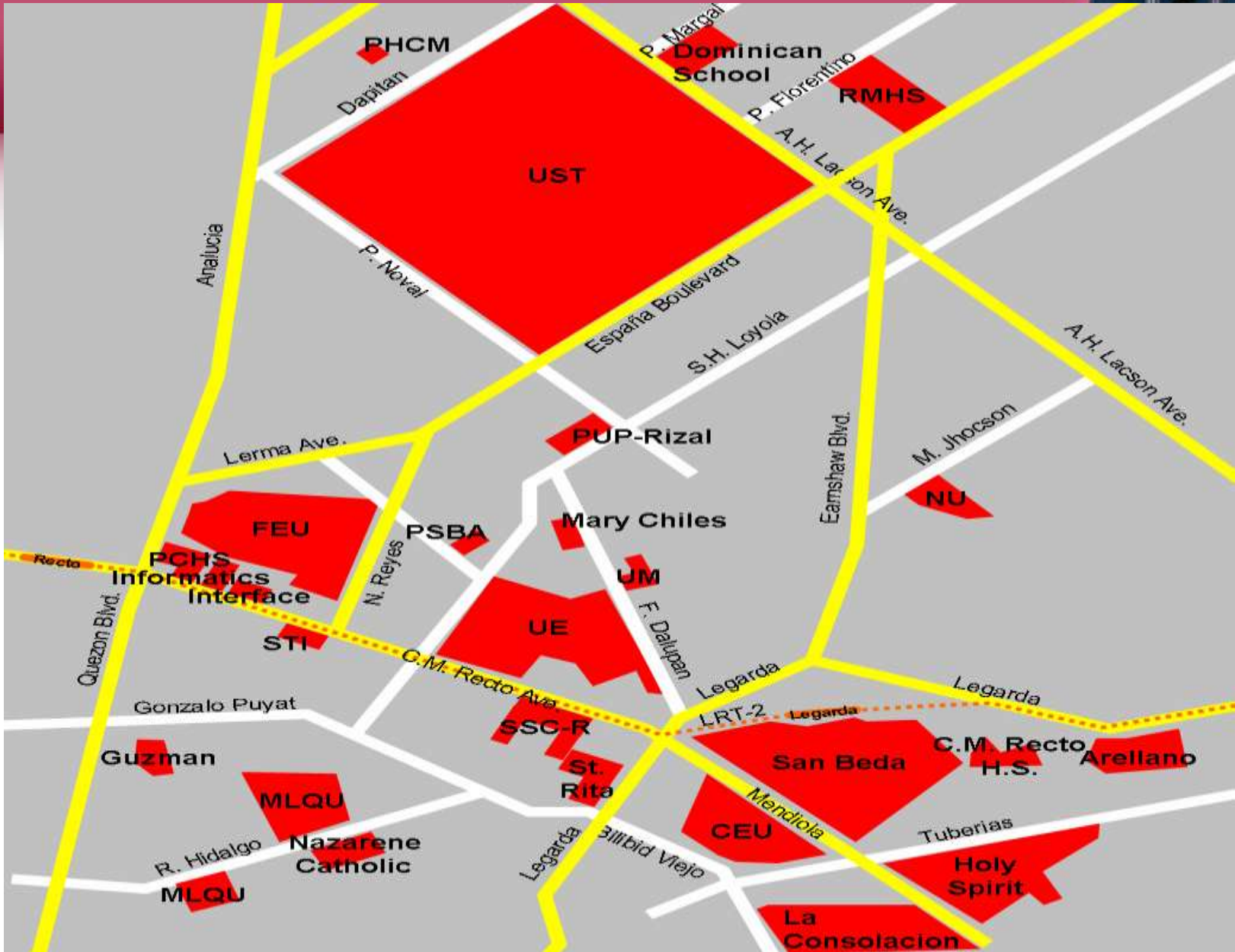
A person in a dark suit is holding a dark red leather briefcase. The person's hands are visible, with a watch on the left wrist. The background is a solid red color.

Urban Renewal Through Culture Revitalization in the Central University Belt (CUBE): An Educational Process

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* Map of University Belt/ CUBE



*INTRODUCTION and BACKGROUND



Description of U-Belt by UE-FRASI researchers headed by Manalo, Oana and associates from UP-SURP :

“3 Ds”:

DIRTY

DANGEROUS

DISORDERLY

In this research, these problems were named as **“Demons of CUBE** that need to be exorcised”.

