



Conrado
Benitez
Institute for
Sustainability



60
years

building
sustainable
communities



Rural Reconstruction and Education for Sustainable Development

Isagani R. Serrano
PRRM President

The sustainability of life on this planet stands at a defining moment in history. So it's said in the Agenda 21, the global plan of action cobbled together by world leaders at the Rio Earth Summit in 1992, formally known as the United Nations Conference on Environment and Development (UNCED).

Development, as usual, has not only failed to reduce global poverty and various forms of inequality between and within nations, between men and women, between present and future generations but has even destroyed, hopefully not beyond redemption, the natural support system of development itself. The so-called 'silent emergencies' of poverty, hunger and disease and the 'loud emergencies' of climate change and the 'hole in the sky', or ozone depletion, have now converged and continue to feed into each other creating a scenario of global systemic shutdowns.

Reversing this course means nothing short of revolutionary changes that must happen in our personal and social life, in all spheres at all levels. But these changes will be impossible without radically changing the way we educate ourselves and others in pursuit of happiness. Education-as-usual won't do as it is itself part of the problem.

Education for Sustainability

Education for Sustainability (EFS) was coined by the UNCED to mean the kind of education that is “so critical for promoting sustainable development and improving the capacity of people to address environment and development issues”. Because sustainability itself is a highly contested subject, a key function of EFS is to help people reflect and act on the differing meanings, and so realize alternative futures in more informed and democratic ways.

Education for sustainability should help us build sustainable communities. A sustainable community is a community where all its members would have imbued the responsibility to seek harmony with one another and with nature. In such a community social illiteracy is eradicated and people are able to ‘read and write’ their society with full understanding of their rights and obligations. This community is self-governing and is not dependent for its functioning on any power from above or from the outside. It is self-sufficient, relying basically on local resources and local capacities for meeting its basic and not-so-basic needs and higher aspirations. Its biophysical environment or habitat is its own life source and sink for its own waste.

Visioning such a future is a learning process that reveals certain assumptions about how we view life, what we know and understand, what we value most. It motivates us to aspire for something that may not be realizable in our lifetime but nonetheless gives us an orientation as to what we want and are able to do.

Learners who critically understand sustainable development and can flexibly demonstrate it on a scale they can realistically control will be able to adjust and navigate their way through rapidly changing situations. They should be able to appropriate received truths and new knowledge generated by others. They can, as they must, carve their own spaces and create their own stories. But first of all, the learning process must help re-establish learner sovereignty. That is, the learner has to have control over what to learn, how to learn and what value to put in learning.

“The future is not some place we are going to, but one we are creating; the paths to it are not found but made; and the making of those pathways changes both the maker and the destination.”

Australian
Commission
for the Future



PRRM as RR embodied

PRRM envisions a society of equity and sustainability. The future is one where ignorance, poverty, disease and powerlessness shall have been eradicated and development takes place within the environment's carrying capacity."

(PRRM 1992a)

PRRM wants to see each village become a sustainable community.

"A day will come when these towns and villages will become healthier, safer, more equitable, and more sustainable. These towns and villages will become model communities of sharing and caring, of equal opportunity, of healthy living."

(PRRM Habitat Program Document 1995a)

PRRM's sustainable development experiences are centered in the rural communities, and provide the context for the courses offered by CBIS. Why, you might ask, why rural when half the world would be living in cities in less than a generation from now? Rural won't disappear with urbanization and rural will have its positive place despite and because of modernization. Cities cannot be sustained without the rural. As we recognize what's positive in cities—like density of interaction and services, optimal use of space, technology—we likewise see the positive in rural—*bayanihan* (voluntary cooperation) and community spirit, culture of conservation, caring for nature. We intend to recover and sustain what's good in the rural. PRRM gives primacy to generating mass movements from below, believing that this is where and how real changes in people's lives can and should first happen.

The crucial task before us now is not so much to try to make the actual changes in society as to build a critical mass of people who would come to understand the unsustainability of the present order, why and what to replace it with and how worth living is the alternative being built.

Basic strategy

PRRM has set a mission of enabling local communities for self-governance, management of habitat and influencing public policy initially through the four-fold approach (education, livelihood, health, and self-government) that became the five-fold approach with the addition of community-based natural resource management (CB-NRM). Its basic strategy combines demonstration of sustainable models of development at the local level; and advocacy for policy reforms from the local to the national and global levels (PRRM 1986). The demonstration part is primary and aims to prove that a model can work at a local but critical human scale. The policy advocacy aspect supports and helps broaden the space for reclaiming sovereignty by the local community in shaping its own development. The two complement and reinforce each other. The five-fold approach indicates a holistic

rather than fragmented approach to learning. Any education program must find synergy with other programs towards building the civic community.

