

COMMITMENT TO HOPE

Prayer for Generosity

St. Ignatius of Loyola

Lord Teach me to be generous,
Teach me to serve You as You deserve.
To give and not to count the cost,
To fight and not to heed the wounds,
To toil and not to seek for rest,
To Labor and not to ask for reward,
Save that of knowing that I am doing
Your most holy will.

Amen.



- | | |
|---|---|
| 6 Overview | 44 Heroes Among Us: LS maintenance personnel give their time to GK |
| 8 Building the nation. Quest for the good. | 48 Building Wealth With the Poor |
| 10 Beyond the classroom walls, Beyond the hill | 50 Building People, Building A Country |
| 16 ACED: Improving profiles, increasing opportunities for public schools | 52 Thoughts on social entrepreneurship |
| 24 Involvement with other groups | 54 RAGS TO RICHES: An eco ethical style |
| 28 Beating the odds from Montalban | 58 How HAPINOY Puts "nanays" on the path to prosperity |
| 30 Students going places | 60 Transforming civil servants to transform communities |
| 32 Bridging the Gap in Higher Education | 62 New ways of thinking about health |
| 36 FULL CIRCLE: Giving back to ANI | 66 The Road to Health for All: Putting People First |
| 38 GK-Ateneo: Building Communities to End Poverty | |
| 42 Good bye Gutom | |

Note from the Publisher

From my earliest days as a seminarian, the passage about the Last Judgment in Matthew 25, where we stand before our Lord Jesus and we hear the words, “For I was hungry and you gave me to eat, I was thirsty and you gave me to drink, I was naked and you clothed me, sick and in prison and you visited me. . . . Whatever you did for the least of my brothers and sisters you did for me,” have always been at the core of my faith. Wherever other interests, as in science and mathematics, or duties, as in leadership in the Society of Jesus or at the Ateneo de Manila, have brought me, I always find myself returning to the question of why we as a country have made so little progress on overcoming poverty and what I and the institutions of which I am a part, like the Ateneo de Manila, can do to make a genuine contribution.

In recent years the directions I have pushed have been guided by an insight from the Nobel Prize-winning economist, Amartya Sen, who says that while poverty is indeed a lack of resources (money, food, shelter), the deepest poverty is a poverty of capability. And what gives capability is education, health and access to reasonable credit and opportunities. This edition of “Commitment to Hope” tells the story of where we are in providing capability through education, through the work of the Ateneo Center for Educational Development (ACED) and Pathways to Higher Education. It continues the story of our partnership with Gawad Kalinga in building communities and homes. It also tells of what we have done in health through the Leaders for Health Program and our newer endeavors through the Ateneo School of Medicine and Public Health, as well as direct programs for community health in partnership with PhilHealth and Local Governments. We are learning how to build social enterprises for poor communities through social entrepreneurship and we share stories of the pioneering work of HAPINOY and Rags2Riches and Ateneo units forming the Ateneo Center for Social Entrepreneurship.

As I write this foreword we find our efforts converging on what we can do to make progress on the top two United Nations Millennium Development Goals: MDG 1, which is to cut in half extreme poverty and hunger, and MDG 2, which is to achieve Universal Primary Education. Sadly we are the one country in our region that will not meet MDG 1 for 2015. Indonesia, Thailand, Vietnam met their target over a year ago. We are also far from achieving Universal Primary Education with about 20% (or 500,000 every year) of entering Grade 1 pupils dropping out before Grade 3 and over 35% (or 850,000) not finishing Grade 6. While we cannot solve the problem nationwide, Ateneo de Manila through the Ateneo Center for Educational Development (ACED) is now working to meet these challenges in about 400 public elementary and high schools in Quezon City, Parañaque, Nueva Ecija and La Union. In the work with these schools we find that malnutrition, hunger and ill health are primary factors leading to dropouts and poor performance. With the Ateneo Professional Schools taking the lead, we are now engaged in scaling up the present feeding programs from initially 40 children per school to 1,000 children per school for 4 Quezon City schools beginning in June 2011.

The Ateneo College Health Sciences Program is partnering with the leaders of Barangay Bagong Silang (a barangay in Caloocan with about 1 million people) to deliver effective health services with the support of PhilHealth, Gawad Kalinga and other Ateneo units.

These and other endeavors to engage the seemingly intractable problem of poverty may seem to be outside the core concern of a university. But Ateneo has always prided itself as a school for leaders for the nation and our dominant theme in our Sesquicentennial was to “Build the Nation”. The stories in this volume are thus about how our mission of building the nation is making a difference for the many poor and the many children in our nation. I hope it also helps us answer what will be the only question in our final exam at the Last Judgment, which is “What did you do for the least of my brothers and sisters?”

During the break-out sessions in the Ateneo Professional Schools Congress, “Blue Plate for Better Learning: A 4K Feeding Program to Bolster School Performance,” last February 4, 2011, there was much concern about structures and about sustainability. In my final remarks I said that the foundation of eventual success and sustainability is a level of caring and connectedness that drives us to persist despite problems and challenges. Sustainability begins with the heart. As with all truly pioneering endeavors, the way is not given to us ahead of time. This is the underlying story in all the stories in this volume: ACED, Pathways, Gawad Kalinga, Hapinoy and Rags2Riches, ASMPH and so on. It has been the story of all my major endeavors, from building PhD programs in math and science to doing land development in Cagayan de Oro to developments in excellence and service at the Ateneo de Manila. We do not always know the way, but we know we have to set out. This is best expressed in one of my favorite poems by Antonio Machado, where he writes that in these endeavors, the questions we ask are best answered by engaging the journey and persisting in building the path.

*Caminante, son tus huellas/ El camino y nada mas
Caminante, no hay camino,/ Se hace el camino al andar.
Al andar se hace camino/ Y al volver la vista atras
Se ve la senda que nunca/ Se ha de volver a pisar.
Caminante, no hay camino/sino estelas en la mar*

*Traveller, your footsteps/ Are the road and nothing else
Traveller, there is no road/The road is made as we walk along.
As we walk we make the road/ And when we turn our gaze behind
We see the path that we no longer/ Have to tread again.
Traveller, there is no road/only a ship's wake in the sea.*

The journey continues. In this volume we look back with thanks on the paths we have trodden and take courage for the paths we are yet to tread.






O V E R V I E W

By Miguel Antonio Lizada

It is said there are two kinds of universities: those that focus on preparing leaders for the nation and those that focus on creating new knowledge and research. The Ateneo de Manila University, throughout its 150 years of history, has contextualized and sought to balance this difference through its dual commitment of pursuing excellence and building the nation. In doing so, it hopes to realize and concretize its mission-vision to be *Lux-in-Domino*, "Light in the Lord," a path of Christian discipleship that calls every Atenean to be a man or woman for others. What follows then is a brief overview of how the Ateneo today as an educational institution responds to the needs of an impoverished Philippine society that is so much in need of hope, of light.



*Closing the Poverty Gap - had
to become an explicit
institutional goal of the Ateneo*



Building the Nation. The quest for the Good.

In its first 100 years, the subtext underscoring Ateneo's philosophy of education came from the Renaissance Humanist tradition. In this tradition, which goes back to Isocrates, the major purpose of a university is to educate the youth towards leadership and the common good. In the 1970s the Ateneo defined its goal as that of educating a generation of Ateneans who could engage in the dual task of organizing and empowering the poor and pushing for reform at the top.

In the 1990s, we realized that contributing to "Closing the Poverty Gap" had to become an explicit institutional goal of the Ateneo, as we articulated in our vision and mission of 1994. We decided that, beyond forming individuals, we had to engage key social institutions such as national government agencies, local government units, nongovernment organizations and others. Such an engagement had to be realized in the different projects and programs offered in different units across the university.

The Ateneo School of Government, through its flagship program, the Master in Public Management (MPM), decided that its metric for success should not be individual graduates, but actual successful reforms in local governance. Its goal is to make a difference in 1,000 municipalities in the next 10 years.

In our relatively new Ateneo School of Medicine and Public Health established in 2007, the public health and management parts were pioneered in a program, "Leaders for Health," run by our Graduate School of Business. The LHP offered a Master in Health Services Management degree to rural doctors and in the process engaged the local government and civic leaders to take responsibility for the health of their communities. Its vision is to change the way people think, feel and behave about health.

We have also gone beyond the traditional role of universities in helping elementary and high schools in teacher training and the training of principals. We actively engage communities, education leaders, local government leaders, parents, teachers, students, to come together and take responsibility for the improvement of public elementary and high school education. This task is spearheaded by the Ateneo Center for Educational Development (ACED) and the Assistant to the President for Basic Education in collaboration with the Philippine Department of Education and education networks such as Synergeia Foundation.

In addition to this, the Ateneo has spearheaded since 2002 the Pathways to Higher Education Program where we identify gifted yet financially underprivileged public high school students and develop their academic potential as well as equip them with various formative life skills. Aside from its core staff the program is supported by a team of student and faculty volunteers from our Loyola Schools.

Beyond the Classroom Walls, Beyond the Hill



Pursuing Excellence. The quest for Truth.

While all of this was happening, we became also increasingly aware of the demands of an increasingly globally competitive world and the relentless push of international academic rankings, manifested in international comparisons of universities -- Asiaweek, Times Higher Education Survey (THES-QS), and others.

Just recently, the Ateneo de Manila was ranked 58th university in the Asia-wide university rankings, a big improvement from last year's 84th ranking.

Emphasis is placed as well on the need to do research and constantly disseminate these materials through different forums and publications. Pursuing excellence in this regard then must be in line with the goal to be effective producers of knowledge.

Hoping With and For Others: The Ateneo Today

The challenge then has always been to strike a balance between becoming research universities, on the one hand, and tackling poverty and nation building on the other. In the end we realized that they need not be two different ends but two sides of the same coin. The challenge now was not to make a choice but to strike a workable compromise, to synthesize the quest for the Common Good and for the Truth. In the Ateneo, we realize that the pursuit of Truth is intrinsically tied with the pursuit of the Good. In other words, research for hope, research for others.

In the college, we teach that the problems of poverty are multi-faceted and so making a difference on poverty and social reform calls for solutions that are interdisciplinary. Dr. Assunta Cuyegkeng, our former Vice-President for the Loyola Schools, has invited the entire college faculty to a project called "Agenda for Hope," engagement in interdisciplinary research that will have an impact on national development. Through its different themes (Sharing Prosperity, Democratizing Governance, Preserving and Transforming Philippine Identity and Culture, Promoting Sustainable Development) where faculty members use the skills they have mastered to publish updated and relevant research, the Ateneo privileges hope as the framework that directs the rigor and rewards of academic labor.



This framework is not just practiced by faculty but by students as well. In the John Gokongwei School of Management, students take up the challenge of social entrepreneurship and the experience has been rewarding for those who step up to the plate. Maria Charmagne Cruz, Noreen Bautista, Anne Krystle Chua Mariposa, Ryan Pelongco and Trish Lalisan recently won the Business in Development (BiD) Challenge Philippines 2009 for their business that sold bags made from plant-based hyacinth leatherette. Likewise, Kimberley Ong bagged the 3rd Annual Cartier Women's Initiative Award (CWIA) and was declared 2009 Laureate for Asia for her healthy food products. These are just examples of the many Ateneans who have added a social touch to their sense of Magis, or the ethic of excellence and doing more to get closer to God.

Our faculty and future scientists also strive to stand at the forefront of developing science and technology for country and for God. The Ateneo Innovation Center whose goal is to “enhance the university's functions of teaching, research and outreach by directing these towards the development of innovative S&T solutions of challenges in industry and society” seeks to take the concept of innovation to the next level. The center thrusts include among others, entrepreneurship for students, interdisciplinary approaches for problem-solving, connecting with the outside world by linking with external Research and Development entities, assistance in matters of intellectual property, patent applications, technology transfer and finally to assist with funding requirements of exceptionally promising innovation projects.

The annual School of Science and Engineering Interlinks event brings and opens the latest research and development in science and technology to the inquisitive public. The participants are graduating students who work with established faculty members and present projects that are innovations precisely for the good and benefit of the community.

As a response to the recent crisis brought by typhoons like Ondoy, scientists in the Manila Observatory and the Environmental Management Program have begun to work hand in hand with the Philippine National Institute of Geological Sciences to develop a map of flood-prone areas in the metropolis. The map, which will feature relevant information such as hazards and other conditions that will affect communities in the event of certain disasters, will be

utilized to help authorities in hastening disaster warning and relief. These are just some of the different ways in which the Ateneo makes the community their laboratory, where innovations do not just make technologies better but the lives of individuals as well.

From Future Professionals to Professionals for the Future

On the other side of the metropolis, our professional schools are doing their fair share in complementing the efforts of their Loyola-based counterparts.

For the Ateneo School of Government, we have chosen to take as our primary metric of success the difference we are actually making in improving local governance, particularly in delivering basic services to the poor.

Moreover, our emphasis on social entrepreneurship has inspired and touched the lives of many. In particular, the Ateneo de Manila University-School of Government in cooperation with the Italy-based Overseas Filipinos' Society for the Promotion of Economic Security (OFSPES), sought to train OFW's to be leaders and to constantly make impact on their community.

In training them to be social entrepreneurs, they are able to make a difference not only in their private lives as income earners but also in their communities. Rags2Riches, an innovative social enterprise co-founded by Ateneo alumna Reese Fernandez, has won international acclaim as much as it has made a difference in the lives of many low-income families. The pioneering spirit behind it has caught the attention of the British Council which offered to be a partner of the Ateneo in training young leaders who, like Reese Fernandez, may be inspired to make a difference in their respective communities.

For the Ateneo School of Medicine and Public Health, balancing the classical clinical training of a doctor, which is focused on the individual patient, with training in community health and the management of health care, is a daily challenge. The end is to solve not only the sickness of the body but also the ills of society rooted in poverty, ignorance and disenfranchisement.

For the Ateneo Law School, we have to develop ways to measure whether we are truly contributing to making a difference for the poor. The rigid and intensive training in the law school is given with the hope and commitment that development and research must also engage in the politics of local and national government and the dynamics of school and community leaders.

The Ateneo Human Rights Center, maturing from its post-Martial Law origins, continues to provide legal assistance and voice to the silenced and the marginalized. Included in its main program thrusts are “extensive research and publication, law and policy reform advocacy, education and training, institution building, law school curriculum development and values formation. They now also have fully-developed desks on children's rights, women, migrant workers, and indigenous peoples.”

Partnership with GK and other institutions.