(**C.U.B.E.** stands for Central University Belt)



***INTRODUCTION and BACKGROUND**

**CUBE Renewal Initiatives as a result
of the pioneering study:**

- ❖ Inter-University Cooperation for Community-based Urban Renewal (IUCCURE), (UE-FRASI, 2002).
- ❖ A Memorandum of Agreement (MOA) was signed creating the Central University Belt Core Group.

***INTRODUCTION and BACKGROUND**



- ❖ **University Belt Renewal is included in the 10-point Agenda of UE president, Dr. Ester Garcia.**
- ❖ **Far Eastern University - Center for Studies on the Urban Environment (FEU-SURE) also focused on U-Belt Renewal**



*THE PROBLEM

1. What are the cultural revitalization activities of HEIs' in the CUBE Area?
2. How do stakeholders respond to HEIs' cultural revitalization activities?

INTRODUCTION and BACKGROUND



Limitations-This study was undertaken from April 2010 to March 2012.

It focused on three HEIs, namely:

- Far Eastern University (FEU),
- University of the East (UE) and
- University of Manila (UM).



University-based stakeholders

Community-based stakeholders

Local government-based stakeholders

© Related Readings and Theoretical Framework



This study had drawn strength from various researches on:

- ❖ Space, how people affect their space, and vice-versa;
- ❖ Articulation of urban renewal in other countries
- ❖ Role of higher education institutions (HEIs) in urban renewal and university-propelled urban renewal
- ❖ Culture-based, as well as, culture and arts-based community revitalization.

★ Working Definition



- **URBAN RENEWAL**– A planned, systematic and organized way of re-creating, greening, and re-appropriating urban space with the aim of revitalizing the intellectual, social, cultural, economic, emotional, moral, spiritual and aesthetic faculties of people; strengthen their humane qualities, and enhance their creativity and productivity.
- **CULTURE REVITALIZATION** –The unified, systematic, planned, organized, and collaborative efforts of **CUBE** stakeholders to develop and strengthen a satisfying culture characterized by a mutual desire for a clean , revitalized, organized, school/education-oriented, safe and secure **(CROS3) CUBE** community; that stimulates healthy outlook in life.



@METHODOLOGY

- This is a qualitative research.
 - Ocular community survey
 - Documentary analysis
 - Focus group discussion (FGD)
 - Participant observation and plain observation.

@METHODOLOGY



- In-depth interview employing Filipino indigenous way, *pagtatanong-tanong* (“asking questions”) (Pe-Pua, 1985) and *pakapa-kapa* (searching, groping) (Santiago, 1975)
- Ethnography was utilized in the study of dormitory life and the streets of CUBE.
- Quantitative method (survey) was also used to validate some data drawn from quantitative method



*FINDINGS

CULTURE REVITALIZATION ACTIVITIES OF HEIS' IN THE CUBE

- I. **Institutionalized Curricular Program of Universities** like National Service Training Program (NSTP), Outreach, Sports and Performing Arts
- II. **University-initiated Collaborative Responding Activities** in the Community (Damayan)
- III. **University-initiated Collaborative Helping Activities** in the Community (Bayanihan)

A. HEIs' NSTP and Outreach Programs/Activities



- Gawad Kalinga
- “Adopt -a-Park”
- “Adopt-a-Barangay/Community”
- “Adopt -a-Child care Center”
- Livelihood Education, like:
 - Making of fashion accessories
 - Candy/ Chocolate/Cookies making
 - Candle/detergent/perfume/ soap making
 - Cosmetology and hair culture
 - Meat processing
 - Banana cue stand



A. HEIs' NSTP and Outreach Programs/Activities

- Environmental Protection and Enhancement Education
- Nutrition Education
- Medical-Dental Mission/Counseling
- Community Cleanliness & Beautification
- Solid Waste Segregation Scheme
- Alternative Learning System
- CUBE Area Renewal
- Coastal Cleaning
- “Adopt-a-tree”
- Blood Letting