Mass education tradition

PRRM builds on a long legacy of mass education that traces back to the first world war. The concept of mass education began as a simple response to a human condition. At the warfront in Europe Dr. Yen, then working as a volunteer, had his first encounter with Chinese ‘coolies’ who were sent there *en masse* to dig trenches for the allied forces. The ‘coolies’ could not communicate back home because they were illiterate. Dr. Yen offered to help and ran a literacy campaign.

Two lessons stood out for Dr. Yen. First, no one is poor enough to learn if one’s potential is released. The poor are not stupid, they just lack opportunities. Second, not relief but release, where the educator is more an enabler than a giver of knowledge and capacities.

PRRM was founded in 1952 by a small group of prominent educators, journalists, politicians, industrialists and bankers led by Dean Conrado Benitez of the University of the Philippines (also co-founder of the first women’s university in Asia). Its original mission was to build a civic movement committed to the promotion of grassroot democracy and the emancipation of the Filipino peasant.

Its prime mover was Dr. Yen, born to a Chinese family of scholars, educated at Yale and one of ten awardees of the Copernicus Citation for outstanding “modern revolutionaries” because of his pioneering ideas and work in rural reconstruction.



**Conrado F.
Benitez**
(1889-1971)



RR Credo

A profound faith in people's capacity is a running theme in Dr. Yen's teachings. This is captured in its most concise form in the *Credo of Rural Reconstruction*:



*Go to the people
Live among them
Learn from them
Plan with them
Start with what they know
Build on what they have
Teach by showing, learn by doing
Not a showcase but a pattern
Not odds and ends but a system
Not to conform but to transform
Not relief but release.*

The **Conrado Benitez Institute for Sustainability (CBIS)** continues in this tradition and offers a variety of courses that embody the five-fold approach to sustainable development that are delivered in a highly participatory manner.

What is CBIS?

“PRRM is right on target to focus on education for sustainability.... We have yet to learn our way out of our unsustainable condition....”

PRRM Chair Emeritus
Helena Benitez

a **SYSTEM** of
learning
developing
promoting



sustainable development
theories, technologies
and practices

BUILDS ON
the wealth of learnings
experiences
“community gardens” of PRRM

DISTINCT in its integration of:

- a critical school challenging the mainstream
- action-based learning linked to local rural movements
- advocacy for the legitimacy of alternative/non-traditional education

FOUNDED on the principles of:

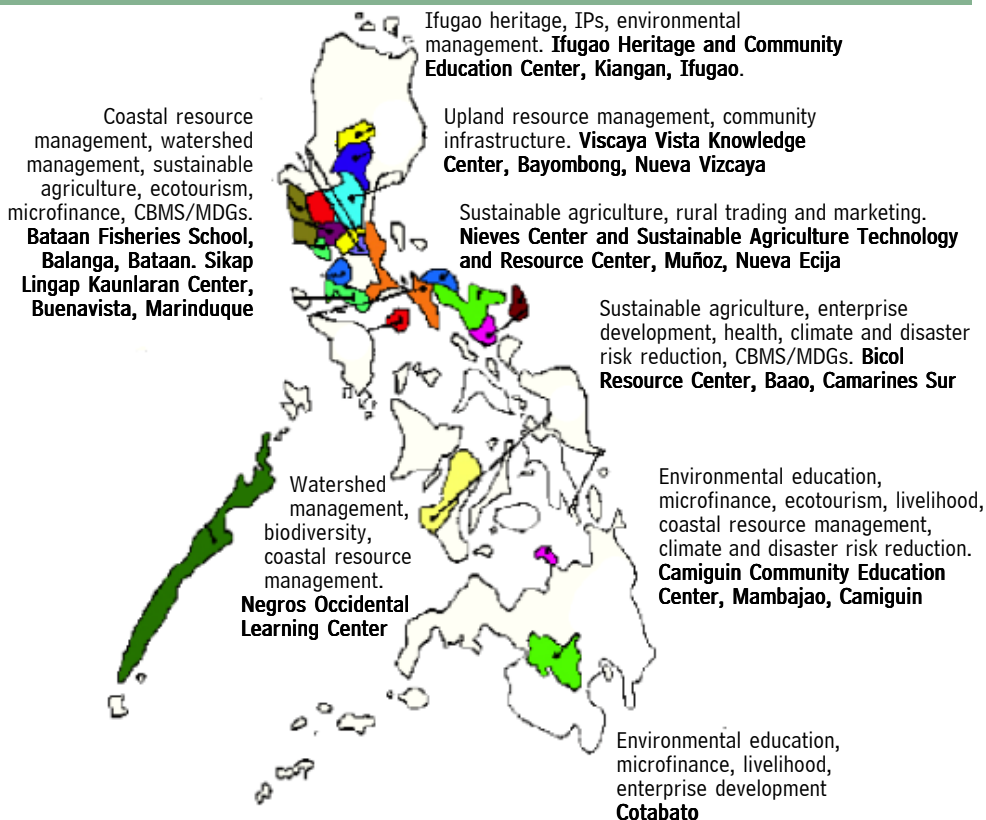
- a co-determination of the learning agenda
- context-content-method framework
- integration of theory and practice of sustainable development