Our commitment to hope extends well beyond the classroom and into deep and enduring ties with different communities in society. Our long-term partnership with Gawad Kalinga has made significant differences in the lives of many individuals from the poorer sectors in Philippine society. March 24, 2010 saw the graduation of 45 students from our Metrobank-SIBOL School in GK-Kalayaan Village in Gabaldon, Nueva Ecija.

TOP RIGHT: The Ateneo Human Rights Center.
BOTTOM RIGHT: The 2010 graduation ceremonies at the Metrobank-SIBOL School in Gabaldon, Nueva Ecija.

The difference GK makes in the communities has inspired young alumnae like Violet Lucasi (BFA Creative Writing 2009) through the GK-Bayani Challenge to make an impact in the lives of others. Women involved in the civic sector in Nueva Ecija as well adopted the pioneering and empowering template of Gawad Kalinga to develop and transform their local communities.



Ateneo Law School Dean Attorney Cesar Villanueva





Masters in Public Management graduation ceremony in Calapan, Mindoro in December 2008

Pagtataya: Looking Back, Moving Forward



In some of our Theology classes in the college, we often tell our students of the interesting Filipino equivalent of commitment: pagtataya. Commitment is not without a sense of risk, of putting at stake our principles, our goals, our visions, our aspirations. But this is also about an act of investment, of putting forth our time and energy for something we believe is worth the quest. We in the Ateneo are committed to this quest to bring hope and to use our talents and gifts to make a difference in the lives of our countrymen.

In many ways the Ateneo of today is challenged to combine and develop the different skills and talents for the betterment of the community. It is challenged to develop its vision to be men and women for others by challenging the Ateneans of today to work and create hope, for others and ultimately, with others.

During his days in exile in Dapitan, our national hero Jose Rizal spent most of his days improving the community's conditions on health, education and livelihood. He set up a clinic where treating people was part of fulfilling routine, he taught basic education to Filipinos, he innovated the ways in which people there farmed and fished.

A young boy in a school uniform is focused on writing in a notebook. He is sitting at a desk in a classroom, with other students visible in the background. The scene is warmly lit, and the boy's concentration is evident as he writes.

ACED:

Improving profiles, increasing opportunities of public schools

About ninety-two percent of Filipino school children are enrolled in public elementary and high schools in the country. There are about 38,500 public elementary schools and about 5,000 public high schools. To build our country, deliberate, concrete, and sustainable steps have to be taken to improve the public schools where the majority of our Filipino youth are being educated.

BACKGROUND ON ATENEO'S WORK WITH PUBLIC SCHOOLS

The problems confronting public basic education in the Philippines today continue to be many and complex. Many classes, especially in the urban areas, are congested, with as many as 70-100 students in a class. In these classes, three to four students have to share desks intended to seat two. Some have to sit on the floor. Textbooks are not enough and students in many schools have to share copies among themselves, if there are any. Moreover, many of these textbooks are of poor quality. Many children come to school without school supplies. Teachers have no reference materials or necessary teaching devices like charts, meter sticks, and the like. Many children are malnourished, some have poor eyesight, and other health problems. A number of these children faint during class because of hunger. Many of the children are non-readers or poor learners because they have poor eyesight. Facilities in schools are sorely lacking— many schools are without a library or enough toilets.



The different school units of the Ateneo de Manila University have been helping public schools for many years now. The Ateneo Grade School has been conducting teacher training among the Mangyans in Mindoro and in Bukidnon. The Ateneo High School has been working with selected public elementary schools in Marikina through the Tulong Dunong Program and the Loyola Schools have been involved in public schools through various student organizations, the National Service Training Program (NSTP) and initiatives like the Pathways to Higher Education. Teachers in the various school units have also been conducting teacher-training workshops for public school teachers.

Today, we see the deepening of Ateneo's involvement in public basic education through the Ateneo Center for Educational Development (ACED). The present involvement of ACED in the development of public schools is guided by lessons learned from earlier experiences with four public elementary schools in the Payatas area: Lupang Pangako ES, Payatas B Annex ES, Payatas C ES and Bagong Silangan ES through Project SSPEED (Sectoral Support for Public Elementary Education). Project SSPEED was an initiative undertaken by the Ateneo de Manila together with Mr. Washington Sycip and Mr. Alfredo Velayo.

The school improvement strategy being implemented is based on the findings of a study conducted by the Ateneo de Manila for the Department of Education in 1995. The study reveals two factors that determine the difference between performing and non-performing schools given similar socio-economic conditions: the leadership of the school principal and the involvement of the community.

The general strategy consists of three main phases, namely, school profiling, strategic planning, and targeted interventions. Profiling involves the generation of baseline data about a school where a picture of the actual situation (versus perceived situation) is obtained. Strategic planning allows the school community (principal, teachers, parents, students, barangay) to come together and own the goal of improving the school as well as to identify key doable goals. Targeted interventions are activities designed to address the needs of a school that have surfaced in the profiling or strategic planning exercises. These include such activities as principal empowerment programs, teacher renewal programs, teacher training programs in the different subject areas, health and dental missions, and other similar activities.



*The **Ateneo Center for Educational Development** is now formally involved in the development of over 400 public elementary and high schools.*

In 2006, the four schools became eight (principals who were transferred asked that their new schools be part of Ateneo's programs) and then in 2007, the number grew to 16 (includes the schools which are part of the Ateneo-National Institute of Education [NIE] -Temasek program). The Ateneo is deeply involved in these schools and initial outcomes (e.g. 2008 National Achievement Test results) were encouraging.

Encouraged by these initial results, the Ateneo Center for Educational Development is now formally involved in the development of over 400 public elementary and high schools:

170 public schools in the 4th District of Nueva Ecija in partnership with the Office of Congressman Antonino and the Dep Ed Division Office

143 public schools in Quezon City in partnership with the city mayor and the Quezon City Division

55 public schools in San Jose City, Nueva Ecija in partnership with Mayor Marivic Belena and the Dep Ed Division Office

31 public schools in Parañaque in partnership with the Rotary Club of Makati, Vice-Mayor Gus Tambunting, and the Paranaque Division Office.

17 public schools in Leyte and 17 public schools in Negros Oriental in partnership with the Energy Development Corporation and the Ormoc and Tongonan, Leyte as well as the Valencia, Negros Oriental Dep Ed Offices

17 public schools in Bacnotan, La Union in partnership with Mayor and Vice-Mayor Fontanilla and the Dep Ed Division Office. These initiatives indicate the intensive involvement of the Ateneo de Manila in the development of public schools, in great scale. All these projects are very challenging as the need to deliver results is pressing and urgent in all these places.

The Quezon City project, in a sense, poses the greatest challenge. The partnership with the Quezon City government involves the development of all 97 elementary and 46 high schools in Quezon City. These are large schools and involve the training of 143 principals and close to 10,000 public school teachers. While the performance of Quezon City schools in the National Achievement Test showed improvement these past two school years, (in NCR, Quezon City ranked 1st in the elementary for two consecutive years), there is a long way to go.

While the scores of many schools have improved, they continue to be quite low especially in high school. It is worth noting that the eight partner schools performed well in both the 2008 and 2009 National Achievement Tests.

The challenge is great. The task can be daunting but we should be encouraged by the thought that there is a lot to gain if we rise to the challenge now and a lot to lose if we do not. For example, the Quezon City project stands to benefit about 412,000 students and their families every year.



The impact of ACED interventions

The profiling of schools has led to the improvement of a number of schools in various ways. The school profile has served as a powerful instrument to guide interested groups in their effort to provide helpful assistance to public schools. For example, during the term of Mayor Sonny Belmonte, the Quezon City government provided needed buildings to Lupang Pangako Elementary School. Today, the class size in Lupang Pangako Elementary School has gone down from 80 to 50; basic learning facilities have also been created and student achievement has improved.

Coca Cola Foundation donated a Little Red Schoolhouse building to Bagong Silangan Elementary School, which helped decongest classes. Also, TV personalities Drew Arellano and Bianca Gonzales are in the process of donating a building that will provide additional classrooms to D. Tuazon Elementary School.

Jollibee Foundation offered to conduct feeding programs in partnership with ACED. A number of school profiles indicated an urgent need for feeding programs, which will help malnourished children perform better in school. This coming school year, six schools will benefit from a feeding program with the help of Jollibee Foundation.

With the support of the Vice-Mayor's office and civic groups, a feeding program is being developed to about 2,000 children in Bagong Silangan Elementary School.

The school profiles also served as an inspiration for the "Be A Child's Lens Into the Future" Project of ACED. The profiles indicated that many children who are classified as non-readers or poor learners actually have poor eyesight, which has made learning difficult. Individuals and groups have donated to this project to allow close to 350 children to see better and perform better. Similarly, the school profiles revealed that much of the absences of students is due to toothache and headache. Beginning the past school year, ACED has conducted several dental missions in partnership with volunteer dentists and funders like the Gotuaco, del Rosario, and Associates Incorporated, an insurance broker and risk management firm that donated to this cause in lieu of their Christmas 2009 parties and corporate gifts.



Mrs. Eugenia Apostol, principal of Nagkaisang Nayon Elementary School in Quezon City.



INVOLVEMENT WITH OTHER GROUPS

These past couple of years, we have seen the growing interest of various groups in the work with public schools. For example, in the Ateneo de Manila, various groups have now integrated their own programs and projects within the framework of ACED. The Ateneo Grade School Bigay Puso Program now works with ACED partner schools; the Ateneo High School has designated one ACED partner school as a CSIP center and the different organizations have initiated activities with ACED; some Theology 141 classes carry out their immersion program with ACED; and some classes of the Ateneo School of Medicine and Public have started to do their practicum work with ACED

Atty. Rodney Jacob and his family have mobilized some groups in Guam to contribute to the work of ACED with public schools. Their contribution involves financial assistance for leadership development and teacher training programs as well as collecting and sending used school supplies, storybooks, and toys for the children in public schools. An Ateneo alumnus, Mr. Joey Escobar has started to do the same thing through the alumni association in California.

The Rotary Club of Makati is funding the development of all 30 public schools in Parañaque in partnership with ACED and the vice-mayor of Paranaque, Gus Tambunting.

ACED Partner Schools	
Quezon City	143 schools
Parañaque City	31 schools
Makati City	1 school
Bacnotan, La Union	17 schools
Nueva Ecija, 4th District	170 schools
Nueva Ecija, San Jose	55 schools
Leyte	15 schools



What more can we do?

Many people and groups seem to be genuinely interested to help in the improvement and development of public schools in the country and are looking for focused, concrete, and sustainable initiatives. Some interested groups have grown tired of beginning all the time with pilot projects and the ningas-kugon type of programs. The Ateneo Center for Educational Development presents an initiative that is likely to deliver results because the strategies are needs-based and grounded, meaning, every intervention is based on a need that has surfaced through school profiling and these interventions are demand-driven rather than supply-driven; community-owned, meaning, the school community (principal, teachers, parents, barangay, local government officials) has gone through the process of articulating their desire and commitment to develop the school; and outcomes-based, meaning, success is measured not in terms of the number of activities conducted but in terms of student achievement results using the National Achievement Test and other tests. While a lot has been accomplished, so much more needs to be done and those who are interested can contribute significantly to this effort by replicating

the over-all strategy (profiling, strategic planning, targeted interventions) in other geographical areas in the scale of individual schools or clusters of schools (districts or divisions); and supporting the delivery of any of the following programs or services.

Leadership Empowerment Programs and Leadership Development Programs

The study conducted by Ateneo for the Department of Education in 1995 affirms the crucial role of the principal in the improvement and development of a school. The more principals we train, the more school leaders we empower.

Teacher Training Programs

Our experience in teacher training has taught us that training programs, which help

the teachers with their actual day-to-day teaching, are preferred to enrichment sessions. Providing them with Lesson Guides that can help them teach well when they go back to their classrooms after the actual training has been much appreciated by the public school teachers. Lesson Guides in Elementary English, Elementary Math, and High School Math have been developed by the Dep Ed in partnership with the Ateneo de Manila and at this point, there is much clamor for Lesson Guides all over the country.

Those interested can provide financial support for the printing of Lesson Guides for more schools. The teachers have also been requesting Lesson Guides in the other subjects especially Science.



Instructional Materials

In addition to the Lesson Guides for the teachers, textbooks and workbooks for the students will be very helpful. The Ateneo has been able to develop workbooks for High School Mathematics (being printed) and in partnership with the 57-75 movement, workbooks in Elementary English, Math, and Science as well (already printed).

Where support is available, the workbooks will be provided to the children. Grades 1, 2, and 3 students of Payatas B, Payatas C, and Culiati will be provided copies of these workbooks in one subject with the help of the Ateneo Grade School Bigay Puso program. All elementary students in two schools in Leyte will be provided workbooks in all subjects through the support of the Energy Development Corporation. The LGU of San Isidro NE will provide workbooks for selected grade levels in all schools.

Due to limited funds, only teachers will be provided copies of the workbooks in the other partner schools. The schools are already very happy with this arrangement since they have, at least, a source of exercises for the students that they can just copy on the board.

Health and Nutrition Programs

Many schools continue to have a big number of malnourished children. Feeding programs will be most appreciated as well as deworming programs, which can increase the effectiveness of the feeding programs.

Most public school teachers and students do not have proper dental care. In many schools, toothache is a common reason for absences. Dental missions will be very helpful.

Physical Facilities

In certain schools, additional buildings or classrooms are necessary to avoid big class sizes.

Many schools do not have enough toilets. In some of the schools we work with, many students develop urinary tract infections because they avoid going to the toilets. In many toilets, there is no water supply or the fixtures are in a very bad state. The students report that it sometimes takes them an entire class period to go to the toilet because of the long lines.

Many schools do not have a functional library. Likewise, most schools do not have science laboratories. The construction of such basic facilities will be very helpful to many schools. Also, professional advice on how to maximize available space in the schools will be very helpful. For example, in Payatas C Elementary School, corners that used to be full of trash and narrow alleys have been ingeniously transformed into classrooms.

CONCLUSION

Public elementary and secondary education in the Philippines continues to face many serious problems today that have to be addressed if we are to shape a brighter future for our country. Fortunately, many individuals and groups are concerned with this issue and are willing to help. It would make a great difference if the different groups agreed on an overall strategy for improving public schools and expand the emerging strategy consisting of three phases—profiling, strategic planning, targeted interventions—which have proven to be effective based on the initial experiences of ACED.