A. HEIs' NSTP and Outreach Programs/Activities



- Computer Literacy Program
- Poverty Alleviation Program
- Entrepreneurship Seminars
- Functional Literacy
- Free Legal Services
- Feeding Program
- Lectures on Crime Prevention
- Seminars on Hygiene
- “Bantay-Estero” Project
- Barangay Pulis Laban sa Krimen
- Lectures on Awareness on Cyber crime



A. HEIs' NSTP and Outreach Programs/Activities

- Day out with Street Kids
- Small Scale Business/Giving Seed Money
- Distribution of Food and Medical Supplies
- Distribution of Relief Goods
- Gift-giving
- Story-Telling and Puppet Show
- Seminar on Healthy Lifestyle
- Barangay Engineering Works
- Book Donation

A. HEIs' NSTP and Outreach Programs/Activities



- Katarungang *Pambarangay* Short Legal Course
- Seminar Focused on Children's Rights
- Seminar Focused on Women's Rights
- Relocation of informal settlers in coordination with the local government units concerned
- U-Belt Community Renewal



B. Universities' Activities Representing Artistic Self-Expression through Performing Arts and Sports

- Sports Program
- Cultural Presentations
- Theater Groups
- Musical Bands
- Chorale /Singing Groups

II. UNIVERSITY-BASED COLLABORATIVE RESPONDING ACTIVITIES (D A M A Y A N)



- Responding to hold-up and snatching
- Responding to crime
- Responding to fire (fire-fighting)
- Responding to victims of calamities



III. UNIVERSITY-BASED COLLABORATIVE COMMUNITY ACTIVITIES TOWARDS A COMMON GOAL (BAYANIHAN)

- A. Volunteer Community Beautification Activities
- B. Volunteer Fire Brigade Activities
- C. Volunteer Traffic Management Activities
- D. Volunteer Anti-Crime Watch/Prevention Activities
- E. Volunteer Anti-Drug Watch
- F. Volunteer Anti-Pornography Watch
- G. Volunteer Anti-Prostitution
- H. Volunteer Counseling/Caring

III. VOLUNTARY COLLABORATIVE COMMUNITY COMMUNITY ACTIVITIES TOWARDS A COMMON GOAL (BAYANIHAN)



- I. Volunteer Nutrition Counseling
- J. Volunteer Dental Care Counseling
- K. Volunteer Medical Care Counseling
- L. Volunteer Legal Counseling
- M. Volunteer Caring Activities for Women's Rights
- N. Volunteer Caring Activities for Children's Rights
- O. Volunteer caring Activities for Elderly Rights



How Do Stakeholders Respond To HEIs' Cultural Revitalization Activities?

Level of Familiarity of CUBE Stakeholders with the HEIs' Cultural Revitalization Activities



A survey was administered in order to validate some qualitative data:



Program: NSTP, Outreach Programs, Official Cultural Groups & Sports

Stakeholders' Percentage Level of familiarity with HEIs' Culture Revitalization Activities	HEI Cultural Revitalization Activities	Ranking of Stakeholders' Percentage Level of familiarity
78%	Sports Program	Rank 1
77%	NSTP Collaborative Activities	Rank 2
73%	Volunteer Community Outreach Outside NSTP	Rank 3
66%	Cultural Presentations	Rank 4
65%	Chorale/ Singing Groups	Rank 5
64%	Musical Bands	Rank 6
59%	Theater Groups	Rank 7

2. Voluntary Collaborative Response to Needs, Dangers and Calamities (DAMAYAN)



Stakeholders' Percentage Level of familiarity with HEIs' Culture Revitalization Activities	HEI Cultural Revitalization Activities	Ranking of Stakeholders' Percentage Level of familiarity
69%	Responding to victims of Calamities	Rank 1
62%	Responding to Fire (fire-fighting)	Rank 2
54%	Responding to Hold-up	Rank 3.5
54%	Responding to snatching	Rank 3.5