The Conrado Benitez Institute for Sustainability (CBIS), since its establishment in 2002, has served as the main training, research and technical assistance arm of the Movement. It has a set of faculty drawn from among PRRM's Board of Trustees, chapter members, staff and partner people's organizations (POs), as well as from other training institutes, NGOs and POs.

In other words, it operates as a community of knowledge, rather than as a single, isolated institution. This is to ensure that it is able to draw from the widest possible source of "exemplary practices" in sustainable development for sharing through its training programs and publications.

A vital aspect of the CBIS curriculum is the optimization of community projects implemented by the local organizations and/or advocates-practitioners. These will serve as demonstration and training sites in which learning may more effectively take place in complementation with classroom discourses.

Local Community Learning Centers and Thrusts



CBIS Foundation Courses

1. Basic Course on Sustainability (BCS)

“No problem can be solved from the same level of consciousness that created it.”

— Albert Einstein

The Philippines and the world are moving towards crisis - the crisis of unsustainable development. This idea contrasts with the view that life has been getting better, and the future is even brighter. The BCS is a basic course on sustainable development. The course will enable learners to understand the basic concept, discourses and practical implications of sustainable development. It has six modules, logically sequenced, building from descriptive to analytical, covering topics such as the crisis of unsustainable development; the roots of the problem – causes, effects and systemic problems; perspectives and analytical tools – critiques of mainstream development; building blocks and tools for a sustainable world; strategies and approaches for sustainability; and individual action. The learners will construct webs of problems and webs of solutions, examine different perspectives, strategies and indicators of sustainability, and make individual and collective commitments. They will develop their own pathways to sustainability, whilst understanding the challenges they will face during implementation and build in appropriate strategies and approaches to overcome these barriers.

2.. Climate Change and Disaster Risk Reduction

The occurrence of natural disasters and the losses associated with extreme climatic events have increased significantly in recent years. In the aftermath of these natural disasters, the affected households and communities are now more impoverished than they used to be, making them even more vulnerable to natural disasters in the future. Reducing the vulnerability of these affected households and communities to the adverse impacts of natural disasters is the most appropriate strategy of building adaptive capacity of these communities to cope with the future impacts of global climate change.

This course helps to systematically facilitate the integration of disaster risk reduction and climate change into local development planning. This integration will facilitate transformation of communities from their current state of vulnerability into disaster-resilient and sustainable communities in the long term.

CBIS Standard Courses

1. Governance for Sustainability

This course is about the kind of governance needed to shift development to a sustainable path. It will introduce learners to principles that make for good governance, enable them to critique governance practices from the perspective of sustainable development, and explore effective advocacy strategies. Special emphasis is given to local governance and its role in (re) building sustainable communities.

“We need to act together . . . to get our vision solid as a nation. We need a sense of economic nationalism, a sense of what we as a nation, united, can be capable of and can aspire to be.”

—Wigberto E. Tañada, 1999

2. Managing Development for Sustainability

This course is about managing development to become sustainable. It will introduce learners to the cycles and processes of strategic, program and project planning. The participants of development projects will explore participatory approaches as a means to enhance stakeholder ownership. An important part of the management of the project systems environment is an organized process to identify and manage the probable stakeholders in that environment, and determine how they will react to the project decisions. The stakeholder dimension of sustainability is mainly to determine the social aspects of sustainability, in combination with the economical, ecological and cultural aspects. The social aspects of the project must be fully considered and integrated into decision-making.

“To plan is to build.”

— Prof Ed Morato

Asian Institute of Management

To effectively manage stakeholder interests it is not enough to just identify their demands and needs. Project management must also identify the relative power/influence and commitment different stakeholders have on the implementation of the project. Participants will learn how to do this through stakeholder mapping, an approach, which is adapted from the concept of environmental scanning.