Beating the odds from Montalban

By Donna Olivia M. de Jesus

Herbel comes from a family of five in Montalban, Rizal. Her father, a graduate from Masbate College, earns as a vegetable vendor, traveling to and from Quezon City to sell his goods, while her mother stays at home. Both her older brothers graduated from high school, but did not pursue a degree to help support the family. Herbel, the youngest and only daughter, is the first to graduate from college.



When Herbel was in 6th grade, their house burned to ground, destroying the little that the Santiagos had. They chose not to leave Montalban, but the family decided to send Herbel to Payatas High School, now Justice Cecilia Muñoz Palma High School. Despite the forty-minute ride she had to take everyday for four years, the adjustment she had to make as a new student, and the financial challenges at home, Herbel remained in the top of her class and graduated Valedictorian in 2006.

College was a dream for Herbel, and it was the next logical step to take. But with her father's daily income of 100 Pesos, on a good day, even applying to college seemed impossible. In a twist of fate, Herbel was introduced to Pathways to Higher Education in her sophomore year in Payatas High School. It was through Pathways that Herbel first set foot in her dream school – Ateneo de Manila University during her Alay ni Ignacio (ANI) summer classes. Soon after, Herbel was also attending Saturday Enrichment Classes and Self Enhancement Workshops that she acknowledges have helped her apply with different universities like Ateneo, UP and La Salle, among others, "Without the them, I know I would not have passed the exams." Not only was she able to take the exams for free through Pathways, she also had a fighting chance to pursue a quality college education.

As fate would have it, Herbel passed the Ateneo College Entrance Test. "We didn't have anything; we barely had enough to eat. Going to Ateneo seemed impossible. It was just an ideal." But that ideal soon became a reality through the generosity of Pathways partners. Ateneo's Office of Admission and Aid granted Herbel a full scholarship that covered tuition and miscellaneous fees and Universal Storefront Services Corporation, understanding the financial challenges of a typical college students, decided to help Herbel cover these.

In June 2006, Herbel enrolled in Ateneo, taking up AB Literature in English – a course she says allowed her to "ponder the realm of ideas and see the beauty and differences of the world and people."

Even with the scholarship though, it wasn't smooth sailing for Herbel. There were many adjustments to be made from the moment she stepped into the Loyola campus. It was a different environment for Herbel, she was enrolled in one of the most prestigious Catholic universities in the country – very

different from the public high school she was so used to. She was no longer the best, and had to make new friends with students who came from very different backgrounds. There were more expenses to be covered, from photocopying to computer rentals. The 100-Peso daily transportation and more than an hour ride to and from Ateneo became more difficult to sustain. Herbel then decided to move to Katipunan.

It was not an easy decision, having to live alone and shoulder all her expenses. But it was her determination and strong will to finish her studies that she was able to live independently and still do well in school, even making it to the Dean's List on her third year. Because of her experience in Alay ni Ignacio, where she interacted with students from different schools, she was able to break out of her shell and create new bonds with college friends and truly enjoy her life in Ateneo.

Herbel had to augment her allowance to enable her to support her parents too, and for three years, she worked part-time jobs around the Katipunan area, from teaching English to Koreans three hours a day to covering and writing up the UAAP games for an online employer.

It seems like too much work for a teenager, but Herbel's experience has allowed her to grow, to learn her strengths and utilize them: "I learned how to be a survivor, to not give up in front of overwhelming circumstances and multi-task." She learned how to balance her responsibilities at home, her job, and Ateneo life. She also proudly shared her achievement of getting a grade of B+ for her individual thesis on Masbate Literature without owning a computer! She was able to enjoy her college life, make friends, deepen her appreciation and love for Literature and maintain her grades. She proved that she can do it – indeed, she beat the odds!

On March 27, 2010, Herbel received her diploma from the Ateneo. She is now on her way to pursue a career in media in hopes of honing her creativity and talents. And as she leaves the walls of her dream school, she will continue to do what is more, to excel in her field, to exceed expectations of her - to embody MAGIS with renewed strength, grace and dignity.

Students Going Places



Mitchie Boncodin (AB International Studies, Miriam College 2010)

Mitchie spent the first semester of her junior year at the Royal Melbourne Institute of Technology (RMIT), University of Australia on full scholarship. Miriam College's International Studies Department nominated Mitchie after going through comprehensive screening and deliberations on the entire sophomore batch of IS majors at Miriam College.

Mitchie graduated from Miriam in 2010 as Cum laude and Area Awardee for International Studies. She came from Sta. Elena High School.

Reginald Bueno (BS Educational Psychology, DLSU 2009)

In 2008, Regie went on a 10-day visit to Japan as a "Student Ambassador" as part of the Japan-East Asia Network of Exchange for Students and Youths (JENESYS) Programme. He was selected by the National Youth Commission in conjunction with the Japan International Cultural Center (JICC) of the Embassy of Japan and the Japan International Cooperation Center (JICE).

That same year, Regie went to Singapore as a member of the Philippine delegation at the ASEAN + 3 Youth Festival. In 2009, Regie was once again accepted as a Philippine delegate to the World Creative Youth Forum, where he joined the climate change working group composed of young people from all over the world at the UP National College of Public Administration and Governance. Reginald studied at the Parang Highschool in Marikina.

Lord Alec Pasion (BS Chemistry with Applied Computer Systems, ADMU, 2009)

LA was selected as one of the participants in the Asian Youth Fellowship Program.

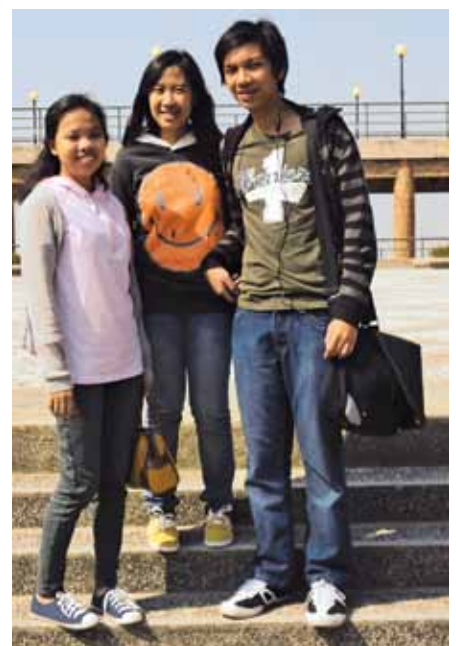
LA is currently undergoing a preparatory course in the Japanese language and other subjects for 7 months at the Japan Foundation Japanese Language Institute in Osaka, Japan. The AYF preparatory course before entering Japanese Graduate School for Japanese Government (Monbukagakusho) scholarship student is offered by The Japan Foundation. LA will then be enrolled in a Japanese university as a Japanese Government (Monbukagakusho) scholarship student (Research Student or regular course students) starting April 2011.

The objective of the AYF program is to nurture human resources for the regional cooperation and development of the area, as well as to promote and enhance friendship and mutual understanding among Asian countries.

LA first went to Japan in 2009 to participate in theNAIST-ADMU Internship Program at the Nara Institute of Science and Technology in Osaka. He was the only undergraduate of the batch to be part of the program. LA studied at the Marikina Science High School.

Aylin Bello and Jennifer Robles (BS Psychology, Miriam College 2010)

Last May 21-22, 2010 Aylin and Jennifer attended the Stanford Undergraduate Psychology Conference (SUPC) as their senior thesis on Cognitive and Affective Factors that Predict Relapse in Filipino Adult Smokers was selected for oral presentation at the conference held at Stanford University in Palo Alto, California. Their thesis was recognized as Best Thesis by Miriam College. They accomplished this feat without owning a computer and relying solely on school resources and computer shops, coupled with their determination and hard work. They have also had the privilege of presenting it in two national conferences in Miriam and UP.



The SUPC is the premier international conference for psychology students where high quality psychology researches from different countries are shared. This event was an opportunity for Aylin and Efer to network with fellow Psychology majors and Stanford faculty. It was definitely an experience that enriched their lives!

Aylin and Jennifer graduated from Miriam with a Service Award and Leadership Award, respectively. Aylin came from Malanday National High School and Jennifer came from Sta. Elena High School.

Yomkippur Perez (1-BS Chemistry, UP Diliman)

Last April 2010, Pathways college freshman – Yomki flew to Houston, Texas to participate as a finalist in the International Sustainable World Olympiad (I-SWEEEP). This is the biggest international science project Olympiad open to middle and high school students all over the world. Yomkippur won Bronze for her high school science project on: Utilization of Chicken Egg Shell as an Adsorbent Material of Biological Origin for the Removal of Lead Ion in Aqueous Solution.

Yomki graduated Valedictorian from Batasan Hills National High School last March and is now taking up BS Chemistry at the University of the Philippines

Sydney Dondon, Marvie Santioque, Marjorie Gadiano (3-BS Management, ADMU)

3 Pathways participants from Ateneo de Manila University are spending the second semester of their junior year in Providence University in Taichung, Taiwan. Sydney Dondon, Marvie Santioque, and Marjorie Gene Gadiano, all BS Management students, were given full tuition scholarships with allowance by the Ateneo's Office of Admission and Aid for their four-month stay in Taiwan as part of the Junior Term Abroad program. Sydney studied at the Parang High School, Marvie came from Quirino High School and Marjorie came from Marikina Science High School.



PATHWAYS TO HIGHER EDUCATION

Milestones

Total students Ateneo-Pathways has worked with since 2002: 1,523

Total number of participants placed in college : 654
Total number of college graduates : 128
Total number of honor graduates : 26
Total number of Board Passers : 17

Katherine Ann Paleracio (BS Civil Engineering, UST 2008) passed the Civil Engineering Licensure Exam taken in December 2008 with a percentile rank of 95, making her Top 10 out of the 1,672 successful examinees.

Partner University / College offering Scholarships	
Assumption College	11
Ateneo de Manila University	45
Centro Escolar University	14
CEU – Malolos	1
Colegio de San Juan de Letran	3
De La Salle University	5
DLSU – College of St. Benilde	1
Far Eastern University	11
FEU – East Asia College	1
FEU – FERN College	3
Lyceum of the Philippines	11
Miriam College	22
Our Lady of Fatima University	3
St. Scholastica's University	9
University of Asia and the Pacific	36
University of the East	2
University of Santo Tomas	23
University of the Philippines at Los Banos	1
University of the Philippines in Manila	1
University of the Philippines in Diliman	11
Polytechnic University of the Philippines	17
Total no. of students who have received scholarships from universities	231



Bridging the Gap in Higher Education

Despite the many challenges the Philippine public education system faces at present, the fact remains - there is immense talent in the public schools. Ateneo's very own president Fr. Bienvenido F. Nebres, S.J. proudly comes from a public elementary school in the small town of Bacnotan, La Union. Mr. Washington Sycip, one of the founders of the Asian Institute of Management as well as founder of SGV & Co. They are just some of the proud products of the public education system then. More recently, Roselle Ambubuyog who came from Ramon Magsaysay High School, graduated summa cum laude and valedictorian from the Ateneo and is has since started working to develop better technology to aid the visually impaired. All of them are proud public school graduates, all of them now contributing positively to society. Unfortunately today, they are more of the exception rather than the rule.

While much attention is (and should be) focused on improving basic education, there is also need to place ample attention on the students who manage to make it to high school and who show potential for higher education.

Pathways is Ateneo de Manila's social involvement program focused on identifying talented but underprivileged public high school students and preparing

Pathways started as a student organization activity of the Alay ni Ignacio (ANI), a group of Ateneo college students who wants to embody the lessons of social justice and charity that they have learned in their class.

them with the academic and formative skills they need to access quality higher education while at the same time, nurturing them into the next generation of Filipino leaders.

Pathways understands that while talented, these students still need to be further honed in order to ably compete with their private schooled counterparts for college admission. Thus, Pathways offers a holistic development for its participants who undergo both academic enrichment as well as soft skills formation to ensure they are prepared both mentally and emotionally for the demands of college.

Participants undergo two years of rigorous training that starts in their junior year of high school. The program consists of a two-month summer school called Alay ni Ignacio (ANI) run by Ateneo college students and held in the Loyola campus as well as Saturday Enrichment classes throughout the school year held in key partner public schools. Pathways also developed the Trailblazers Leadership Formation Program in partnership with the Ateneo Psychology Department, which both college participants and Ateneo volunteers undergo.

In ANI, two different worlds come together effortlessly. The friendships formed help the Ateneo gain a better understanding

of the plight of public education students by witnessing firsthand the challenges public school students and teachers face every day. On the other hand, the ANIlista comes out of the experience with increased self confidence and a glimpse of the possibilities that have opened up for them. To prepare them emotionally, Pathways also developed its Soft Skills Formation Program that starts with Self Awareness & Involvement in junior year leading to Social Awareness in senior year. These are incorporated within the ANI summer. In addition, students also undergo Self Enhancement Workshops which are conducted throughout the year for senior high school students to strengthen their character and hone skills such as time, conflict management and leadership skills for the students to better survive college life. Beginning SY 2010-11, Ateneo's Political Science Department will also be conducting workshops to enhance students' critical analysis of socio-political issues and develop their socio-civic consciousness and love for country as well.

Formation continues on in college when participants undergo the Pathways Trailblazers Program where the students are given the opportunity to learn about their leadership capability and apply their discovery in their community life.

Pathways also offers support services that

currently the public school system is unable to provide. It organizes activities such as the Presentation Skills Workshop to help them fare better during admission and scholarship interviews; College & Career Days as well as career inventory testing and guidance to help students decide on their courses for college. These activities are done in partnership with Loyola Schools faculty members, the Ateneo High School (testing department) as well as professionals from the corporate world, all of whom gamely volunteer, sharing their valuable time, talent and experience with the Pathways participants.

One of the very first hurdles in pursuing a higher education is the high cost of college application. To address this, Pathways partnered with 14 colleges and universities to waive the application fees to enable Pathways participants to apply to their schools for free and vie for scholarship slots. Partner colleges and universities play a significant role in providing these students the opportunity to enjoy quality higher education through their generous scholarships. To date, a total of 201 Pathways students enjoy scholarships in private Pathways partner colleges and universities.

While Pathways is focused on preparing the student, it recognizes the important role family support plays in the participant's life.

Thus, a unique component of Pathways is its Community Development Unit which organizes the participants' parents into parent support groups and also offers values formation and continuing education on parenting and family in partnership with the Ateneo Psychology Department and the Magis Deo Community that conducts the Suyuan program which is the grassroots version of Marriage Encounter. The formation the parents undergo help them nurture the different relationships within the family as well as helps parents understand the crucial role they play in their children's lives. This in turn helps create a home environment that is truly conducive for the Pathways participants to grow into the young leaders they were meant to be.

