Engaged Universities Through Community-Based Research: Making Universities a Better Place for Meaningful Community Engagement

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Bicol Regional Seminar, Bicol University Legaspi City Dec 10, 2014
OUTLINE:

• Context & Challenges: Higher Education Institutions (HEIs) as “New” Development Agents
• Issues: Misfit, Mistrust and Mistrust in University-Community-Government Partnerships?
• Why University-Government-Community Engagement?
• Three Case Examples of University-Community-Government Partnerships, Community-Based Research & Policy Engagement
• Enabling and Constraining Factors
• Five Strategic Areas
Learning Objectives:

• Discuss the rationale behind effective, efficient and reinvigorated University-Government-Community Engagement

• Apply knowledge and skills learned in developing your own College or University’s Agenda for Community-Based Research & Policy Engagement

• Examine some Enabling and Constraining Factors for such Engagement

• Consider and address Five Strategic Areas for University-Government-Community Engagement

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What is Happiness? What Makes Us Happy?

Why Would Perfectly Healthy and Sane People Risk their Own Lives and Liberty to Fight for the Human Rights of Others, Including Strangers?
What is Happiness? What Makes Us Happy?

Maslow’s Hierarchy of Needs, Towards a Psychology of Being

Recent Research on Happiness

- External
  - Money
  - Image
  - Status

- Internal
  - Personal Growth
  - Relationships
  - Helping Others, Compassion

Self-Actualization

Basic Survival
What is Happiness? What Makes Us Happy?

Maslow’s Hierarchy of Needs, Towards a Psychology of Being

Self-Actualization

Basic Survival

Recent Research on Happiness

External
- Money
- Image
- Status

Internal
- Personal Growth
- Relationships
- Helping Others, Compassion
Context & Challenges

• 100 million Filipinos – 10% work and live overseas- Filipino talent is ubiquitous globally.
• Projected high economic growth rate requires a continuous supply of competent Filipino workers - need for continuing professional education, training and development (P E T&D)
• K-12 – restructuring of Undergraduate and Graduate Programs in Colleges and Universities
• Making HEI Research Contribute to Addressing Poverty and Development Concerns
Universities as “New” Development Agents

• Why are we still grappling with the question of how universities can become more socially responsive and relevant?

• 1970s: Adult Education – Paulo Freire’s Pedagogy of the Oppressed

• 1980s: Participatory Action Research/Participatory Development Work

• 1990s: Capacity Development
Transience and Acceleration

• Increasing complexity
• Integration of national borders
• Fast-paced invention and consumption of new technologies
• Children and youth are more adaptive than adults in learning and using new information communication technologies
• Skills and knowledge we teach our students this year will be outdated 5-10 years from now
The Elements of Thought

- **Point of View**: frame of reference, perspective, orientation
- **Purpose**: goal, objective
- **Question at issue**: problem, issue
- **Information**: data, facts, observations, experiences
- **Interpretation and inference**: conclusions, solutions
- **Concepts**: theories, definitions, axioms, laws, principles, models
- **Assumptions**: presupposition, taking for granted
- **Implications and Consequences**: 

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**Used With Sensitivity to Universal Intellectual Standards**

Clarity → Accuracy → Depth → Breadth → Significance
Precision
Relevance
“[H]igher education institutions are seen as part of the problem of educational and power monopolies that Action Research (AR) is supposed to confront.

“In others, higher education is criticized for embodying the passivity of the separation between thought and action and the disconnection between schooling and society.

“But, aside from…general critiques of higher education… there is very little AR work that examines universities at close range or that works with the question of how practically to transform them into institutions that promote democracy in a broad sense of the term.”
ISSUES/ QUESTIONS

• To what extent do Universities’ theoretical and analytical examination of participatory development get translated into actual capacity building efforts to contribute to wider social change?

• What communities, and whose communities, are being served by University capacity building and development programs?

• How do these communities perceive Universities’ involvement and interventions in development?

• Are Universities good (read effective) capacity-building institutions?

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Why Misfit, Mistrust, Mismatch in University-Community-Government Partnerships?

A Personal Journey in University-Community Partnerships for Community-Based Research

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TOT: Training on the Formulation of the Local Climate Change Action Plan (LCCAP)
3-6 December 2012
LGATC, College, Laguna
DILG Response: CCA-DRRM Intervention Framework

Assessment

Adaptive & disaster resilient LGUs

LCCAP Formulation

Capacity Enhancement

Enabling Access to Financing
Why Misfit, Mistrust and Mismatch?