At the end, learners should be able to conduct stakeholder mapping, analyze the needs and capacities of stakeholders, set goals, define purposes and objectives, explore strategic options, and set performance indicators for effective monitoring and evaluation of sustainable development.



CBIS Standard Courses

3. Gender and Development

This course combines theoretical and life-based inputs that broadens and re-focuses one's perspectives to accommodate and see women's points of view, situations, capacities and aspirations in relation to men. Learners will discuss the realities men and women face in the context of day-to-day engagements, establishing and improving local production, livelihood, community development, governance, and education. They will explore how men and women can contribute to sustainable development on a personal level, within the family, organizations, working environment and the community. The course emphasizes participation, empowerment, sharing and respect within the framework of balanced gender relations.

"Women seek equality not in the sense of sameness but in the sense of equal recognition of their worth and value as human beings."

— Helena Z. Benitez, 1986

4. Organizing for Community Development

One big downside of modernization is the destruction of local communities. In this course learners will explore the various perspectives, strategies and approaches to (re) building sustainable communities. The course will introduce learners to the basic steps of the community organizing process, help them analyze the different strategies in building local mass movements and apply instruments for evaluating the strengths and weaknesses of organizations and movements.

"Not to conform but to transform; Not relief but release."

— from the Credo of Rural Reconstruction



CBIS Standard Courses

5. Local Economy and Microfinance

This course focuses on the role of local (i.e., community-level) economies in ensuring national sustainability. It examines the elements that comprise a sustainable local economy. Specific cases will also be discussed, to give participants a realistic picture of the problems involved and options available in making local economies sustainable, including the principles of micro-finance and risk transfer mechanisms.

“The poor of the world cannot be helped by mass production, only by production by the masses.”
— Gandhi

6. Sustainable Coastal Resource Management

This course is a community-based, holistic and integrated approach to managing coastal resources. It focuses on enhancing local capacity in developing and implementing projects to ensure the sustainability of coastal resources and livelihood for the local community. The course also equips participants with necessary knowledge, attitude and skills in mainstreaming CBCRM into current development policy and practice.

“Coastal resource management is a participatory process of planning, implementing and monitoring sustainable uses of coastal resources through collective action and sound decision-making.”
— Philippine Coastal Management Guidebook Series, 2001

7. Sustainable Agriculture

This course will familiarize participants with the concepts of sustainable agriculture.

Participants will become familiar with the factors of sustainable agriculture (food security, cash crops for higher income, organic farming, and the preservation of biodiversity) and develop understanding on how to make a farm sustainable. General principles and specific practices such as diversified integrated farming systems (DIFS), system of rice intensification (SRI), nature farming, and permaculture will be covered.



CBIS Standard Courses

8. Zero Waste Management

This course aims to develop awareness and appreciation of responsible and sustainable zero waste management in the household and community levels. It also aims to provide technical knowledge and skills on how to produce nature-farming concoctions from the community's biodegradable waste. The course covers topics on the appreciation of the environment and the human-environment interaction; zero waste management; waste segregation; waste recycling; eco gardening and composting; vermi-composting; and nature farming concoctions. Practical examples include installation of segregation bins; setting-up of composting facilities; establishment of household-level eco gardens; and production of nature farming concoctions like Indigenous Microorganisms (IMO), Fermented Plant Juice (FPJ), Fermented Fruit Juice (FFJ), Oriental Herbal Nutrient (OHN), Fish Amino Acid, Natural Attractant for Flying Insects, and Seed and Seedling Treatment. At the end of the course, the participants will be able to: 1) appreciate the environment and the human-environment interaction; 2) evaluate current waste management practices in their community; 3) practice zero waste management in their household and community; 4) set-up and maintain their segregation bins, composting facilities, and eco gardens; and 5) produce nature farming concoctions.

*“If we can take care of the land,
the land will take care of us.”*

— Dick Thompson, Iowa farmer

9. Sustainable Health, Healing and Wellness

This course is about community-based primary health care. It addresses issues of access, affordability and family or community-managed decision-making in disease prevention and treatment. Learners will gain knowledge and skills in managing health resources — from food and nutrition intake practices, personal hygiene, cleanliness of the environment and sustainable living. Training approaches will be participatory, practical yet with clear and understandable theoretical underpinnings for community leaders to adapt.

“Good health begins at home.”
— Dr. Frank C. Laubach (1884-1970)
Christian Evangelical Missionary

CBIS Standard Courses

10. Sustainable Energy

This course will enable learners to understand the linkages between energy and the economy, social and health issues, environmental protection and security from the perspective of sustainable development. It will cover the basic concepts of renewable energy technologies as building blocks for sustainable development, as well as strategies and best practices in promoting and facilitating the entire process of planning, implementing and managing community-based renewable energy projects.