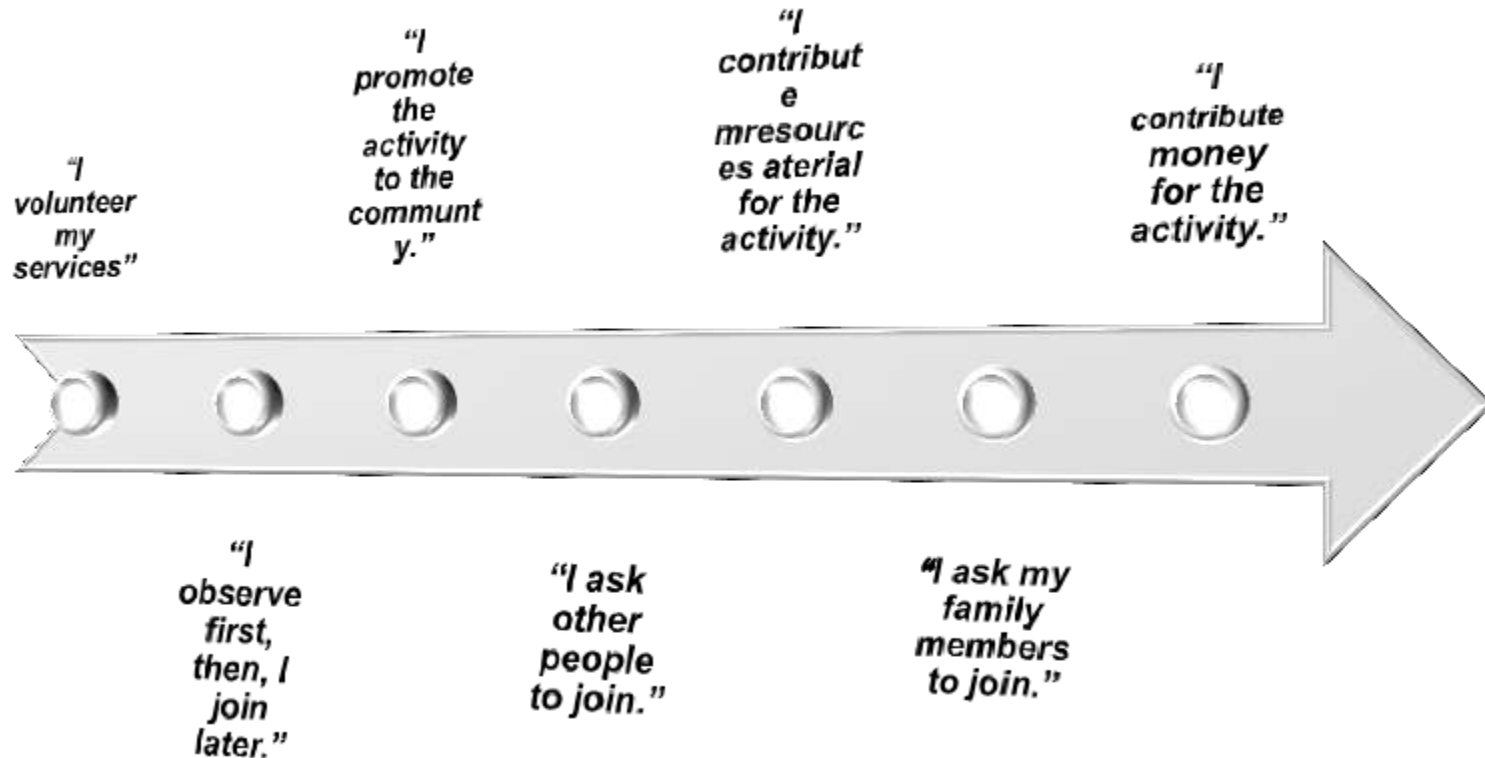
Stakeholders' Favorable Responses that Support HEIs' Culture Revitalization Activities

Stakeholders' Favorable Responses that Support HEIs' Culture Revitalization Activities



Favorable Responses	Percentage of stakeholders who strongly agreed and agreed with the statement	Ranking
"I volunteer my services"	71%	(1)
"I ask my family members to join."	55 %	(6)
"I observe first, then, I join later."	64 %	(2)
"I ask other people to join."	61 %	(4)
"I promote the activity to the community."	62 %	(3)
"I contribute material resources for the activity."	59 %	(5)
"I contribute money for the activity."	47 % Average: 59.85%	(7) Average: 59.85%

Volunteerism process as expressed in the responses:



Unfavorable Responses that Do not Support HEIs' Culture Revitalization Activities