- **MISFIT**: mutual misunderstanding of universities’ and governments’ missions, mandates and capacities
- **MISTRUST**: mutual association with perverse elements of our political culture and political economy
- **MISMATCH**: resource supply, demands and needs; rewards and incentives are not available or do not match motivation levels

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Why Misfit, Mistrust and Mismatch?

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From Ego to Nego (Negotiations)
From Mistrust to Mutual Understanding:

Integrating Teaching, Research and Service Learning in Government-Community-University Engagements & Partnerships

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Three Case Examples of University-Community-Government Partnerships, Community-Based Research & Policy Engagement

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Localized Poverty Reduction in Vietnam (LPRV)
Building Capacity for Policy Assessment and Project Planning

Participants

Canada
- Centre for Human Settlements, University of British Columbia (lead)
- Département de Géographie, Université Laval (partner)

Associate Institutions
- WUSC
- IDRC

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LPRV Program Objectives

Formation of a self-sustaining Centre for Poverty Reduction (CPR) at each Vietnamese partner institution linked to other Centres;

Reduction of poverty in representative communes through “Learn-by-Doing” policy assessment and planning projects related to livelihood protection, income generation, and service accessibility;

Production of knowledge about effective participatory methods, and dissemination of this knowledge to other communes, government agencies, NGOs, and educational institutions.
Getting to “D”: unifying concept that emerged from Years 1 - 3

Commune(ity)
- Public's perceived needs / priorities

Academy (universities)
- Faculty / student analysis of conditions and needs

Government
- Resources
- Feasibilities
- Policy

A

B

C

D
How we get to “D” in community work in LPRV

Community profiling

Project planning

Project implementation

Evaluation and reporting (lessons learned)

Uptake

policy

curricula

more
projects
Ladder of Participation

Citizen Control
Delegate Power
Partnership
Tokenism
Informing
Therapy
Manipulation

MORE

Citizen Participation

Co-learning
Service Learning
Expert Advice
Charity
Ivory Tower

LESS

Ladder of Citizen - Government Participation

University - Community Learning Models

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Adin and Chadwick, 2000
Traditional Relationships

- Research
- Training
- Gov’t Policy

- Extractive
- Directive
- $ / Charity

Common feature is poor feedback to system
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LPRV mechanism:
• engages all actors in common problem as equals
• educational benefits for all
• empowers all actors to play new roles, collaboration
• more effective
• more efficient

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LPRV Overview

Universities → Poverty Reduction
LPRV Overview

Government, Mass Organizations

Network ↔ Universities

Foreign Universities, NGOs

Poverty Reduction

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LPRV Overview

Government, Mass Organizations

Network ↔ Universities

Foreign Universities, NGOs

Participatory Policy Assessment → Pro-poor Policies

Participatory Project Planning → Local Action

Poverty Reduction

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LPRV Overview

Government, Mass Organizations

- Participatory Policy Assessment
- Pro-poor Policies

Network ↔ Universities

- Research on effective methods, on poverty causes and solutions, through learning-by-doing, participatory action-research
- Teaching lessons learned in class, workshops, trainings, communities, etc., through projects, manuals, publications

Foreign Universities, NGOs

- Participatory Project Planning
- Local Action

Poverty Reduction

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LPRV Overview

Government, Mass Organizations

- Participatory Policy Assessment
- Pro-poor Policies

Network → Universities

Lessons being learned and taught

Methods: people know; gender affects participation; ethnic minorities need special attention; government - community - university links work

Poverty Reduction

Foreign Universities, NGOs

- Participatory Project Planning
- Local Action

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Summary - LPRV Approach

Nature
- Participatory, inclusive, collaborative
- dialogic, altering perspectives and actions
- systems orientation
- project AND policy oriented
- reflective, iterative, learning for all partners

Effectiveness
- short term - focusing on the individual and the collective, building planning and action capacity
- long term -
  - a) building community capacity for self-help and mutual aid
  - b) strengthening government poverty reduction at local, provincial and national levels
  - c) enhancing potential of universities to continue approach through: 1) CPRs 2) Network
  - d) institutional approach, reinvigorating planning

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Case study of PhuDa Commune (Hue CPR project site)

Tam Giang Lagoon System

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Project and capacity-building findings - Phu Da


Medical response experts intervene to identify and treat in villages (bike trips).