“Energy is not an end in itself, but an important entry point for achieving the goals of all three pillars of sustainable development: social equity, economic growth and environmental protection.”

— Energy for Sustainable Development,
UNDP, 2002

11. Ecotourism

This course examines ecotourism principles and practices in the context of sustainable tourism and PRRM’s community-centered area development. Learners will discuss the emergence of ecotourism as a reaction to the social and environmental impacts of mainstream tourism. They will look at ecotourism practices in and outside PRRM areas of operation and evaluate considered best cases. They will conduct a participatory rapid appraisal and design a simple ecotourism plan for a community.

“Sustainable tourism operates in harmony with the local environment, community and cultures, so that these become the permanent beneficiaries and not victims of tourism development”

— Dutch professor T. van Egmond 2005

12. Conflict Management and Resolution

Conflict is a natural outcome of change. How it is dealt with determines whether the change is beneficial or harmful. This course will assist learners understand conflict, how to manage the conflict and where necessary deploy tools and techniques to resolve the conflict.



CLIMATE CHANGE AND DISASTER RISK REDUCTION

A. Building Resilient Communities

The global climate system is in a constant state of flux. Changes in climate patterns are now becoming more evident. Drought affected areas are increasing, heavy precipitation is getting more frequent and typhoons and hurricanes are getting more intense. Disasters wipe out the accumulated gains of development efforts. This course shall focus on the disaster risk reduction framework that establishes the relationship between disasters and development. This framework asserts that disasters can be avoided and the impacts of hazards can be reduced by increasing individual's capability and capacity towards survivability and readiness. The goal of DRR is building risk resilient communities.

B. Vulnerability and Adaptation Assessment

The changing climate poses challenges especially to vulnerable, developing countries on how best to cope, and plan for future impacts. The realization for the need to conduct thorough research into climate change impacts to guide planning of appropriate adaptation measures has been growing in recent years. Vulnerability and adaptation (V and A) assessment builds on the recognition that research into vulnerability and adaptation to climate change must include elements and approaches that ensure practical and policy relevance, and that address questions relating to the needs and priorities of the sub-regional, regional and national levels. This assessment also includes an overview of dominant climate change impacts affecting the country and its main vulnerabilities based on credible literature. As such, climate change needs to be set into appropriate contexts that recognizes that climate change is one of the many factors to which people need to adjust to in addition to dealing with other immediate and pressing urgencies and a recognition that action must happen now before choice no longer exists. At the same time, people understand that inappropriate actions can cause more harm than good, so the right choices have to be made. The assessment outlined in this document is designed to help communities make and implement those choices for themselves.

This course is intended to guide, enhance capacity and support the development and implementation of an assessment of vulnerability and adaptation to climate change in the Philippines, that will help inform development plans towards achieving sustainable and climate-resilient communities.

CBIS Specialized Courses

C. Disaster Management and Contingency Planning

This course will build on the vulnerability and adaptation assessment to produce spot maps indicating areas of vulnerabilities and level of capacity that also details evacuation routes and centers. This course will also cover an overview on emergency response management; and SPHERE standards – the minimum recommended standards for basic needs during an emergency; disaster preparedness – assessing current practices and barriers to creating a culture of safety. Taking a more proactive approach to reduce risks is not common; this course will assess present approaches and their effectiveness and explore other options as appropriate – especially in the development of appropriate community based early warning systems (CBEWS).

This course will enable participants to design implementable plans to lessen the disaster risks. Issues inherent to the locality, drawn out by the previous modules will be prioritized by the participants and solutions developed. These are solutions that will maximize the inherent capacities to overcome the existing vulnerabilities that will form the basis of the contingency plans, and also strategies to integrate these into the local development planning and budgeting processes.



CBIS Specialized Courses

GOVERNANCE FOR SUSTAINABILITY

D. Participatory Local Governance: Finding Meaningful Engagement Between Government and its Citizens

New forms of governance that link its citizens and states in new ways and rebuild the relationship between them is beginning to be the way forward in most countries. Meaningful involvement by the citizenry is key to better governance. This course will provide participants with an opportunity to observe development field experiences and enter into a learning discourse with seasoned development managers and practitioners from the Government Organizations (GOs), Non-Government Organizations (NGOs), and other relevant entities in the field of democratic local governance intertwined with civil society participation. It will focus on the examination of the accomplishments, challenges and lessons in the experiences of participatory governance in the Philippines in the context of decentralization and civil society participation.