To date, Pathways has helped nurture a total of 1,523 talented but underprivileged public high school students in Metro Manila alone. A total of 654 have been successfully bridged to college. 128 Pathways participants have already graduated, 26 graduated with honors with one, Katherine Paleracio (BS Civil Engineering, UST 2008) placing tenth on the Civil Engineering board examinations. All the participants have since found meaningful work and are now able to help their families climb out of poverty and contribute positively to society.



PROGRAMS

Academic Enrichment Programs:

Alay ni Ignacio (ANI) – April to May

ANI is a summer school program for incoming 3rd and 4th year high school students. Academic classes as well as out of classroom activities are held from Monday to Saturday at the Ateneo throughout the summer. Ateneo college volunteers teach Math, English, Science and Self Awareness & Spirituality as well as facilitate other activities for the students that help them better understand themselves—identify their strengths, and weaknesses and articulate their personal goals and values. It is also during these activities that students are encouraged not just to understand but to embody and live out their role and responsibilities in society.

Saturday Enrichment Classes – July to March

Enrichment classes help students review and better understand lessons learned in the classroom while enhancing critical thinking and analysis. Trained Pathways volunteers go to the different learning centers every Saturday throughout the school year to help 3rd year high school students improve their grades in Math, English and Chemistry, and therefore have a greater chance of getting into good colleges and universities.

College Preparatory Classes (CPC) – April to May

For the past 7 years, Pathways has partnered with the Loyola Student Center to provide intensive review classes for 4th year high school students to help them prepare for college entrance exams. In addition, Pathways also invites Ateneo faculty volunteers to teach college courses to simulate the college classroom experience to better prepare the incoming college freshmen.

Soft Skills Formation Programs:

Self Enhancement Workshops (July—March)

This workshops are conducted during three weekend camps throughout the year that aim to prepare 4th year high school students to strengthen the students' character and hone skills such as time, conflict management and leadership skills to better survive college life. For SY 2009, Pathways partnered with World Youth Alliance-Asia Pacific to develop future leaders of our country with a broader and more global perspective. Beginning SY 2010, Ateneo's Political Science Department will be conducting workshops to enhance students' critical analysis of socio-political issues and develop their socio-civic consciousness and love for country as well.

Trailblazers Leadership Formation Program (LFP) – throughout the school year for college participants

Trailblazers is Pathways' leadership formation program developed together with the Ateneo Psychology Department. It consists of a workshop component over three weekend camps that focus on identifying one's own needs and plans for learning, exploring the context they are in as young Filipino leaders, mastering themselves, acquainting their social selves and developing their leadership potential.

Community Development Programs - Mutual Support Group Organizing (MSGO)

Pathways helps organize parent participants into mutual support groups within communities, independently organizing, developing projects, and building support systems needed when sustaining their children's college education. To date, there are three parent groups – one for each of the areas Pathways operates in – Marikina, Quezon City and Payatas.

Values Formation Program

The program is composed of seminars tackling issues of effective parenting, dealing with adolescence, relationships, etc. These seminars are conducted in partnership with other groups, such as Magis Deo and Ateneo's Psychology Department.

Livelihood Opportunities Development

Pathways assists in identifying opportunities and strategies to augment family income. Pathways networks with other agencies to provide training to enhance skills of the parent participants and enable them to be productive citizens.

FULL CIRCLE: Giving back to ANI

For eight years, Pathways has aimed to mold young students into empowered and responsible Filipino leaders. But unlike our national hero Dr. Jose Rizal, who believed that the youth is our hope for the future, Pathways has seen young students evolve into leaders of the present.

Eumir Alexis Angeles graduated from the Ateneo de Manila University last March 2010 with a degree in BS Applied Mathematics, major in Mathematical Finance, and is now taking up his graduate studies in the same field. It has been 6 years since Eumir first met Pathways to Higher Education as a sophomore at Marikina Science High School.

Just like most of the students in the Pathways program, Eumir didn't believe that he would be able to go to his dream university after high school. "I was ready to take my college degree in any public university or college," he says. But as with most of the Pathways participants, Eumir persevered through two summers of Alay Ni Ignacio, one year of Saturday Enrichment Classes and hours of Self Enhancement and Leadership Workshops, and passed the Ateneo Entrance Test.

Despite the heavy academic load and the adjustment in Ateneo, Eumir spent most of his free time since first year college, volunteering for Alay Ni Ignacio – an organization he himself attended as a high school student 6 years ago. Now, he is the Principal of Alay Ni Ignacio, the first Pathways participant to ever hold that post. Eumir has spent four summers teaching Mathematics to public high school students, who like him, hope to go to and graduate from college. Now he ensures that they get just that – an opportunity to pursue their dreams and change their lives.

With all due respect to Dr. Jose Rizal, Eumir has proven that we don't have to wait long to see our youth take charge. Today is as good a day as any to see how the youth goes beyond themselves to passionately lead, serve and inspire others to change their lives.

GK was faced with the challenge of building at a pace and scale that were beyond its norms.



Livelihood workers in Payatas Trece

Building Communities

Ateneo and Gawad Kalinga have been together in the journey of building homes and communities for the poorest of the poor for the past 7 years. What started as an initiative of University President Fr. Nebres is now a cause and commitment embraced by so many in the Ateneo community. On the surface, it appears that it is Ateneo helping GK residents but in reality the relationship goes both ways where students, parents, and alumni get to take home as much as they have given.

For Buddy Encarnacion and the rest of the parents of Ateneo High School batch 2005 the journey started as a project to build one house per class for Payatas 13. But throughout the year they also got the chance to volunteer during Father and Son activities at the high school. These shared moments of service turned out to be meaningful encounters that deepened their relationships with one another.

Similar stories were echoed in the Ateneo Grade School which has adopted GK Sitio Ruby as their partner community. Each grade seven student got the chance to immerse in the community to do house builds and tutorials. Once a year, each student gets the chance to play the roles of those who lovingly support them daily. They become teachers and yayas to 2-3 kids from the village as these kids go through language and art workbooks.

GK- Ateneo's engagements with GK Payatas Trece and GK Sitio Ruby appear to be convenient when compared with the situation that brought them to GK sites in Nueva Ecija and Bicol. One of the most devastating aspects of poverty was vulnerability to disasters.

"I've encountered an opportunity to teach children before, but the place was the exact opposite of Sitio Ruby as it was proportionally difficult for me to adapt to the people and the environment. I thought we would be teaching in some place like a classroom, but to my surprise the place where we were going to teach was just a space with small chairs and table . . . This made me realize that education can take place anywhere at anytime. . . I also saw that the children were so enthusiastic about learning. Their parents were also pushing them to learn and pay attention. This is a sign that poverty is never a reason for illiteracy if you are determined to go to school."

-Aaron de Guzman, 7-Claver, Batch 2011

"Para sa akin ang Sitio Ruby ay isang napakasayang lugar. Lahat ng tao ay magkakakilala, lahat ng mga bata ay naglalaro sa labas ng kanilang mga tahanan. Sa tingin ko nga ay parang pamilya na ang tingin nila sa isa't-isa.... Naging hindi malilimutang pangyayari sa akin ang pagtuturo at pag-alaga sa mga bata. Dahil sa karanasang ito masasabi ko na mas naging 'mature' ako dahil ako ay naging kuya sa mga bata."

-Julian Narcise, 7-Regis, Batch 2011

"There was nervousness for the responsibility, but even more excited for what I can do, who I can affect, with that responsibility. These were people. No matter their place in the country, no matter their status, these were people with lives just as important as mine. And by helping them, even for half a day, I was only doing my part in the fulfillment of God's will."

-Anton Cabalza, 7-Berchmans, Batch 2011

Gawad Kalinga-ATENEO

Building Communities to End Poverty

By Mark Lawrence Cruz

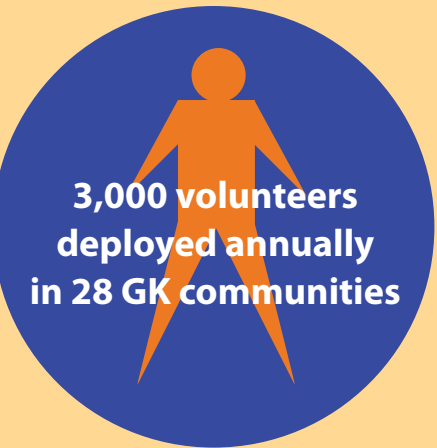
Images of washed out homes, flooded farms, and bodies of unfortunate victims take center stage almost every year. In this familiar setting of desperation and devastation in late 2004, Ateneo and other partners of GK decided to respond to the consecutive and enormous disaster brought about by typhoons Unding, Violeta, Winnie, and Yoyong with Kalinga Luzon. It was a massive campaign to rebuild 40,000 homes in the provinces of Central and Southern Luzon.

For its part, Ateneo committed to work with its long-time partner town of Gabaldon in Nueva Ecija. Since the 1980's, Ateneo students and organizations have gone to this town to climb mountains, plant trees, and conduct immersion activities. It was Ateneo's turn to give back to Gabaldon. And the GK- Ateneo community did so with the usual magis. After just 5 years, their efforts have built 150 homes, 1 pre-school, 1 library, and an elementary school which will graduate its first batch of Grade 6 students this coming March 2011.



And these 5 years of building have also been years when many heroes emerged. One of them would be Team Gabaldon, a barkada of 3 ragtag easy-go-lucky college students which evolved to become a volunteer group of 300 individuals. Another notable group would be the Loyola Schools maintenance staff who spent weekend and holidays volunteering to build classrooms, libraries, and youth centers in Nueva Ecija

“ Highlights of the GKAteneo Partnership, 2003-2010



**Table of partner communities
and the Ateneo units working
with them**

Similar circumstances brought Ateneo to the provinces of Albay and Camarines Sur in Bikol. Typhoon Reming left hundreds dead and thousands with homes to rebuild. For its part, GK committed to build homes for at least 700 families and Ateneo was again a partner in this major rehabilitation effort. This partnership gave Ateneo partner communities in the towns Milaor and Pasacao, Camarines Sur and in Libon, Albay.

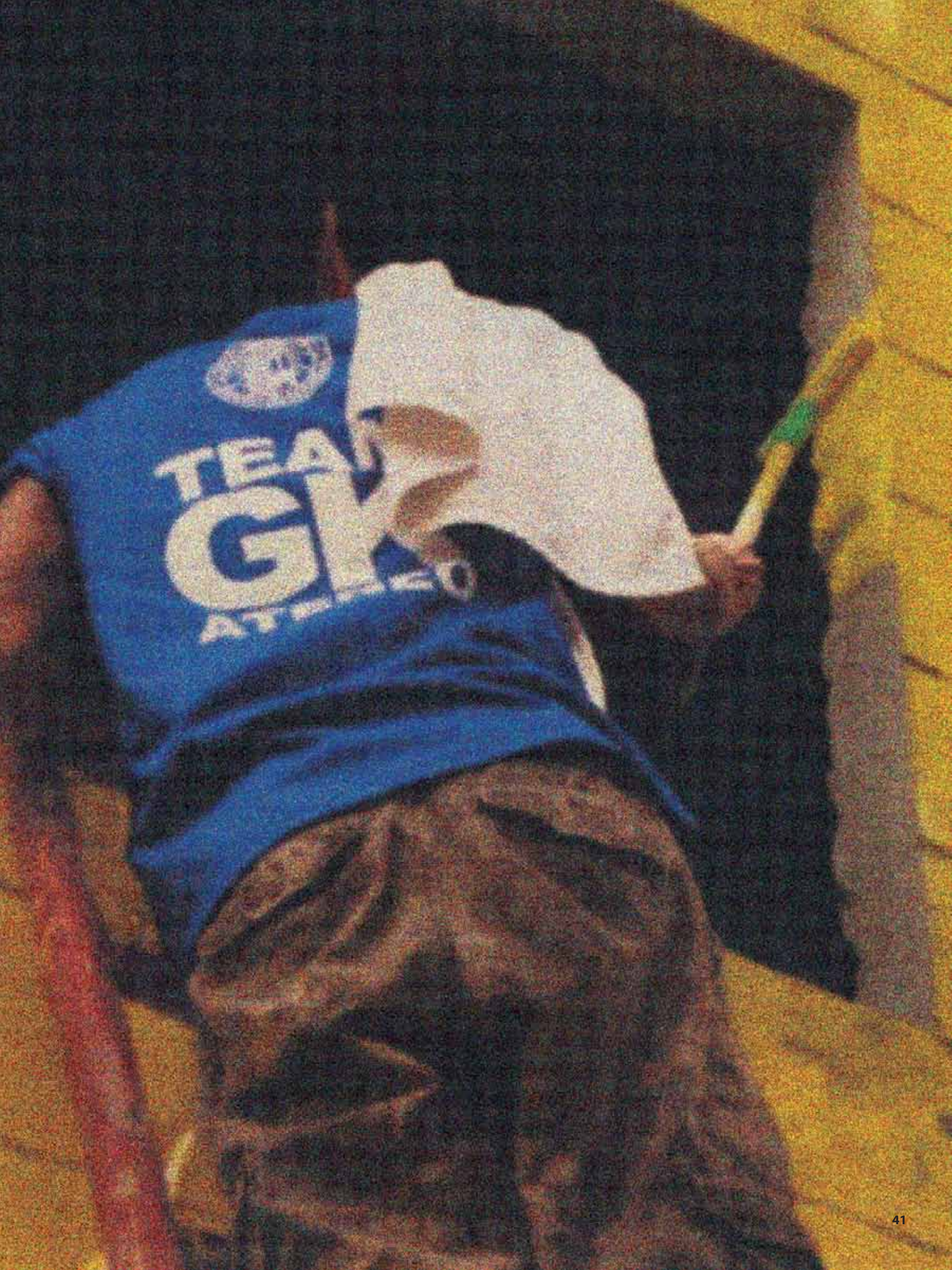
GK is widely known for its house building program. But behind every colorful house are vibrant stories of transformation and hope. Building GK communities is a daring enterprise of reaching out to new frontiers and finding hope which otherwise would remain covered and muddled by the dirt, dust, and rust of slums. By transforming these slums into beautiful, peaceful, and sustainable communities, GK and its partners build something stronger than mortar and metal: it builds hope and trust among the poor and its volunteers.