Doctors and students as outside experts healing dependent population.

Collect blood & stool samples; identify disease & dispense medicine. Educate public about cause of illness. Repeat.


PROBLEM DEFINED AS

ACTION MODEL

MAIN ACTORS

ACTION TO BE TAKEN

OUTCOME OF ACTION

PROPOSAL DEV. before 1999

START-UP Year 1

FLOOD (Nov. 99)

YEARS 2-3 Project Planning

YEARS 3-4 Project Action

YEAR 5 Project Expansion

LPRV PHASES

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Project and capacity-building findings - Phu Da

Problems Defined As

Poor soil & food, low income, little capital, hygiene, animal stock.

"Getting to D" approach. Each side listens, learns & gives in planning process.

Main Actors

Local people, govt. officials, & faculty/students.

Action to Be Taken

Series of 4 public meetings to set out public ideas; their feedback lead to expanded project concept & elements.

Fully planned project reflects local input; roles for all clear; adds local strengths; gov't and pros contribute.
### Project and capacity-building findings - Phu Da

**How to expand & multiply the effects?**
- People helping themselves & others in Phu Da.
- Govt & academics as part of team to expand model.
- People active; spread skills in new groups; Add NGO skills, policy support, other expertise

**How to build on success?**
- Measure benefits. Document process. Expand to more HHs.
- Add CED strategies. Train district & provincial officials in tools/process. Feed to national.

**Institutionalization of community-based action research.** Replication of “successes” in other communes.
Getting to “D”: unifying concept that emerged from Years 1 - 3

Commune(ity)

Public's perceived needs / priorities

Faculty / student analysis of conditions and needs

D

- Resources
- Feasibilities
- Policy

Government

Academy (universities)
QUESTIONS:

• Can you see the reinvention of your College’s or University’s Community Outreach / Extension/ Engagement Office and its moving towards “Getting to D” modality?

• What possibilities and constraints do you see in this new approach?
CASE STUDY 2: BRAZIL
Community-Based Watershed Management in Santo Andre, Brazil
New Public Consortia for Metropolitan Governance in Brazil
Poverty and Environmental Degradation
Poverty and uncontrolled growth
Poverty and unemployment
Urbanization Challenges Affecting Urban Regions & River Management

- Endemic Poverty
- Lack of Jobs
- Urban Violence
- Lack of Infrastructure
- Degraded Environment
- Inadequate/Inefficient Transportation
- Public Health Issues
- Lack of Growth Management
- Absence of Regional Perspective
Good News in BRAZIL!

LAW 11.107/05 on Public Consortia Enacted!

Main Points:

• Regional cooperation officially recognized and supported
• Optimization of resources for a whole region
• Great potential for shared resources management
• Increased opportunity to find regional solutions for common issues
• Increased ability to obtain resources for various sources
• Increased political leverage at state and federal level
Brazilian and Canadian government agencies and universities collaborated on how **public consortia** can be formed “horizontally” (e.g., among municipalities) or “vertically” (e.g., municipalities with state and/or federal administrations).

**Public consortia** are institutional frameworks and bodies that result in cooperation between two or more public-sector bodies and/or levels of government.
Concepts, Knowledge & Skills: Where Academics Can Make a Difference

Example of Capacity-Building Courses at UBC-UN Habitat Exchange

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ENDS and MEANS

Social Inclusion
(poverty reduction, gender equality, participation)

↑

Collaborative Governance
(inter-jurisdictional and participatory)

↑

Capacity Building
(concepts, knowledge, skills)
CONCEPTS

• Organizational Complexity
  Centralization vs. Decentralization:
  Tragedy of the Commons (G. Hardin 1968)

• Social Learning
  Adaptive management
  Action-research
KNOWLEDGE

• Legal opportunities
e.g., Brazil’s Public Consortia law, 2005

• Stakeholders’ powers and influence

• Planning and management dynamics
SKILLS

How to design, lead, and participate in:

• Participatory, and effective, planning processes

• Dispute resolution processes
UBC UN-HABITAT EXCHANGE

Web-based focal point for sharing and generating knowledge to create socially inclusive, sustainable, human settlements.