Unfavorable Responses	TOTAL % of stakeholders who strongly disagreed and disagreed with the statement	Total/Rank
“I don’t care about the activity and the people.”	56 %	(1)
“I think it will not last, so I ignore the activity.”	52 %	(3)
“I think it will not benefit me/my family, so I ignore the activity”.	54 % Average: 54%	(2) Average: 54%



III. IN WHAT WAYS DO CULTURAL REVITALIZATION ACTIVITIES SUPPORT URBAN RENEWAL?

CUBE STATUS QUO
(“3 Ds”)

HEIS CULTURE REVITALIZATION ACTIVITIES
(Educational Processes)

CUBE RENEWAL GOAL
(CROS3-CUBE)



Educational Process:
Creation of CROS3-CUBE)

Dirty

NSTP, Outreach: Environmental Protection and Enhancement Education; Community Cleanliness and Beautification Drive; Solid Waste Segregation Scheme; *Bantay-estero* project; Relocation of informal settlers,

C-clean

NSTP, Outreach, adopt-a-park; adopt-a barangay/community; adopt-a-tree, tree planting, livelihood education such as-making of fashion accessories, candle, chocolate, candy, detergent, perfume, soap; Cosmetology; Hair culture, Meat processing, Banana cue stand, Sports, Cultural performances, Nutrition counseling, parenting, medical/dental mission and health counseling; etc.

R-evilitized

Disorderly

NSTP, Outreach, Barangay engineering works like construction of pathways, Painting of fences and dirty walls; *Gawad Kalinga* (construction of habitable and decent homes for the less fortunate), activities that will educate community stakeholders and decrease ignorance and disorder. These are: alternative learning system for out-of-school youth; adopt-a-daycare center, etc.

O-rderly

S-school oriented

Dangerous

Barangay pulis laban sa krimen (barangay police against crime); lectures on awareness on cyber-crimes; seminar on children’s rights and women’s rights; *damayan* activities in response to hold-up, snatching and crime (HEI-barangay foot patrol), natural calamities and fire; volunteer groups against pornography, drugs, prostitution, caring activities for women, children and the elderly, Bayanihan fire brigade

S-afe

S-ecure

CUBE STATUS QUO
("3 Ds")

HEIS CULTURE REVITALIZATION ACTIVITIES
(Educational Processes)
(Elimination of 3Ds)

CUBE RENEWAL GOALS
(CROS3-CUBE)
Creation of CROS3-CUBE)