Building Capacities

Typhoon Reming challenged the scale and speed of GK's work. In responding to the rehabilitation needs in Bikol, GK was faced with the challenge of building at a pace and scale that were beyond its norms. The urgency and magnitude of the disaster compelled GK to rethink and reformulate strategies in order to adequately respond to the situation. It was in this context that Ateneo, through Dean Tony La Vina of the School of Government, entered a new phase in its partnership with GK by establishing the GK Builders Institute (GKBI).

The GKBI would serve as GK's capacity building program which was tasked to buln 2008, it produced the GK Field Manuals that guides the on-the-ground implementers of GK programs. It has also designed and implemented a training program series for caretakers which is being rolled-out nationwide since 2009. These initiatives of the GKBI at the School of Government heralded the evolution of our partnership with GK from simply building communities to building capacities and new programs.

One such initiative is Bayan-Anihan (BA), GK's food sufficiency program. BA responded to the high incidence of hunger in GK communities, especially in the rural areas. The approach was simple: each family was trained to tend a 10 square meter vegetable plot in order to augment their daily food needs. These small plots of okra, talong, kangkong, ampalaya, pechay, and other basic vegetables has yielded a monthly average of 10 kilos for each family.



This program has since been feeding 12,180 families in 406 communities nationwide. The continuing education program for these residents was also designed and is being implemented under the supervision of Ms. Noi Quesada of the ASoG.

A similar initiative would be the Partnership for Health in Brgy. Bagong Silang that was initiated by the Ateneo Health Sciences Program, through its head Dr. Dennis Marquez. This effort aims to expand GK’s community health program to include a partnership with the City Health Office, the Barangay Health Centers, and Philhealth.

This is an approach that was modeled after the successful experience of San Isidro, Nueva Ecija under the leadership of its former mayor, Sonia Lorenzo. Mayor Sonia has joined the School of Government as the lead person for the delivery of basic services for the poor. Through this initiative, GK and Ateneo hope to make universal health coverage a reality.

Through these initiatives, Ateneo has been playing a major role in expanding and improving the capacities of GK teams who are at the forefront of this work. In addition to the food and health programs, Ateneo has also been involved in developing GK’s social enterprise program (Center for Social Innovation or CSI) through the efforts of Dean Rudy Ang of the John Gokongwei School of Management.

The Performing Arts Cluster of the Loyola Schools have been holding summer dance, acting, and music workshop for the youth of GK communities and in so doing make a great impact in building the confidence of the participants. And all indications point to a continuing trend among various Ateneo units to move towards similar directions of long-term interventions that address the challenges of sustainability of these GK communities.



Goodbye Gutom!:

The Story of Antero Ely

(transcriptions from the video “Antero Story” by GK Communication)

“I used to live in Metro Manila. I fell in love. The parents of my wife did not approve of me. Because I am physically challenged, they said I will not be able to provide a home and education for our children. We lived under the bridge and I worked at odd jobs to feed my growing family. But life became harder. We decided to relocate to the province where I had relatives. They let us stay in an empty lot which was an abandoned pig sty. I looked for empty and discarded sacks, sewed them together and used these to cover the pig pen which became our shelter. I often cried wondering why life was so unfair and bereft of love and care. Everything seemed so dark. And when it rained, we got wet. We only ate rice and salt. All around was the stench from the refuse of the pigs. We suffered through all these knowing that better times lay ahead.

Little did I know that I would be one of the first recipients to be awarded a GK home. I was so happy, I wanted to shout! This is such a huge blessing to me and my family. They taught us how to farm, they gave us seedlings. We are now taking care of the plants. We water them. We tend to the farm the way we take care of our children. We’ve harvested the vegetables. My forty pesos earning would normally go to buy food for the family. This did not include rice. But today, my forty pesos is spent to purchase 1 kilo of rice. Then I just go to our backyard and pick the vegetables for my wife to cook. Bayan-Anihan has been an added blessing for us. We realized that we would not have been able to plant and immediately benefit from it without the assistance of the many people who taught us what to do. Today my family eats 3 times a day. They no longer go hungry like before. Bayan-Anihan through its program, Goodbye to Hunger, has put food on our table.

When people ask me where I live, with my head up high, I proudly say: “I live in Gawad Kalinga Nuestra Señora dela Soledad Village!” People say “he’s the man who thought there was no hope in having a better life. But look at him today, he has a home, there is order in his life, there is so much positive change in the way he deals with people. There is so much hope in his life.” That is why I proudly tell them, ‘my family and I live in Gawad Kalinga!’

Antero Ely
Resident, GK Nuestra Senora dela Soledad Village
San Isidro, Nueva Ecija



The feeding program in Bagong Silangan Elementary School.



Internally, there has also been a natural collaboration among various centers to collaborate with each other. The Ateneo Center for Educational Development (ACED) has been established in the partner towns of GK in Nueva Ecija and is being explored for implementation in other provinces. The Center for Social Innovation has also been collaborating with the newly established Ateneo Center for Social Entrepreneurship (ACSEnt) for the continued awareness and evolution of the social enterprise model for business.

While much has been done these past seven years, much more work lies ahead of the partnership. There are still more problems than solutions but it now very clear that there is no shortage of people who care enough to make a difference. And these silent majority are simply waiting to be given the chance and to be challenged to show their love and concern for the poor and for the future of this country. The friendship of GK and Ateneo faces these challenges with much optimism and hope. The partnership is driven by the vision of seeing the children and youth of GK communities as being the first in their families to escape the poverty trap and to live truly productive and successful lives.

Freedom from Poverty: the story of GK Kalayaan Village in Gabaldon, Nueva Ecija

GK Kalayaan in Gabaldon, Nueva Ecija stands as witness and proof to the so many effective ways we can engage poverty in a span of 5 years.

2005: Residents who formerly resided in the danger zones of the town were relocated to a safer place and were given concrete homes.

2006: A pre-school was built in the village in through Metrobank Foundation providing early education to kids 3-6 years old.

2007: DepEd, Ateneo, provincial and local governments started a satellite school in the village so the graduates of the pre-school could continue their schooling.

2009: a food sufficiency farm was established augmenting the daily food needs of the residents.

2010: A full elementary school with library was built that caters both to residents and non-residents.

March 2011: The first batch of Grade 6 students will graduate from the Gawad Kalinga Elementary school and a highschool scholarship from Mayor Rolando Bue is waiting for them. All residents will also be enrolled in the Philhealth program again thru Mayor Bue.

Heroes among us: LS maintenance personnel give their time to GK

It would be so easy to extol their heroics, to talk about them as if they were extraordinary individuals, gifted with divine grace. But that would cheapen them and their efforts. They are ordinary folks, but they are folks who have learned the peculiar joy that comes with volunteering. And in their stories, one finds a common thread, that of joy.



GK Ateneo Partner Communities

AREA	NUMBER
Quezon City	17
Rizal	1
Caloocan City	1
Bulacan	1
Nueva Ecija	3
Albay	1
Camarines Sur	2

It was not easy inviting them to the interview. In the conference room of the Social Sciences building, they were fidgeting in their seats, clearly uncomfortable sitting in the seats they have so often carried and re-arranged. Thirteen people were sitting down, twelve men and one woman. They were all wearing the blue shirts and jeans of the Loyola Schools maintenance staff, all tanned from years working under the sun, their arms muscled and their hands rough. These same hands were lost, some clenched, others rubbing themselves self-consciously. They weren't used to being centers of attention. For nearly all of them, the idea of being interviewed was unheard of. They weren't used to being interviewed because they were volunteers for Gawad Kalinga, and had been doing so for quite some time now.

These thirteen people are being interviewed because they are heroes.

They stared at the recorder set in the middle of the room like it was about to explode. Finally, however, stories began, awkwardly at first. The questions were never answered by one person, eventually, it would become too difficult to keep track as to who would be answering what.

It was less of an interview and more just talking, trading stories. People would reply individually to some questions, in chorus to others. In the end, the interview failed, not because no one answered, but because there were just too many stories, too many inputs being given. An interview would be cumbersome and confusing, and it may just sully the story that these people told. Instead of giving a transcript, we will tell their story.

The Gawad Kalinga projects that they were being interviewed for were just part of the story. For some of them, they have been volunteering in various capacities for some time. Richardo Gabito, for example, was already volunteering when Ateneo began

its formal disaster assistance efforts with the sheltering of Mt. Pinatubo refugees in 1992. He smiled shyly as he relayed an instance when he had to sing to the refugees, just to try to keep their hopes up in light of everything they had lost.

For others, their experience in volunteering, and in Gawad Kalinga, began with Cabiao, Nueva Ecija. It was a call made by their supervisor, Jun Granada, to assist in the construction of a library. It was, for many, a new thing, many not having heard of Gawad Kalinga before. They were greeted by the members enthusiastically. Alex Ferrer related his experience of being given the only bedroom in a household of women, given a bed filled with teddy bears even as the women slept on the floor. The story was told with smiles, but the experience was more than that, as one sees emotion cloud their eyes. For many of them, being given a bed as the owners slept on the floor, was humbling.

The experience in Cabiao, however, was more than just humbling, it was traumatic. The volunteers set to work, only to be set on by torrential rain. The rain was enough to cause their cement to run, making placing blocks one on top of each other impossible. Cenon Tapel had his foot impaled by a metal spike in the construction. Even as they struggled, at times simply standing still as they were battered by the wind and rain. The residents called for them to stop, to which they stubbornly refused, concerned that the cement they had already prepared would go to waste. It was only when they were reassured that the cement would not be wasted that they relented, surrendering to the weather. They would realize later on that, in the confusion of the storm, they had built a house with no doors, which they needed to rectify. The Cabiao project was completed in the time allotted, the volunteers refusing sleep just to get things done.

The songs of thanks that the children of the communities sing, would bring even the toughest men to tears.



It was to be a start for them, the project proving to be a baptism of fire. From there, they would go on to other areas in Nueva Ecija, Palawan, and Payatas. They would build houses and schools, often in a span of a few days. They would go back not just because they were doing good, but because the good they did made them feel good. The songs of thanks that the children of the communities would bring even the toughest men to tears. Some of them needed to slow down in the telling, their eyes misting over, obviously remembering songs and voices of thanks they will never forget. Others remember being locked in an embrace by grateful elders, overwhelmed with gratitude. Their efforts would bring them into contact not only with volunteers from around the country, but around the world.

They would have other experiences as well. When Typhoon Ondoy hit, they replied to the call once more, this time to clean and lend assistance. Here, the people they helped were not as grateful and were, at times, openly hostile to them. More often than not, it was simply a matter of proximity; there was no one else to get angry at. Their faces hardened a bit, talking about Ondoy. The storm brought out the worst in people, and they tended to get the worse of that. Some of them were also victims of the storm, and were placed in the unique situation of being both helper and beneficiary.

Volunteering was not something that came easy for them. They had little to spare, whether in terms of resources or in time. The weekends that they spent at the projects were weekends spent away from their families. They were often asked by others, whether co-workers or family members, why they did it, why sacrifice time, why sacrifice their bodies and their energy for something that gave them nothing in return.

Their voices softened when they talked about this, some in disappointment at their peers, others in sadness, wishing that their critics could experience what they experienced. Their rewards cannot be brought home, and can be shared only with those who are



willing to understand the unique joy to be had from playing with grateful children in their new homes, or listening to a heartfelt song of thanks. Even during the interview, their words failed. It was only “kaligayahan,” joy, that was said over and over by all of them. It was a different joy, “kakaibang kaligayahan,” that embraces them when they volunteer, and it was something that could not be explained adequately.

Most of these volunteers did not have homes themselves. And yet they built homes for others, in faraway places. Some returned home from these projects not to a welcoming family, but one that questioned their own loyalties, to families that did not understand the peculiar joy of a truly selfless act. They are still at it, they are still planning the next trip, saving up what they can in terms of energy and time. Most plan to bring their families with them soon. It is the only way to share the joy, the only way to make them understand why they do it and why they keep coming back. They have gained friends who have visited them, and they are friends, with a shared experience that few can ever imagine.

In the end, as they loosened up and laughed openly at their own stories, they showed themselves to be just like everyone else. It was supposed to be an interview.

Instead, it was amazing.

Thank you to Richardo Gabito, Eric Zamora, Jessie Cordiva, Jo Bayrante, Ruben Yanson, Jr., Alex Ferrer, Cenon Tapel, Jr., Philip Balerite, Rico Narciso, Manny Avila, Roger Alabat, Winnie Legada, and Jun Granada of the OAS for sharing their incredible stories.

May their ranks swell!!

Building wealth with the poor

By Mark Lawrence Cruz

The need for sufficient and sustainable livelihood for GK residents was something that always captured the attention of Ateneo students and faculty. Behind the much publicized house-building activities were many silent yet steady efforts to build wealth for GK communities. One such effort was the Ateneo Management Association's Social Entrepreneurship Challenge which was launched in 2006 under the leadership of Reese Fernandez.

The participants were challenged to identify, design, and implement livelihood programs for GK communities. This challenge paved the way for the establishment of a catering business in Payatas 13 which served in many functions and events in Ateneo from 2007-2008. The succeeding years of the AMA-SEC improved on previous businesses that were established (such as converting the catering business into a packed lunch delivery business) and even came up with new ones (such as vermiculture in Payatas 13, wallet manufacturing in GK Talanay, slippers business in GK Molave).

In addition to student organizations, individual students also did their part in addressing the livelihood needs of the GK communities. Among these students were Melissa Yeung and Nicole Alquiros. Melissa started her journey by providing scholarships in 2005 for 20 out-of-school youths in Payatas 13 from funds raised through the efforts of relatives and friends.

However in the course of implementing the scholarship program she discovered that a huge part of the reason why these youths were not sent to school was the lack of regular employment of their parents. She thus urged her family's business,

Greenstone Pharmaceutical HK, Inc. which manufactures Katinko Ointment, to open their doors to applicants from the community.

In 2007, they hired 60 people (mostly parents of the scholars) and have since been consistently hiring from the community. They even implemented a forced savings program that funded the schooling of the siblings of the initial batch of scholars. Similarly, Nicole assisted GK residents so that qualified individuals may be hired in their family's chain of restaurants. Many of them are now regular employees of the company and have been steadily employed for the past 3 years.

Young Ateneo alumni also figure in this story of building wealth for GK communities. One such group of alumni would be Trese Printers composed of John Michael Go (AdMU '04), Juno Alcantara (AdMU '07), Jerick Limoanco (AdMU '05), Frank Lester Chiu (AdMU '02), and Nicole Bacolod (AdMU '08).