“Turning Ideas into Action”
Habitat Exchange
International Capacity-Building Program

Builds on UBC linkages with institutions in East Asia and Latin America to further academic engagement with participatory development and collaborative governance.
Habitat Exchange
International Capacity-Building Program

• 2010: Designing innovative courses

• 2011: Piloting courses

• 2012: Reporting to WUF6

(6th Session of World Urban Forum, Bahrain)
QUESTIONS

• What **opportunities** similar to the New Public Consortia Law in Brazil do we have in the Philippines or in Bicol region that Universities and Colleges can use for improved engagement with communities, civil society organizations, and governments at various scales (local, regional, national)?

• How can Universities and Colleges take advantage of these opportunities?
Case Three: UBC-SCARP Planning Studio Course in the Philippines
Research & Community Service Learning

“"A form of experiential learning that integrates service in the community with academic courses and/or extra-curricular programs."” — Canadian Association for Community Service Learning

Win-Win-Win

Benefits for Students, Faculty & Community
CSL Benefits 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
CSL Benefits 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
CSL Benefits For Community:

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

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Community Engagement Through Service Learning

Example:
UBC-SCARP’s Philippine Planning Studio Course

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2007 First Philippine Planning Studio Course

Welcome Dr. Nora Angeles & Visiting UBC Graduate Students
School of Community & Reg'l Planning, University of British Columbia, Vancouver, Canada
May 16-June 1, 2007

From Naga City Gov't & Ateneo de Naga University
Promoting Quality Universal Public Education Through Democratic and Strategic Planning in Naga City

Leonora Angeles, Claudia Blalostózky, Alejandra Lopez

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Forward Thinking: A Study in Transportation, Land Use and Urban Design in Naga City

Jeff Deby
Holly Foxcroft
R.J. McCulloch
Cathy Pasion
Sustaining the Kaantabay sa Kauswagan Program in Naga City: Strengths, Challenges and Recommendations

Allison Jones & Lang Lang
UBC School of Community and Regional Planning
Naga Planning Studio Course
June 7, 2007
Report on Youth Development For Naga City Philippines

Paola Cassaigne
Daniel Gerson
Megan Fox
Charlotte Humphries
Diana Leung

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Urban Agriculture in Naga City

“Growing Food, Growing Partnerships, Growing Naga”

Kathryn Hill
Kaitlin Kazmierowski
Dee Dee Quinnelly

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Sustainable Social and Economic Development Ideas
For Business Investment, Revitalization and Tourism Promotion in Naga City

Naga Studio Planning Course May 2007
Jeffery Chase, Celene Fung, Brady Martin and Marian Thomas

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Towards Planning a Comprehensive Development Plan for Plaridel, Bulacan: Plaridel Studio Course 2008
The Philippine Summer Studio 2013 is a hands-on, interactive community-based service learning experience designed for graduate and upper-level undergraduate students. This is the fourth summer studio course being offered by Dr. Leonora Angeles from the School of Community and Regional Planning (SCARP), UBC. It is focused on the practices and challenges of formulating climate-change and climate-risk adaptation strategies for the Angat River Basin, an urbanizing watershed and river basin located in Bulacan Province.

The overall objectives of this 4-week studio course are twofold. It hopes to build relevant research that could facilitate discussions to address disaster risk and climate issues and challenges in the Bulacan Regional Seminar and Development in the Philippines.
BUSTOS

THRVING

VIBRANT

CLIMATE SMART

Prepared by:

Melanie Harding, Daniel Iwama, and Sarah Thomas
University of British Columbia

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PLARIDEL
IMAGINING A SUSTAINABLE & RESILIENT FUTURE

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Towards A Local Climate Change Action Plan...

Presented by
Krystie Babalos, Christa Brown & Lavino (Wei-Chung) Chen
07/25/2013
TOWARDS DEVELOPING MORE EFFECTIVE CLIMATE CHANGE
ADAPTATION PLANS IN BULACAN PROVINCE

An International Conference of Government, Community
and University Stakeholders

July 20, 2014 | Saturday | 8:00 a.m.-4:30 p.m.
Bulacan Capitol Convention
“Nakikisayaw Sa Panahon”
“Dancing with the Weather”

Paghahanda sa Pagbabago-bago ng Klima sa Calumpit
Preparing for Climate Change in Calumpit

Carolina Camargo
Kathryn Lennon
Sameer Shah

University of British Columbia

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Towards a Local Climate Change Action Plan