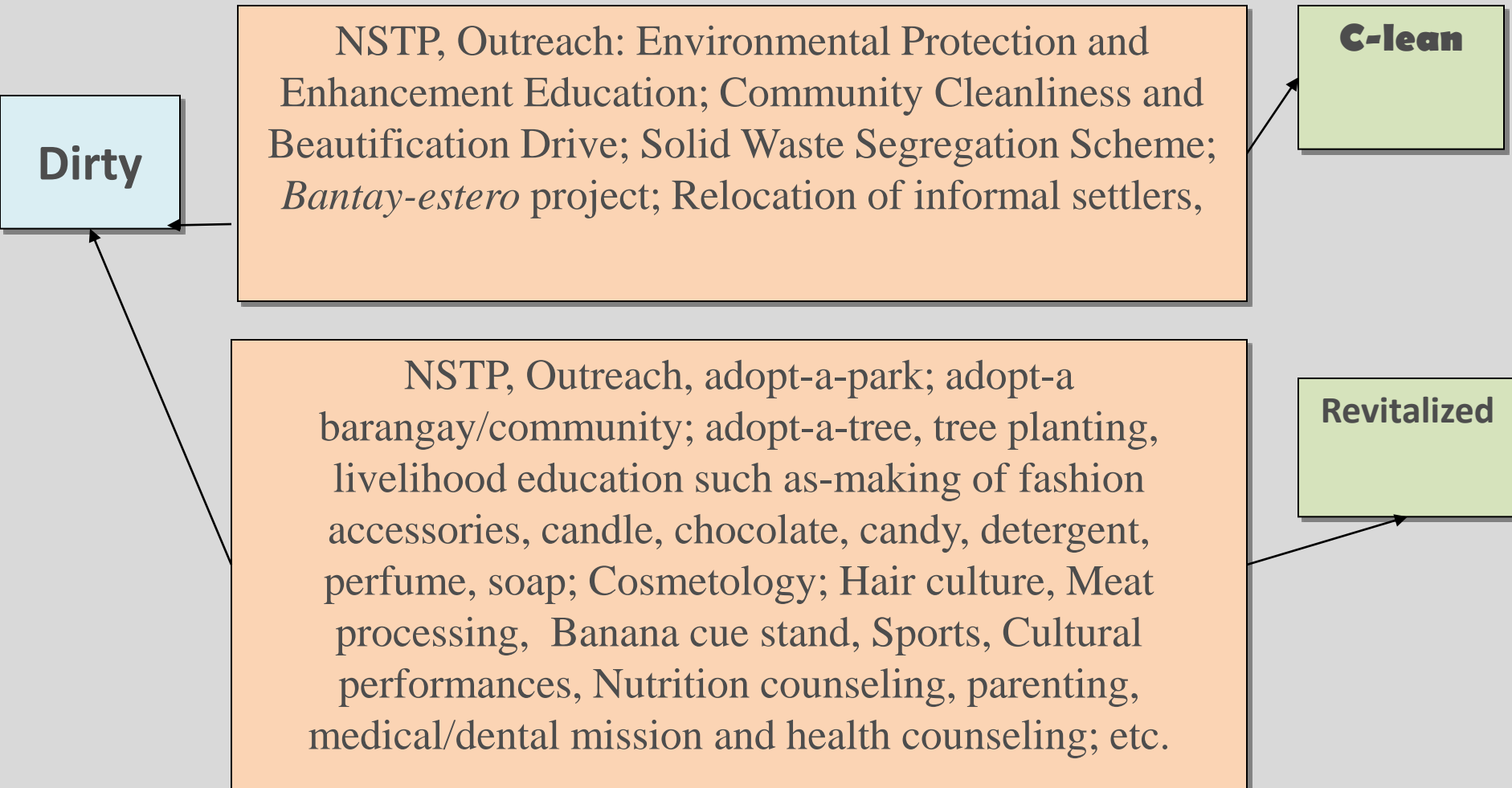
Dirty

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C-lean

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Revitalized



CUBE STATUS QUO
("3 Ds")

HEIS CULTURE REVITALIZATION ACTIVITIES
(Educational Processes)

CUBE RENEWAL GOALS
(CROS3-CUBE)

(Educational
Process:

Elimination of 3Ds)

(Educational Process:
CROS3-CUBE)

Creation of

CROS3-CUBE)

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Disorderly

O-rderly

S-school
oriented

Barangay pulis laban sa krimen (barangay police against crime); lectures on awareness on cyber-crimes; seminar on children's rights and women's rights; *damayan* activities in response to hold-up, snatching and crime (HEI-barangay foot patrol), natural calamities and fire; volunteer groups against pornography, drugs, prostitution, caring activities for women, children and the elderly, Bayanihan fire brigade

Dangerous

S-afe

S-ecure

HEIs' Culture Revitalization as an Educational Process



Educational process employed in eliminating the “3-Ds” be it formal or informal:

1. Providing of information that will guide the activity;
2. Adopting teaching approaches and strategies;
3. Special training sessions
4. Reinforcing learning through exercises



HEIs' Culture Revitalization as an Educational Process

5. “Training-by-doing” approach
6. Demonstration approach
7. Hands-on training,
question-and-answer
approaches;
8. Clarifying and reviewing;
9. testing to verify learning;
and application of learning

CONCLUSION



1. Major Themes:

- 3Ds in the CUBE
- CUBE Stakeholders' Familiarity with HEIs' Culture Revitalization Activities
- Response of CUBE Stakeholders to HEIs' Culture Revitalization Activities
- The CROS3-CUBE Movement
- Variation of Roles and Mutual Support among Stakeholders
- Education Process