What started as simply a shirt-selling activity for a major GK activity in 2008 soon evolved to a shirt printing and sewing business which serves major clients that include Cebu Pacific, Philippine Daily Inquirer, Human Nature Inc., KLM Air France, Ateneo de Manila, and GK Foundation. From an activity that sold 700 shirts in 2008 they are now a growing enterprise that trades 20,000 shirts a year and provides regular income to 20 families in Payatas Trece.

These are just some of the stories from Gawad Kalinga that now make up the growing consciousness and initiatives for social entrepreneurship in Ateneo.



Payatas Trese artisans hard at work on on Air France cosmetic kits

Building People, Building a Country

“The new name of social development is social entrepreneurship.”



The Ateneo has always had a special focus on developing leaders for social change. “Our education has always been influenced by the Judaeo-Christian tradition of the reformer, decrying injustice in high places and taking the side of the poor and the oppressed”, explains university president Fr. Ben Nebres. “In the 1990s, we further focused on educating young leaders with a heart, who would use their professional skills to make a difference for the poor.”

In the John Gokongwei School of Management, making a difference for the poor means focusing on social entrepreneurship and global sustainability. “Business is an important catalyst for social transformation rather than its enemy”, says its Dean, Rudy Ang. “Our students should not have to choose between charity and profitability—they are taught to set up businesses that generate positive social impact while achieving attractive bottom lines.”

In 1999, when Ateneo’s School of Management was first envisioned, the school’s leadership team identified “entrepreneurship” as its educational focus. The School would contribute to the task of nation building by educating the sort of high impact entrepreneurs who could speed up the pace of economic development. In 2010, this focus was further refined to zoom in on “social entrepreneurship”. Economic development is insufficient if it does not grow hand in hand with social development.

Three key initiatives have been undertaken to actualize this new focus on social entrepreneurship: strategic partnerships, curriculum integration, and the creation of the Ateneo Center for Social Entrepreneurship.

Strategic Partnerships

The first and most important realization of the School of Management was that it could not successfully reorient its program without finding strategic partners who could help it achieve its goals. The first and most important of our partners is Gawad

Kalinga. Originally thought of as simply an outreach venue for JGSOM faculty and students, it soon became quite clear that GK was much more than that: its many GK communities eventually became valuable experiential learning laboratories for our students’ social entrepreneurship ventures, and its network of committed volunteers and professionals an important learning resource for our classes.

Curriculum Integration

JGSOM was designated a CHED Center of Excellence in Entrepreneurship Education in December, 2007. Since then, it has continued to introduce innovations into its program design, including a new focus on service learning, and experiential learning. To develop entrepreneurs who will be concerned about generating economic returns for the environment and the community and not just their shareholders, students have to be exposed not just to the tools and techniques of business but the social environment in which their business ventures will operate.

Under its service-learning initiative, students are required to complete real-time projects that will allow them to apply concepts learned in class while generating tangible benefits for beneficiary communities: for instance, developing a simple accounting system for a community health center. More and more JGSOM classes, especially in the Leadership & Strategy and Finance & Accounting Departments are integrating service learning projects into their course curricula. In 2009, the L&S Department launched a special GK-McKinsey social entrepreneurship class, which gave selected students the opportunity to study the question of developing social enterp business models for GK communities under the guidance of the McKinsey & Co. leadership team.

The Ateneo Center for Social Entrepreneurship (ACSEnt)

The Ateneo School of Government, the School of Social Sciences, the Ateneo Graduate School of Business, and the John Gokongwei School of Management launched The Ateneo Center for Social Entrepreneurship, or ACSEnt, in 2009. The Center’s mandate is to develop a strategic plan for the university’s engagement in Social Entrepreneurship, and to pool together the resources of the four partner Schools to realize this plan. An important part of ACSEnt’s program is a Social

Enterprise Incubator that will be set up on campus to provide support to the social entrepreneurship community.

ACSEnt is a critical component of JGSOM’s focus on social entrepreneurship because of its inputs into curriculum design and research, but especially because of its Social Enterprise Incubator.

JGSOM has been involved in business incubation since 2004, when it set up the JGSOM Business Accelerator, or SOMBA. Approximately 160 students are enrolled in the incubation program this year, roughly half of whom have chosen to engage in Social Entrepreneurship. A very real challenge for SOMBA is that its facilities and programs are limited only to students of the Ateneo, and that student entrepreneurs lose access to this valuable resource upon graduation.

ACSEnt’s incubator is not limited to student entrepreneurs. Students who are serious about social entrepreneurship can “graduate” from SOMBA into ACSEnt when they graduate from the Ateneo, providing seamless access to learning resources that may be critical to their fledgling enterprises, and which can influence their decision to either continue their business after graduation or to simply give up and go look for a job.

How successful are Ateneo’s efforts? Very recently, Reese Fernandez, a 2007 B.S. Management graduate of the Ateneo, was named one of the 2010 Young Laureates of the Rolex Awards for Enterprise. She was recognized as a co-founder of Rags2Riches, which has partnered with and trained urban poor housewives to convert cast-off rags into designer handbags. According to Reese, “For our communities, Rags2Riches is not only a livelihood opportunity. It is a dream-builder that allows them to look beyond tomorrow and create a more promising future for their families.”

Fighting words not often heard from graduates of typical business schools.



Thoughts on Social Entrepreneurship

By Carlo Antonio Rivera

Please describe ASOG's work in Social Entrepreneurship and its connection to the Center for Social Entrepreneurship.

Which accomplishment are you most proud of?

How does your work fit in with the values of the Ateneo?.



The Ateneo School of Government is at the forefront of promoting social entrepreneurship in the country. No other school or institution, for that matter, has done more work in this area than we have. Our programs are designed not only to introduce social entrepreneurship as an innovative means to solve social problems but also to create a support base for young, budding social entrepreneurs who are committed and impassioned to lead the crusade for change.

We realize the importance of synergy in order to achieve greater impact; as such, we have worked with and collaborated with other institutions—private, corporate, academe, and even government—to help us strengthen our programs. So far, we have trained hundreds of groups and individuals on the sustainable way of addressing social problems in the country. Some have even started their own social business enterprises. And it is in this spirit that we collaborated with other Ateneo units—JGSOM and the Development Studies Program of the School of Social Sciences—in putting up a center for social entrepreneurship.

There is that need to provide assistance in many areas—legal, administrative, finance, marketing, branding, networking—to help start-up and perhaps, even establish social enterprises, and help them succeed in their operations. They need all the help they can get from us and we want to make sure that these enterprises grow and serve the community or advocacy on which they were built. The Center also aims to serve the research aspect of the school so that we get to teach our students fact-based information in their studies about social entrepreneurship.

Every success and milestone is something to be proud of because it serves the objective of the program to develop young people to become leaders willing to take up problems in their respective communities. Over the years, we have come to engage young Filipinos in the important work of nation building through our various projects and initiatives on leadership and social entrepreneurship, and we hope that, in one way or another, the fruits of our labor will be that these young people turn out to be the kind of leaders that our country needs—effective, empowering, and ethical. That is why, it is important, more than ever, to expose them to initiatives like these, to open up their minds to the many possibilities of becoming engaged in the constant process of building our nation.

The School's overarching vision is "transforming communities, building a nation". We achieve this by establishing partnerships with local government units, linking islands of good governance, providing support to effective and ethical local executives, and promoting governance innovations. So far, we have been successful in realizing our goals for the country. Looking through, this is in no way different from what the Ateneo stands for and espouses as a Filipino, Catholic, and Jesuit academic institution where it seeks to train men and women for others willing to engage the call to justice in all dimensions.



Dr. Antonio G.M. La Viña, professor, thinker, lawyer, writer, and dean of the Ateneo School of Government, talks about social entrepreneurship in the Ateneo.





Rags to Riches: An Eco-Ethical Style

The company started in 2007, when ten college students and young professionals came face to face with families in a dumpsite community in Payatas, and decided to organize themselves to help the mothers make a decent, dignified living. Since then, Rags2Riches has grown to commercial success, with nine branches in Makati, Quezon City, Taguig City, and Boracay. It is drawing in more partners, volunteers, and advocates, and plans to expand to more communities. In an interview, Reese Fernandez (BS Management 2007), the company president, talks about what makes Rags2Riches tick.

Rags2Riches is a social enterprise—a new kind of business that, by its very nature, has a very different vision from a conventional business.

At the heart of Rags2Riches is what Reese calls an “eco-ethical style.” Unlike a traditional corporation, which sponsors environmental and social programs to gain marketing points, a social enterprise like Rags 2Riches has social outreach and environmentalism at the core of its business plan. Rags2Riches works by combining the labor of mothers in Payatas, the throw aways of various Philippine garments factories, and the skills of fashion designers and marketers to create products that appeal to the public.



Working with Xavier Alpasa S.J., the Jesuit brother assigned to Payatas, the founders of Rags2Riches realized at the outset that the mothers, who supplemented their husbands’ incomes by weaving cloth rugs, were making very little money for their work due to a lack of market access and information. They would weave eight to ten rugs a day, but would only earn a peso for each rug, with most of the profit going to the middlemen. To make the products more marketable and to reduce the weavers’ dependence on middlemen, the Rags2Riches team helped the women improve the quality and style of their products and provided an avenue for them to reach consumers. With the addition of weavers from the area and the input of well-known fashion designer Rajo Laurel, Rags2Riches was able to grow its initial investment 400% in four months

These achievements have made Reese something of a role model to the Ateneo’s management students, who are currently striving alongside the university’s Center for Social Entrepreneurship to replicate the company’s success. Reese is quick to credit her colleagues. “It’s a combination of great minds with good hearts that created this business,” she says. Although Rags2Riches has won many awards, Reese says that the achievement she’s proudest of is the Quality of Life Program that the company set up for the weavers to have access to education, savings, and insurance.

“It’s a combination of great minds with good hearts that created this business”.



She calls it a combination of business education and personal and family development. She stresses that the knowledge provided by the program is an equalizer, allowing poor families whose only concern was survival to expand their awareness and giving them the tools to succeed. Reese speaks fondly of the “nanays,” who were all eager to contribute to the program once they realized that Rags 2Riches was sincere. Reese says that while there have

been many successes, there have also been many challenges, primarily that of communicating their vision of social entrepreneurship to potential business partners. Social entrepreneurship, being a new field of knowledge with little formal theory, is viewed with skepticism by many—not the least because its increased focus on human development means that its margins are naturally tighter. While this skepticism is natural in an environment where nine out of ten new businesses collapse, Rags2Riches has seen it as an opportunity to prove the soundness of

its concept of eco-ethical style. Perhaps the greatest strength of Rags2Riches is its shared culture of excitement and commitment. Reese believes that there is space for everyone to make a difference. “You can do it in your own way... I’m not saying ‘own little way’ because I think our problems are very big,” she says. She believes that our country deserves the best. When asked how her work for Rags2Riches was influenced by her years at the Ateneo, she says she can’t overemphasize her alma mater’s contribution to her outlook. She is thankful for the opportunities it has given

her to help others and see the world as it is. She finds that although all the philosophy, theology, and critical thinking skills from the core curriculum might seem abstract at first, they are supremely applicable to her work, giving her the tools to empathize; to understand herself, others, and the world around her; and to do something to help. Reese describes her work as challenging, inspiring, and fun; she finds herself excited for Mondays and not too eager for Fridays. “I think it’s the best job in the world.”

How Hapinoy puts “nanays” on the path to prosperity

By Angelica Kathryn Carballo

They met as classmates and friends in Ateneo de Manila (GS '91, HS '95, BS Management Engineering '99). They pursued different paths after college. Bam Aquino joined the public sector, became commissioner-at-large and chairman and CEO of the National Youth Commission. Mark Ruiz joined Unilever as customer development executive and merchandising supervisor and in six years rose to the position of senior customer marketing manager and CMD head. But experiences and conversations in their formative years kept coming back to them and kept bringing up the question: “Am I making a difference for our people, especially the majority poor?” Bam says: “In government, I witnessed programs that had short-term gains but no long-term effects for the people it served. That influenced me to think of something that could make a lasting, transforming difference for Filipinos.” For Mark, while he was in sales and marketing, “I always pushed for social development through innovation and entrepreneurship – the intersection of my passion and skills.” Seven years after college graduation, they met again and told each other it was time to find a way to really make a difference. And so, together with other like-minded Filipinos, Dr. Jaime Aristotle Alip, founder of the Center for Agriculture and Rural Development-Mutually Reinforcing Institutions (CARD-MRI), Rafael Lopa, now Chairman of Microventures, which manages Hapinoy, and many others who would join them, they founded HAPINOY. The concept was simple. 40% of total retail sales in the Philippines are in the over 700,000 sari-sari stores in the country. But the goods they sell go through so many layers of distribution before it reaches them, that their share of profits remain very low and barely sustainable. The challenge was to create a new business model which would maximize the profits available to these sari-sari stores at the bottom of the distribution chain. However, developing the new business model and carrying it out was difficult

and challenging. But today Hapinoy has 150 community stores. These stores are directly linked to partner manufacturers like Unilever, Nestle, Universal Robina Corporation, Century Pacific Group and others, cutting through the layers of distribution and giving them a larger share of the profits. These community stores in turn service a network of 10,000 sari-sari stores. To understand Hapinoy and the kind of vision and transformation that really makes a difference for our country, it is best to look at it from the point of view of the nanays who run the sari-sari stores. When one goes to the Hapinoy website and watches the introductory video, one sees the growth in the business of the nanay's sari-sari stores. This has been made possible through the provision of added capital that allowed them to expand the store, invest in equipment, of cheaper goods and additional businesses like Smart e-load. But equally impressive is the joy and self-confidence we see in the nanays as they speak of the growth of their business and the transformation of their lives. This transformation comes in many ways from the vision of Hapinoy of not only creating growth in business, but also empowerment of the nanays. This is done through the Hapinoy training and formation program. Hapinoy has a system of Store Doctors, led by TJ Agulto. Their job is to help individual stores grow their business. Through the Store Doctor program, the nanays are trained to understand their business better. They speak of becoming better focused and of carefully checking on the pricing of competitors. Equally important, they are helped to grow self-confidence, character and values. From this vantage point we see the critical role of the key movers of Hapinoy. CARD provides the capital that allows them to expand and grow. But one of the limits to growth of sari-sari stores and other businesses of the poor is that they cannot easily access the larger business system. They cannot go to Universal Robina or



Unilever and ask to buy directly from them. Another limit to growth is lack of education and training in business and financial management. As well as limited opportunities for self-development. Here we see the critical role of Bam Aquino, Mark Ruiz, TJ Agulto and the many other young people in the Hapinoy Management Team. They are bridges between the sari-sari stores at the bottom of the distribution chain and the big players like Unilever, Universal Robina and others. They provide needed training in technical and business knowledge and skills, as well as formation in personal and interpersonal development, both necessary for success and well-being. They connect institutions and realities in the country that heretofore have been separate, disconnected islands. In doing so, they are creating prosperity for the great majority poor in our country and achieving the lasting, transforming difference they dream of.