Municipality of Hagonoy, Bulacan, Philippines

Paghahanda sa Paghabagong Klima

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City of Malolos
Towards a Local Climate Change Action Plan

Prepared for:
City Government of Malolos

Prepared by:
Zoë Greig, Leanna Leib-Milburn, Victor D. Ngo, and Meika S. Taylor
The University of British Columbia, School of Community and Regional Planning

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UNIVERSITIES

Bulacan State University

De La Salle University

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Leonora C. Angeles
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Enabling Factors and Constraining Conditions Shaping Universities’ Involvement in Participatory Capacity Development Work

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Enabling Factors and Constraining Conditions

ENABLING

• Universities are envisioned as sites of democratic debate and deliberation

CONSTRAINING

• Internal: Universities are struggling to create internal spaces for participatory decision making, especially on budgetary and governance issues.

External: Governments and private sector rarely pressure universities to democratize its own governance.
Enabling Factors and Constraining Conditions

**ENABLING**

- Universities’ track record of successful partnerships with local communities, governments and civil society, some of which have demonstrated effective outcomes and positive impacts.

**CONSTRAINING**

**Internal:**

- No administrative leaders and offices to deal with sustained programmatic engagement.
- Weak structures of incentives and rewards to support faculty involvement.

**External:**

- Misconceptions of universities’ mandates, missions and priorities.
- Project orientation diminish sustainability.

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Enabling Factors and Constraining Conditions

**ENABLING**

- Universities’ increasingly interest in contributing to public policy and engagement processes, seen as an important social role.

**CONSTRAINING**

- **Internal:** Driven by income generation motive and tendency not to pursue programs and projects that do not have immediate monetary incentives.

- **External:** Unsustainable levels and sources of funding for universities pressure them to look for new sources of revenue.
Enabling Factors and Constraining Conditions

**ENABLING**

• Centers of community engagement, service learning and exchange programs in local and international contexts.

• Opportunities for partnerships and service learning are expanding, partly owning to student and faculty initiatives.

**CONSTRAINING**

**Internal:**

• Community engagement often not seen as part of core curricular offering, but optional electives or extra-curricular - small budgets and temporary staff support.

• Students not seen as equal initiators and active participants.

**External:** Weak and often fraught with conflicts tied to power relations.

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Five Strategic Areas for Institutionalizing Meaningful Community-Government Service Learning & Engagement Programs in Universities

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• Enable interested faculty and students identify and select appropriate partners for effective collaboration

• Funding from international and bilateral development agencies and national/local government ministries or departments may be tapped

• Universities need to devote some of their own financial resources to Community Engagement and Service Learning Programs, if these are going to be among their strategic objectives.
2. Create Collaborative and Creative Partnerships at Multiple Scales and Sites

- Support the replication and sustainability of “Best Practices” and “Best-Fit” Practices
- Faculty members can help improve partnerships, evaluation processes and learning/feedback mechanisms at the micro-project and meso-institutional levels
- Universities and their networking organisations, including professional accreditation bodies (PRC) and professional associations, can develop broader networks, strategic partnerships and programs at grander scales.
3. Address Capacity-Building Needs.

• Build students’ capacities so that they become more of assets and less of liabilities to host agencies and communities

• Create opportunities for trust-building and team-building among Engagement Program participants and partners

• Allow for more flexible timelines dictated by local hosts, conditions and constraints

• Include provisions for local hosts’ training and capacity-building
Whose Capacities? What Capacities?

- University academics
- University students
- Government officials
- Community residents

- To do community-based action research linked to addressing local poverty-related problems using participatory methods
- To engage local government and community members in participatory planning, governance and policy assessment
4. Support Local Champions of Community Engagement & Service Learning

- Institutional champions need administrative, student and staff support.
- Address common perceptions among faculty members about Community Engagement, which only echo dominant university cultures and expectations.
- Universities must create an enabling institutional environment for faculty members interested in Community Engagement work and get recognised and rewarded for their efforts.
5. Leverage by Focusing on the Scholarship of Teaching and Learning of Service Learning and Community Engagement

- **Connect** Community Engagement work to research, teaching, and publications in peer-reviewed journals and outlets held in esteem by academia.
- Contribute to the scholarship of teaching and learning (SoTL)
- **Producing and disseminate pedagogical research** about Service Learning & Community Engagement in peer reviewed contexts, journal publications, conferences and other practices.

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Thank you for listening. Comments and Questions?

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