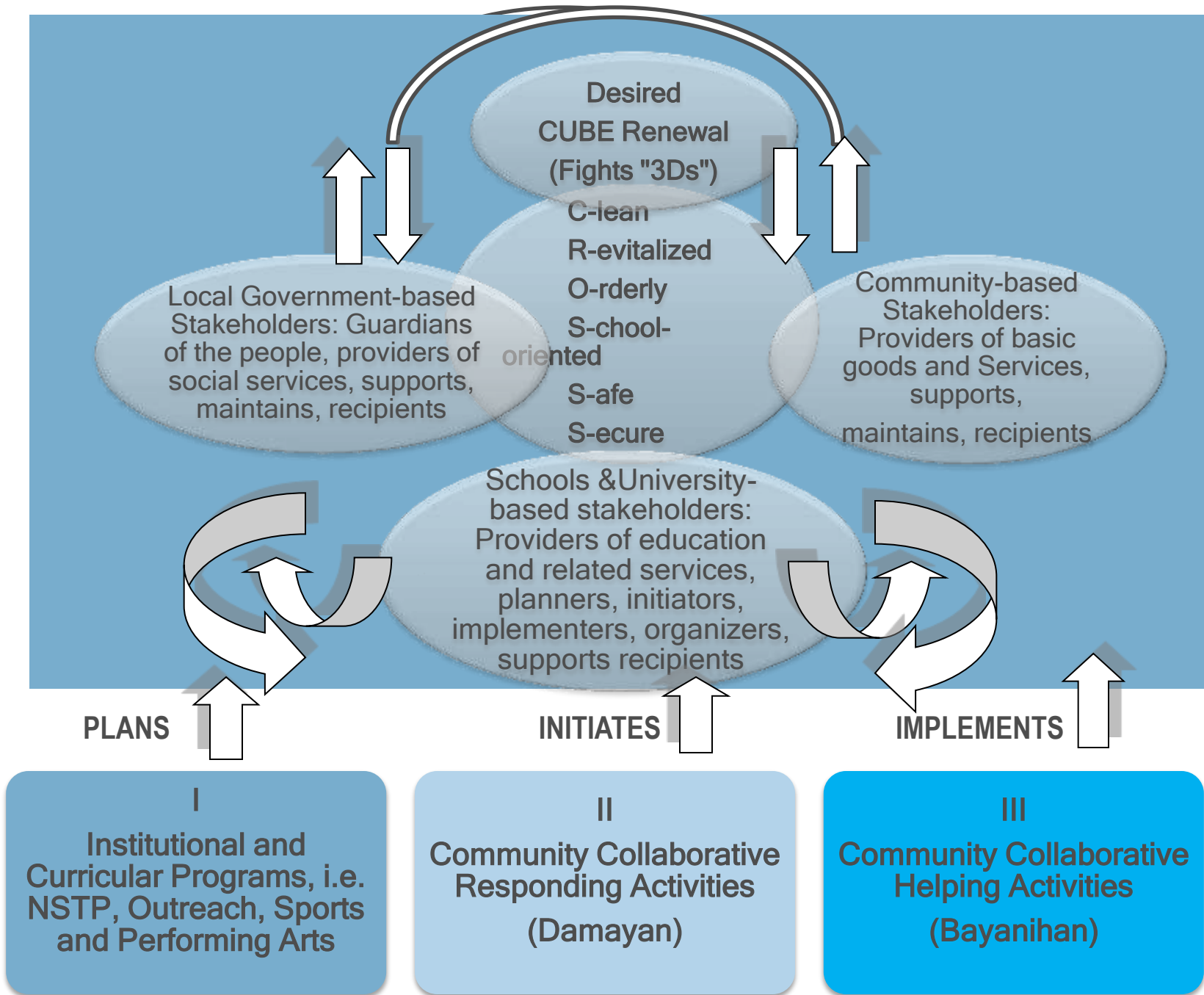
CONCLUSION

2. Models generated from the study

a. Urban Renewal Support System (CUBE-URSS)

b. CROS3-CUBE Movement Model.

c. CUBE-URSS support model shows HEIs as initiators of CUBE renewal activities in collaboration with local government and community stakeholders.



THE GAPS



Like other endeavors, there had been gaps in the implementation of HEIs activities, (that when properly filled in, could serve as a strong foundation for CUBE renewal support system)

1. Lacks strong and aggressive campaign and advocacy for a renewed CUBE
2. Lacks strong and aggressive campaign against crime and abuse



THE GAPS

2. Lacks of coordination and collaboration among HEIs; they have different goals;
3. No unified goals-NSTP and outreach activities are being done mostly in other places rather places than in the CUBE
4. Wanting in a unified effort in **lobbying for the legislation** of a CUBE Renewal program
5. Absence of planning for CUBE renewal in a wider and sustainable scale.