Sabi ng mga Hapinoy nanay:

Makatotohanan ang kanilang mga itinuturo at makabuluhan. Sa aking edad na 50 anyos, sa tulong ng Hapinoy mas lalong nag-ibayo ang aking pag-asa na may pagkakataon pa akong umunlad.

- Mrs. Rosita Tubiera

Ang Hapinoy ay malaki ang tulong sa amin dito sa Bondoc Peninsula. Kahit kami ay baguhan pa lamang, nakikita ko ang pagmamalasakit sa amin ng Hapinoy.

- Nanay Sonia Alforte

Mas naging focused ako tapos mas naging maingat sa pricing. Because Hapinoy na kami, mas natuto ako doon sa competitor's check dahil expected na ng mga members, ng mga tiga-rito, na mababa ang Hapinoy. So even wet market pinupuntahan ko para lang ma-check yung dealer.

- Mary Jane Alinsod

Transforming Civil Servants to Transform Communities

By Amihan R. Perez

Of slight build and with a boyish look, Marc Villarosa, now 29, was the class beadle of the Ateneo School of Government's Master in Public Management Program (MPM) in Calapan City.

Marc works at the City Planning Office and was considered one of the "bright stars" of the class which included the City Engineer, the City Budget Officer and the City Public Information Officer.

As part of his final output called the Governance Innovation Report (GIR), Marc went to a known academic institution in Makati to research on how to help make Calapan City more competitive by assessing its level of competitiveness. While doing his paper, those he had met and interviewed were part of a group that did a regular search for the most competitive cities in the Philippines. This group decided to include Calapan City in its study of competitive cities for 2007. Marc recalled that these people "did not know about Calapan. Some thought it was in Mindanao."

The process for researching and gathering of data for GIR was done with numerous focus group discussions (FGDs). The first was with local business men through the City Trade and Industry Department. When the new administration led by Mayor Salvador "Doy" Leachon took over in 2007, civil society groups, academe and private organizations were organized. These sectors became more cooperative and responsive to the call of the City Government for more participative governance. Representatives from these sectors became part of the City's development planning where Marc's classmates took part. This process resulted in the first People's Agenda of Calapan City. Problems were identified during these discussions for the Agenda and solutions were suggested like the improvement of port services, development of more skilled workers needed by local industries and

improvement of traffic and solid waste management in the city to attract more investors.

A realization on Marc's part during the whole process was that whatever government does, if it is not seen and felt by the people, then it is useless. The FGDs with the different stakeholders of the City evolved into a strategy to make the LGU more responsive to its constituents and vice-versa. With the full support of the Mayor, civil society organizations organized the Calapan Movers Society. This group has been instrumental in organizing and implementing projects that were part of recommendations of Marc's final paper. Some of the improvements that were put forward for the City are the GIR topics of Marc's classmates. All these projects were then planned and undertaken even if Marc had not yet finished and submitted his final course requirement.

The World Bank has been supporting an effort of ranking and putting out a list of competitive cities since 1999. In 2007, after Marc had completed his GIR, Calapan City was recognized and made it to the top 10 competitive cities in the Philippines. In 2008, the city was awarded a grant from The Asia Foundation under its Public Service Excellence on Ethics and Accountability. It is now working on its ISO certification.

Marc is now married to Gladys and is a father of a 9-month old boy. He also recently got promoted.

Calapan City was the first LGU partner for the Ateneo School of Government's off-site MPM program where faculty members from Metro Manila travel once a week to teach at least 20 scholars chosen by the City and screened by the University. This pilot program started in 2005 and ended with the School's first off-site graduation in 2007. MPM-Calapan as it is called by the School and its faculty was borne of an idea by City Planning Office. It



was supported at the onset by then Mayor Carlos Brucal and was continued by Mayor Leachon. Mayor Leachon was a graduate of the School's executive training Leadership and Campaigns program when he was still City Administrator. He still supports the ideas of Marc and the MPM graduates of Calapan City.

After Calapan City came Iloilo City, then the provinces of Nueva Ecija, La Union, Tarlac and Lanao del Sur. The School of Government's mission involves transforming communities to build the nation "community by community, municipality by municipality, province by province, until the School establishes learning and capacity-building partnerships with 1,000 local government units." Why a thousand? Because, this number represents a critical mass of 60% of all local government units in the country.

The experience of Calapan in practicing participative planning and sectoral consultation are only part of what the School advocates for good governance. There are many others like "Marc Villarosa", civil servants in other localities where the School of Government has reached who have been or are now able to help their respective constituents.

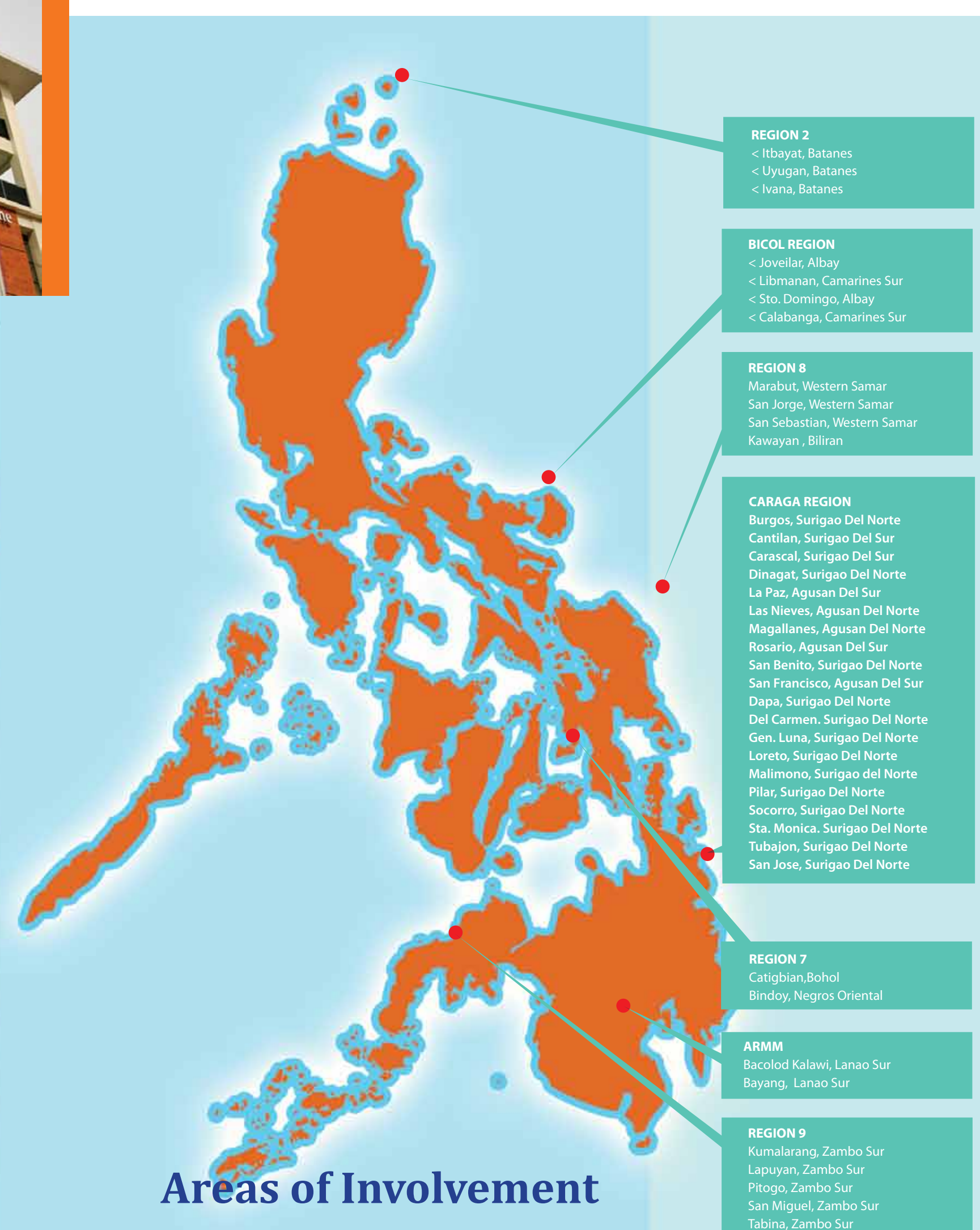
Aside from its graduate program, the School offers training courses for those who need specific skills as leadership and management which was given to middle managers of the Commission on Higher Education; effective local legislation and ethics as requested by the Philippine Councilors League for their new members; leadership and management as customized for the officers and staff of the Philippine Air Force; and the mentoring of political neophytes.

The flagship programs of graduate studies and executive education courses are aptly complemented by the Knowledge and Practice Clusters that work in the areas of basic services delivery (health, shelter, education, livelihood, food, justice); environment, and natural disasters; integrity and accountability systems; political and electoral reforms and global and regional competitiveness.

Dr. Antonio La Viña, Dean of the School of Government has always stated that the school "loves politicians." By giving these politicians and civil servants the right tools and attitudes, they will be the keys to making the necessary changes on the ground to hopefully create prosperous and just communities.

New ways of thinking about health

Maria Eufemia C. Yap



After completing my medical studies and taking the licensure examination for physicians, 3 friends and I volunteered in the Rural Health Physician Program of the Department of Health and were assigned to the Irosin District Hospital. This was during the time when rural practice was no longer a compulsory requirement for newly graduated medical doctors. The four of us went for various reasons and we were all assigned to the Irosin District Hospital as under-board doctors assisting in the various ways in the 25 bed hospital.

Together with these responsibilities, we were also given assignments to assist the Municipal Health Officer of the 3 other towns surrounding Irosin and I was assigned to assist the MHO of Bulan, Sorsogon. We also had a chance to volunteer in the health program of the NGO, LIKAS who at that time had a very robust community based health program in the various barangays of Irosin and nearby towns.

In a sense, the 4 of us had the best of all worlds – under the tutelage of a dynamic, well-grounded, politically savvy mentor (who also happened to be the District Hospital Chief at that time), we were based in a hospital but were also allowed to be exposed to the preventive, promotive aspects of being a doctor as well as the workings of community based health programs. Because of this, we were initiated into a world of health interspersed with the world of politics, with the social and economic life of the people in Irosin and its nearby towns. Perhaps many of the other doctors today did not have as great an opportunity as we had.

During those 6 months, the most trying times were not in the field of curative medicine (in the hospital) but in the aspects of health that had to do with communication, systems, organization and relationships. Oftentimes, it seemed much easier to just be the usual doctor seeing patients at the outpatient department or the wards of the hospital instead of going into the different barangays to train Community Health Workers – farmers, fisherfolk, most of whom were not even high school graduates to become frontline providers of primary care, albeit not as fully integrated members of the public health system. The work in the frontlines seemed much more complex.

Our experience in Irosin was definitely not an isolated case. Even the usual doctor-practitioners who have their own clinics or admit their patients in a hospital are also confronted with a gamut of challenges that their medical training never prepared them for. Equally challenged are the public health doctors who opt to serve the far flung, largely rural areas where the challenges of being a physician include doing tasks of a manager – planning, leading, organizing, controlling; and the task of being comfortable in politics.

This was some of the learning that led to the creation of the Ateneo School of Medicine and Public Health. It all started with the confluence of events – serendipity as many call it. An opportunity had been offered and the possibilities seemed endless at that time.

Many building blocks indicated how the medical school should be structured. And one of these building blocks came in the form of a chance to actually be significant in 4th, 5th and 6th class municipalities of the Philippines that perhaps had not seen a doctor for more than two years or in towns that did have a municipal health officer but through time seemed to have lost the passion and enthusiasm. This project is called the Leaders for Health Program or the LHP.

The LHP is designed and implemented as a capacity building intervention. Those of us who began and ran this program know that a doctor is useless in whatever he/she hopes to do if some key stakeholders in health are not looped in. Foremost of these are the local chief executives who in this devolved setting of the Philippines “hold the control knobs of power and wealth”; and representatives of the recipients of the services themselves – leaders of community based organizations of that town. So through the LHP, capacity building interventions were provided in a systematic way, enabling both the mayor and the community leaders to expand and align their understanding of health and how they are equally important stakeholders of their local health systems.

Realizing the importance of building capacity of both health and non-health stakeholders gave validation to the curriculum that the Ateneo School of Medicine and Public Health set out to



implement. They became algorithms of steps to be taken, unlike perhaps in clinical care. For sure the curriculum is anchored around teaching everything and anything so that our graduates become the best clinicians; however this medical curriculum is firmly rooted on two important pillars – a solid, aligned and well grounded understanding of all aspects that impact on the health of communities and populations – the public’s health; and the knowledge, skills and attitudes provided by the discipline of management in order that the envisioned doctor is able to view and practice health in a systemic way. In doing so, this doctor is not only knowledgeable but comfortable in moving in and out of many worlds other than medicine if this is what is needed to bring about the good health outcomes that we all aspire for.

Perhaps when we reap the harvest of what we have planted through the ASMPH and the LHP, many more doctors will experience the best of all worlds that I and my 3 friends had as volunteer doctors in Irosin, Sorsogon. There are many worlds that a doctor is given an opportunity to enter and if our students do in fact take to heart the disposition that a medicine-public health – management curriculum inculcates in them, then indeed the best of many worlds is achieved – a successful career as a doctor, an effective and efficient manager and an influential change agent.

The public health doctors who serve the far flung, largely rural areas, faces the challenges of being a physician including doing tasks of a manager – planning, leading, organizing, controlling.



The Road to Health for All: Putting People First

“I heard a preacher say recently that hope is a revolutionary patience... Hope begins in the dark, the stubborn hope that if you just show up and try to do the right thing, the dawn will come. You wait and watch and work: you don't give up.”
--Anne Lamott

LHP history

The first Commitment to Hope Report narrates the pioneering work of the Leaders for Health Program (LHP) of the Ateneo Graduate School of Business (AGSB). It highlights the transformation of the way health care is being delivered in about 50 fourth and fifth class municipalities, mainly in the Visayas and Mindanao. LHP engages health reforms through the tri-leader approach, involving the local chief executive, the local health officer, and the local traditional leader. All the stakeholders in the community are, thus, essentially represented in the decision-making process.