E. Grassroots Leadership and Citizenship

This course is based a six-week Grassroots Leadership Course conducted by the Education for Life Foundation over 12 years for more than 2000 grassroots community leader-graduates. The learners will be introduced to the main theories of leadership and citizenship, particularly in the context of participatory local governance.

The course introduces the learners to the main methods and tools of Grassroots Leadership and Citizenship, and they will be required to use the evaluation tool of a Leadership and Learning Portfolio to a select number of grassroots community leaders and educators.



CBIS Specialized Courses

MANAGING DEVELOPMENT FOR SUSTAINABILITY

F. Participatory Monitoring, Evaluation and Learning (PMEL)

The growing concern for accountability and results of development initiatives has led to the need for monitoring and evaluating development programs/projects. Studies show that when people 'own' development projects, they tend to be more sustainable. Community ownership of development projects is only possible when they participate meaningfully in the development and management of these projects. Participatory monitoring, evaluation and learning advocates for meaningful participation where people themselves shift from being question answerers to being question makers during project monitoring and evaluation. The course shall focus on PMEL as a management tool for strengthening participation, enhancing local capacity, and increasing local people's confidence and control over development decisions and processes. It also highlights the importance of learning in M & E.

ORGANIZING FOR COMMUNITY DEVELOPMENT

G. Training and Facilitating to Empower

For a long time, facilitation has been a poorly understood practice. It is fast becoming a core competency for anyone who's on a team, leading a task force, heading up a committee, managing a department or working with people in communities. The course will focus on creating a dynamic group setting in which people truly collaborate and make sound decisions. It shall focus on the tools, techniques and the attitude and the behavior needed to get the most from people. It aims at using facilitation to generate active participation and empower people to take charge.



CBIS Specialized Courses

H. Organizational Capacity Assessment (OCA)

The OCA assists organizations assess unmet needs that hinder the development of their services. Organizations need to meet the challenge of how to measure the impact and sustain the programs and interventions vis a vis their capabilities and strengths in meeting the objectives including both internal and external resources. The OCA is a diagnostic tool to determine capability-building needs. The OCA looks at the organizations' direction as defined by their vision, mission and goals; it looks at as well the activities and areas of work undertaken, organizational strengths, areas of organizational and professional competency, and areas for development. Finally it aims to explore strategies and make plans that may appropriately address these needs.

At the end of this course, learners will be able to determine organizational capacity in attaining goals and objectives based on available resources, strengths (internal and external) as well as limitations and constraints of an organization. The results of the OCA will inform the planning of appropriate interventions within an organization. It also aims to enable the organization itself to have a better understanding of where their strengths lie and from there be able to develop their own strategies to enhance and overcome their limitations.

LOCAL ECONOMY AND MICROFINANCE

I. Social Entrepreneurship

This course explores the meaning of social entrepreneur, social enterprise and the process of social enterprise development. It provides tools and engages the student in applying these tools to discern the similarities and differences between a non-government development organization and a social enterprise; between a traditional business enterprise and a social enterprise; and between a social enterprise and a business practicing corporate social responsibility (Dacanay, 2004, 2009)

The course introduces the life cycle and life forces that come into play in the process of social enterprise development (Morato, 1994). It also introduces and exposes the students to social enterprise development strategies and models through live and documented cases in different countries in Asia, to allow the students to discern or develop the best strategy or model to utilize in their own contexts (Dacanay, 2004, 2009).

CBIS Specialized Courses

J. Social Enterprise Marketing Management

The course on social enterprise marketing deals with 2 aspects: marketing of products and services of social enterprises and social marketing.

The course provides the students with tools for understanding and undertaking market segmentation (Roberto, 2002), and developing a marketing strategy with the seven “Ps” as elements: positioning, product (or service), package, place, price, people, promotions and advertising (Morato, 2008). While using the same tools, the course engages the students in a process of appreciating how marketing products and services of social enterprises is similar and different from commercial marketing. The course also deals with the art of changing the behavior of target groups, which is at the heart of social marketing (Kotler, Roberto and Lee, 2002). The course provides the students with tools and engages them in applying the tools in their context.