Recommendations: Filling in the gaps

To fill in these gaps, HEIs could collaborate, coordinate and put their axes together to form a unified revitalization effort in a larger scale. These can be done in partnership with the community and local government.

Recommendations: Filling in the gaps



1. Unified Advocacy for legislation of CUBE renewal program
2. Aggressive campaign should be instituted against crime, abuse and instruments of moral decay.
3. HEIs outreach, NSTP, sports, cultural programs and students' organizations should work together with community and local government
4. They should work together in a larger scale for (CROS3) CUBE.



To articulate the recommendation, a CROS3 Movement should be installed

CUBE Core Group

(Existing) Thru a MOA Signed by Presidents of UE, FEU, PSBA, Manila Mayor, Mla 4th District Congresswoman, PRC Chair, EVP La Proteccion de la Infancia, President, Nihongo Center Foundation, Inc.

CROS3-CUBE Movement

(Coordinators: HEIs Outreach and NSTP)
Administration, Planning, Research & Marketing, Finance, Business Operations, Quality/Monitoring, Legislation & Legal Affairs.

Local Government-based Stakeholders

HEIs & Schools Stakeholders

Community Stakeholders

CLEAN

Urban Planning & Infrastructure

1. A Certified Urban & Land use planner
2. Experts from Fine Arts, Architecture and Engineering
3. Environment and Ecology expert
4. A Tourism practitioner
5. Outreach and NSTP Directors

REGENERATED

Culture Revitalization

1. Culture and Arts professional & HEIs Performing Arts Groups
2. Sports science and Human Kinetics professional
3. Livelihood and Entrepreneurship expert
4. Creative Economy expert
5. Social and Policy planner

ORDERLY

Transportation and Public Works

1. Transportation Planning experts
2. Urban Planning expert,
3. Real Estate and Land use expert
4. Public Works and Engineering practitioner
5. Information Technology Expert

SAFE

Rights, Health & Sanitation

1. Advocates for Women, Children and the Elderly
2. Health professionals
3. Sanitary and Safety Engineers
4. Nutrition Education practitioners
5. Information Technology Experts

SECURE

Peace & Order

1. Criminology experts;
2. Legal Professionals,
3. Social Works practitioners;
4. Information Technology Experts
5. Police, MMDA, Barangay Tanod

SCHOLARLY

Promotion of Education & Quest for Learning

1. Education Practitioners
2. Alternative learning system (ALS) practitioner
2. Library Science practitioners,
3. Outreach and NSTP Directors of schools
4. Practicum students
5. Bookstore Owners

CUBE Core Group

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Administration, Planning, Research & Marketing, Finance, Business Operations, Quality/Monitoring, Legislation & Legal Affairs.

Local Government-based Stakeholders

HEIs & Schools Stakeholders

Community Stakeholders

CLEAN

Urban Planning & Infrastructure

- 6. Practicum Students
- 7. NSTP Students
- 8. Student leaders of schools

Note: The above committee is composed of representatives from HEIs, Local Government and Community

REGENERATED

Culture Revitalization

- 6. BPO expert
- 7. Outreach and NSTP Directors
- 8. Practicum Students
- 9. NSTP Students
- 10. Student leaders of schools.

Note: The above committee is composed of representatives from HEIs, Local Government and Community

ORDERLY

Transportation and Public Works

- 6. Outreach and NSTP directors of schools
- 7. Student leaders of schools.
- 8. Practicum Students
- 9. NSTP Students

Note: The above committee is composed of representatives from HEIs, Local Government and Community

SAFE

Rights, Health & Sanitation

- 6. Psychologists, Guidance Counselors,
- 7. Outreach and NSTP directors
- 8. Police, MMDA, Barangay Tanod
- 9. Practicum students
- 10. NSTP Students

Note: The above committee is composed of representatives from HEIs, Local Government and Community

SECURE

Peace & Order

- 6. Outreach and NSTP directors
- 7. Practicum Students
- 8. NSTP Students
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SCHOLARLY

Promotion of Education & Quest for Learning

- 6. NSTP Students
- 7. Student leaders of schools.

Note: The above committee is composed of representatives from HEIs, Local Government and Community

Key word:

“WORKING
TOGETHER”

THANK YOU!