K. Social Enterprise Operations Management

The course on social enterprise operations management introduces the social enterprise as a transforming unit not only for the delivery of products and services to customers, but also as a transforming unit for improving the quality of life of the poor and marginalized that the social enterprise is committed to serve. On one hand, it deals with meeting the quality, delivery and productivity/price expectations of the buyers of the products and services of the social enterprise (Bernardo and Ferreria, 2002). On the other, it deals with effectively providing the needs of, and managing the social enterprise’s transactional and transformational relationships with its primary stakeholders. The course shall deal with the art of balancing what often times are the contradictory needs of these critical stakeholders. It also introduces tools for analyzing and optimizing the 6 critical “M’s” in operations management: (hu) manpower, machines, materials, money, management, methods (Morato, 2008), towards achieving greater effectiveness and efficiency for the social enterprise.

This course provides the students with tools and engages them in applying the tools in their context.

CBIS Specialized Courses

L. Social Enterprise Human Resource and Organizational Development

This course augments the core course on grassroots leadership and citizenship, as it sensitizes the student with various management paradigms and introduces the social entrepreneur as a transformational, inspirational and adaptive leader (Morato, 2007). The course will deal with assessing organizational capabilities and competencies; organizational architecture and culture building; management of change; and management of teams in a social enterprise. For this purpose, government institutions or projects that could play a role in promoting social enterprises shall be part of the subject matter for the course.

The course also deals with the strategic and operational roles of the HR manager in a social enterprise: as culture builder, as strategy implementer, as employee champion and as administrator (Ulrich, 1997). It also deals with human resource processes or the 8 “R’s” of HR: reviewing, rewarding, retooling, recycling, resonating, retaining, recruitment, and routing (Morato, 2008).

Because of their nature, human resource management and organizational development in social enterprises need to simultaneously address the transformational needs of staff and of the primary stakeholders.

This course provides the students with tools and engages them in applying the tools in their context.

M. Social Enterprise Financial Management

This course shall sensitize the participants with perspectives and tools in managing multiple bottom lines in the functional area of finance, and shall expound on various revenue models of social enterprises in discussing the sources and uses of funds.

This course shall also cover financial analysis; financial forecasting and budgeting; capital investment analysis, and financial management and control (Morato, 2008)

It shall show how the vision, mission and objectives of the social enterprise shapes financial policy and practice. It shall also provide various perspectives of what it means to achieve financial viability and sustainability in a social enterprise, and shall introduce the notion that a social enterprise may be deemed successful even if it is just breaking even; and that a social enterprise that is generating a lot of profit may be deemed a failure.

This course provides the students with tools and engages them in applying the tools in their context.

CBIS Specialized Courses

N. Strategic Management of Social Enterprises

This course shall introduce various schools of thought in strategy and strategy formation, and shall sensitize the students about deliberate and emergent strategies, as well as the four processes of strategy formation: strategic planning, strategic visioning, strategic venturing and strategic learning. (Mintzberg, 2007). The significance of these schools of thought to the promotion and management of social enterprises in the public and private sectors shall be explored.

This course shall emphasize the importance of stakeholder analysis and clarifying stakeholder-based outcomes as key to effective, deliberate strategy formation processes in social enterprises.

A significant part of the course shall deal with the strategic planning process, introduce right to left planning, and emphasize the importance of clarifying outcomes and defining the vision, mission, objectives, key result areas and performance indicators of the social enterprise. It shall introduce tools in external assessment (subsector/ value chain analysis, industry analysis, external stakeholder analysis), the ten levels of organizational assessment and internal stakeholder analysis; financing strategies for social enterprises; strategy formulation; and developing the social enterprise model (Morato, 2006; Dacanay, 2009a). It shall also teach the logical framework approach for program and project planning (EuropeAid, 2004)

Drawing from the tools and insights from the courses in the various functional areas, this course shall likewise deal with issues in social enterprise strategic management.

This course provides the students with tools and engages them in applying the tools in their context.



CBIS Specialized Courses

NATURAL RESOURCE MANAGEMENT: ENVIRONMENT AND HABITAT

O. Food Security through Family Food Production

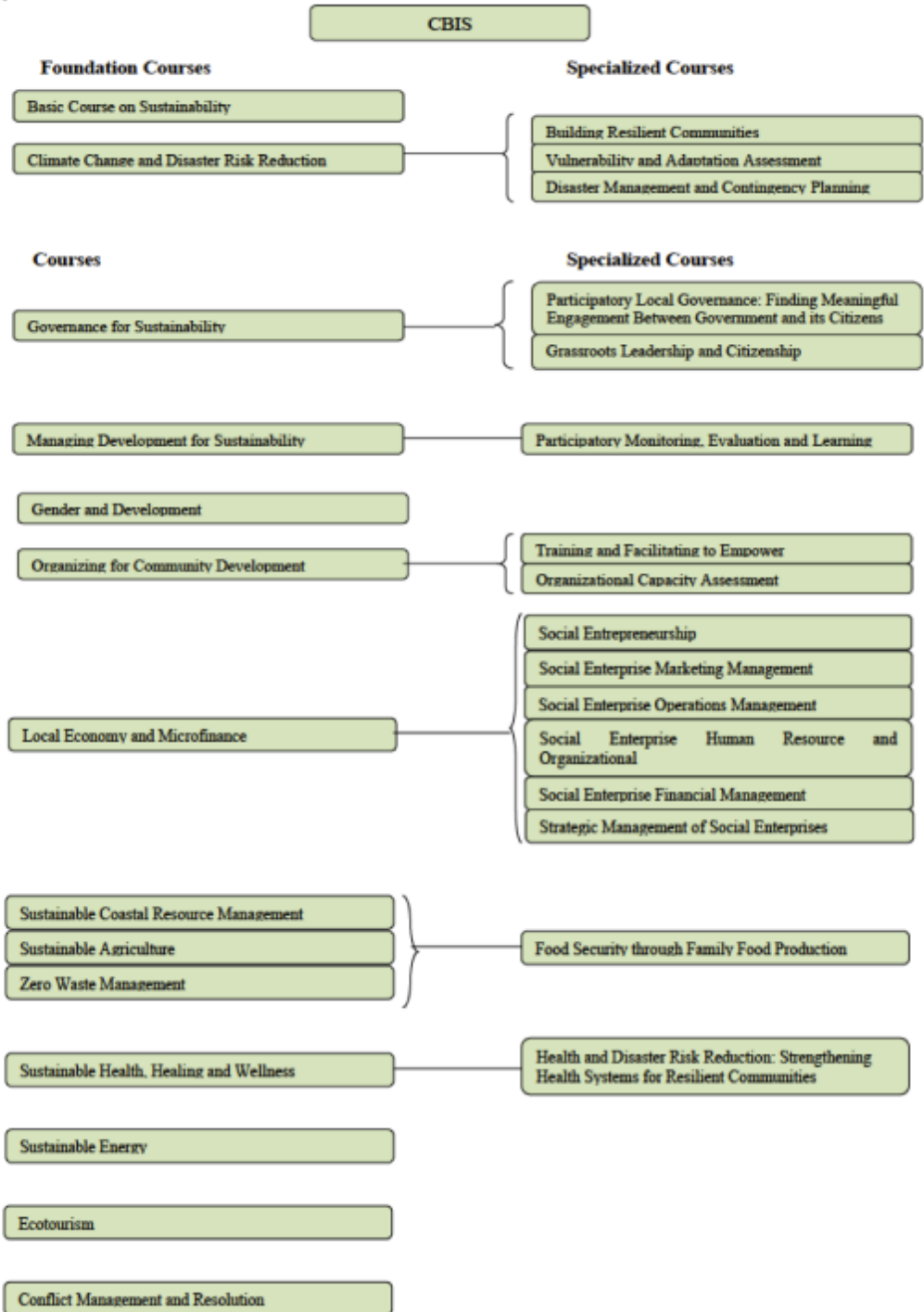
Widespread poverty, hunger and malnutrition threaten to destabilize global economic, social, political and environmental conditions. Immediate measures must be taken to reverse the current trends. Aside from creating awareness of the current food security condition in the world, there is a dire need to learn and disseminate appropriate strategies and approaches in dealing with this need at the household level. This course will attempt to address the issues of poverty, hunger and malnutrition and the measures that will reverse the current trends that contribute to food insecurity. It shall focus on appropriate strategies and approaches in dealing with household level food insecurity. This course will give emphasis on practical experiences through direct exposure to the field and interaction with project implementers. This course will also provide some of the basic tools and methods for implementing projects, which aim to increase community participation. This course will be organized and conducted with local organizations that have extensive on the ground experiences.

SUSTAINABLE HEALTH, HEALING AND WELLNESS

P. Health and Disaster Risk Reduction: Strengthening Health Systems for Resilient Communities

Health, especially of the poor, needs to be protected, promoted and improved as it is a basic human right. Health is the foundation of individual's security and safety; therefore it is everyone's responsibility. With the advent of disasters and changing environment, demands for health care services have been increasing. This course shall focus on establishing and sustaining a community health system that can strengthen the foundation of safety and reduce health risks, particularly of the most marginalized section of the society. Sustaining a community health system for the poor is strategic to attaining the "Health for All" and the goal of "building resilient communities". It calls for a more integrated approach that promotes people's participation in the management of their own health.

Course Layout:



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