ASMPH & HSP

The experiences of LHP have provided valuable insights for the Ateneo School of Medicine and Public Health (ASMPH) curriculum. With its vision “to be a leader in redefining health and how health is accessed and delivered in the country,” ASMPH “seeks to form, educate, train, and field physician-leaders who will actively catalyze and take charge of the process of affecting and effecting systemic changes in society through the health sector.” By forming leaders in the health sector, ASMPH hopes to address the fragmented approach to health issues by equipping its graduates with a broader and deeper understanding of health, beyond the challenges of diagnostics and treatments.

The Health Sciences Program (HSP), imbued by the lessons of LHP and molded in the image of ASMPH, hopes to define the third set of health-oriented engagements that could benefit a community more directly and, hopefully, sooner. Integrating the

non-academic formation program (INAF) of the Loyola Schools (LS) into the academic curriculum, the HSP adopts service-learning strategies that transform its program of study into potential public health initiatives. With on-going refinements of the curriculum orchestrated by dedicated faculty and driven students and with the support of other departments and administrators in LS, the HSP has initially engaged Barangay Bagong Silang (BBS) through a health research project with GK-Ateneo. Soon after, the project has evolved into what is now called the “BBS Partnership for Health” and has expanded to include the concerns of the entire BBS, beyond the confines of GK villages.

“Service-learning is giving service to others and at the same time learning. I thought service is just about doing something for others but it made me realize that it is also learning about oneself,” HSP sophomore

“My experience in Bagong Silang made me realize that changing the game is well within my hands... that every choice I make today should be ... a decision towards re-building the nation – (serving) a barangay of one million people at a time,” HSP junior.



Barangay Bagong Silang

Barangay Bagong Silang sits on the north-eastern side of Caloocan City. Bound by Novaliches, Quezon City on the south-east, by San Jose del Monte, Bulacan on the north, and by Valenzuela City on the west, it is about one-and-a-half-hour jeepney ride from the Loyola Campus. Unofficially (based on the survey conducted by the Health Sciences Program and barangay health worker volunteers in 2009), it is home to almost a million people with an average gross income of less than nine thousand pesos per month.

About seventy percent of the population is composed of children and the unemployed. Of the thirty percent that supports its population, more than half is made up of unskilled laborers. Of their income, the residents of Bagong Silang spend ninety percent on food and less than two percent on health. Nearly eighty percent of the population relies on the six government-run health centers for medical services and health information. These centers are manned by four doctors, a handful of dentists and nutritionists, a couple of nurses and licensed mid-wives, and several teams of barangay health worker (BHWs) volunteer.

On many occasions, they send emergency medical and surgical cases requiring hospital-grade services to the more “affordable” government-run East Avenue Medical Center in Quezon City, an hour-drive on light-to-moderate traffic. The people of Bagong Silang relentlessly hope that the city government builds them a hospital...or, that their children do not get sick.

Over the past two years, the HSP has established trust and working relationships with both official and informal leaders of Bagong Silang. Despite difficulty of access due to the distance from Ateneo and the interruption due to the recent national and barangay elections, the community remains hopeful that their concerns will be addressed as HSP continues to engage them through INTACT exposures, NSTP activities, JEEP projects, and more lasting praxis involvements.

Bagong Silang by the numbers

- 1M: estimated population
- P9000: average monthly income
- 90%: part of income that goes to food
- 2%: part of income that goes to health
- 6: number of health center serving the whole barangay
- 0: number of hospital in Bagong Silang
- 1:200,000: current doctor to patient ratio





The role of HSP is to help the people of Bagong Silang set their goals and articulate those goals in an integrated health agenda. The initiatives must be driven by the community, while HSP provides technical supervision in identifying and developing assessment tools and rationalizing interventions. The process of community diagnosis has been an empowering experience for BBS and students as well. Perhaps what is more significant in the partnership is that Bagong Silang becomes a valuable decision-maker in defining its present and its future. The other partners have taken a supportive and advisory role in the process. It is the desire of BBS to increase the capacities of their BHWs through training workshops. More confident and competent BHWs can provide complementary services such as grassroots health education, health center management practices improvements, and research support for policy changes that allow the doctors and other health professionals to deliver better services.

The partnership is envisioned as a five-year capacity building program involving HSP, the barangay council of Bagong Silang, the Caloocan City Health Office, and the City Government of Caloocan. The goal is to improve patient satisfaction with services provided by the health centers, to increase financial risk protection against catastrophic medical expenses, and ultimately, to raise the overall health status of the community through the development of a comprehensive health program. The framework for this primary health program is an on-going collaboration of members of

the partnership, based on existing targets by the LGU and national government (infant mortality rates, maternal death rates, immunization coverage, etc). BBS, with the guidance of HSP, has identified also priority intervention areas through the conduct of a household survey, key informant interviews, focus group discussions, and secondary data review from the Caloocan City Health Office.

Essential to meet these goals would be to get the community enrolled to the national health insurance program (PhilHealth) and to upgrade the health centers to PhilHealth standards. The first is to provide a health financing facility while the second is to provide a venue for the services covered by the finance facility. The partnership considers the health centers as crucial hubs for health care delivery. The move to upgrade the health centers marks the beginning of BBS' process of aligning with the vision described in Chapter 3 of the World Health Report (2008): "to bring promotion and prevention, cure and care together in a safe, effective and socially productive way at the interface between the population and the health system... in short, 'to put people first.'" The physical structure will serve to support the team of health professionals, allied health service providers, and BHWs who will undergo workshops to deliver a stronger patient-centered primary health care.

Support is coming from other units of the Ateneo, in particular, the Ateneo School of Government (ASoG) and the Department of Finance and Accounting of the School

of Management (JG-SOM). The School of Management aims to quantify the benefits of investing in health initiatives through a "social return of investment" project (SROI). The School of Government will share best practices of other LGUs in partnering with PhilHealth and in delivering basic health services. And most recently, university president Fr. Ben Nebres, SJ, has facilitated discussions among key players, including Atty. Enrico Echeverri, mayor of Caloocan City, and Dr. Rey Aquino, president of PhilHealth. This convergence hopes to develop a template that could well be replicated in other communities.

The prominent place of PhilHealth in the partnership strategy draws from the experience of San Isidro in Nueva Ecija. This town, under the leadership of former Mayor Sonia Lorenzo, has achieved great success in addressing poverty that translates to a better quality of life for its citizens in the past ten years. This sleepy fifth class municipality has been re-classified as a second class municipality, indicative of improved socio-economic standing of its residents. With phenomenal increase

in agriculture productivity (as much as 255%!), San Isidro has increased municipal revenue from Php2.9M in 2001 to Php20M in 2008. On the social scale, the students of San Isidro have demonstrated increasing scores in the national students achievement test while the rest of the citizenship have become more actively involved in government initiatives. Mayor Sonia would attribute a large part of the success to the priority they gave to improving basic health services for the poor in their town.

Among the family assistance program initiatives in San Isidro's development plan under Mayor Sonia, their social health insurance story stands out. Given the limited resources to finance interventions in farming, education, health, and micro-enterprises, the local chief executive has chosen to prioritize health initiatives, allocating 16.21% (Php8.9M of Php55.1M) of the annual municipal budget. Consultation with the people has pointed to Mayor Sonia that when illness strikes in a family, planting and harvests suffer. Poor health conditions deplete the family resources, including their budget for education and farming. Strategically, the San Isidro leadership has embarked in renovations of their health centers, provided better support for health center personnel, modernized their health tracking systems, and pushed for the increased enrolment in PhilHealth of its indigent families. The LGU has invested in capacitating BHWs to conduct information-education campaigns for PhilHealth enrollment of the poorest of the

DR EDGAR ABENES, health center doctor

Back in Dr. Edgar Abenes' early days as a doctor, when most of his colleagues went for hospital work and established their clinics in the city, Dr. Ed entered public service in Brgy. Bagong Silang, which 20 years ago was a pot brimming with diseases such as malaria, diarrhea and dengue. Thugs and sigas also roamed the area, making Bagong Silang a living nightmare.

Dr. Ed nonetheless followed his chosen path with much enthusiasm and dedication. With his team of health center officials, he initiated various health reforms in Bagong Silang, providing health care to those who needed it the most, and contributing to the well-being not only of individuals but of families well.

VISITACION CRISTOBAL, Barangay Health Worker

At home, Visitacion Cristobal is the mother not only to her children but to her grandchildren as well, supporting their education and basic needs. Five days a week or more, however, Nanay Visi, as she is fondly called, is also mother to fifty

families or so in Phase 2, Brgy. Bagong Silang, Caloocan City, giving them as much attention and care as she would her own family. This is because Nanay Visi is one of Bagong Silang's Barangay health workers or BHWs.

Nanay Visi and her fellow BHWs have taken upon themselves the responsibility of taking care of their assigned households-attending to them while they are sick, assisting mothers during childbirth, administering vaccines and conducting prenatal checkups, and even resolving familial conflict and financial problems. With minimal pay, high risks and the fear of rejection, BHWs like Nanay Visi persist and commit themselves to the people of Bagong Silang whom they have solemnly pledge to serve, thus making them today's real heroes for health.



poor, who are unaware of and inaccessible to the benefits of health insurance. These BHWs were incentivized based on the number of enrolment that they are able to create. The LGU provides counterpart funding for each enrollee thus maximizing the health insurance benefits that each family would get. This effort has resulted in the enrollment of 9,514 families in PhilHealth, providing increased financial risk protection for roughly 50,000 individuals against health-related debts. In addition, this increased membership has allowed the LGU to make further investments in health such as to increase the number of health professionals and BHWs, invest in better equipment and facilities, and offer expanded health services.

Commitment and Hope

Sonia Lorenzo, now a private citizen, has joined the ASoG as a senior consultant and spearheads the university's efforts to assist LGUs in improving delivery of basic services. She brings with her the success story of San Isidro as an inspiration and template for using health initiatives to promote development. She has led the negotiations with PhilHealth to support the BBS Partnership. She has begun to convene other stakeholders who may take the efforts in Bagong Silang as model for other would-be pilot areas and communities such as in Payatas, District 3 of Quezon City, and in Cabiao, Nueva Ecija.

The success of the BBS initiative and other similar partnerships requires involvement and support from a wide range of disciplines and multi-sector engagements. Each partner brings a unique skill and qualification to the partnership.

Mother Theresa says, "We can do no great things; only small things with great love." In this partnership more and more people contribute to do small things with genuine generosity. When put all together, the combined efforts create the much needed hope for those who have less and for those who have none.

For the people of Bagong Silang, they will have had consistent support, additional allies, and fresh ideas from the brightest batches of future health care professionals that the HSP has to offer. For HSP students, these engagements give them opportunities to understand health systems and to engage in public health research. They will have the chance to develop and pilot health programs with the community and grow alongside them. By the time they graduate, they will have four years of practical training in real-world health programs, a legacy of effective outreach, and friendships that go beyond the lifetime of the partnership. As one sophomore puts it, "Service-learning is giving service to others and at the same time learning. Bagong Silang has made me realize that serving others is not only about giving but it is also a personal growth through learning... I thought service is just about doing something for others but it made me realize that it is also learning about oneself." Another HSP student has understood clearly the value of building hope. She says, "My experience in Bagong Silang made me realize that changing the game is well within my hands... that every choice I make today should be a deliberate response towards (sometimes disturbing) realities and a decision towards re-building the nation – (serving) a barangay of one million people at a time."



Mayor Sonia's health presentation

Amount Mayor Sonia allocated for health (out of annual municipal budget) – 16.21% or P8.9 million out of P55.1 million

Spent on

- ☐ Renovations of health centers
- ☐ Better support for health personnel
- ☐ Modernization of health tracking systems
- ☐ Increased enrollment in Philhealth of indigent families
- ☐ Conducting information campaigns on Philhealth enrollment

Results

- ☐ Enrollment in Philhealth of 9,514 families (roughly 50,000 individuals)
- ☐ Allowed the LGU to make further health investments – increased health professionals, better equipment, expanded health services.

CONTACT NUMBERS

Pathways
Rm. 105, CCS Building
Social Development Complex
Ateneo De Manila University
Loyola Heights, Quezon City

c/o Donna De Jesus
Landline: 426-6001
LOC. 4046 (or Loc. 4044-4049)
Fax: ~~920-0829~~
Email: ddejesus@ateneo.edu
Website: ~~www.pathwaysphilippines.org/~~

Programs under Pathways:
- *Alay ni Ignacio*
- *Saturday Enrichment Classes*
- *College Preparatory Classes*
- *Soft Skills Formation Program*
- *Trailblazers Leadership Formation Program*
- *Community Development Programs*
- *Values Formation Program*
- *Livelihood Opportunities Development*

ACED
(Ateneo Center for Educational Development)
3/F Hoffner Bldg
Social Development Complex
Ateneo de Manila University
Katipunan Rd., Loyola Heights, Quezon City

Trunkline: 426-6001 locals 4026/4028/4029
Telefax: 426-5693
E-mail Address: aced.admu@yahoo.com

c/o Teri Chan
Landline: 426-6001 LOC. ~~4026~~
Cellphone no.: 0926-4961129
Email: teri.lindsey@gmail.com

c/o Janet (Basic Ed)
landline: 426-6001 LOC. 6012

3. GK-Ateneo
~~3F Hoffner Building,~~
Social Development Complex,
Ateneo de Manila

c/o Mark Lawrence Cruz
Landline: ~~426-6001 loc. 5024~~
~~426-5693~~

c/o Ryan Verdejo
Email: ryanverdejo@gmail.com
Cellphone no. 09052872620

Gawad Kalusugan

c/o GK-Ateneo

Rags to Riches
Unit 3B Cubao Expo
Gen. Romulo Ave., Araneta Center
Cubao Quezon City
Landline: 666-4520

Hapinoy

c/o Carissa Villanueva
Telefax: 920-9580

c/o Mark Ruiz
Email: mark@hapinoy.com
ruizmark@gmail.com

Ateneo Law School
#20 Rockwell Drive
Rockwell Center
Makati City, 1200 Philippines

Trunkline: 899-7691 (to 96)
729-2000 (2003)

c/o Pearl Maglinte (local 2308)
Cellphone no. 0917-4729066

c/o Leila Lim
(Loc. 2311)

c/o Beth San Pedro
(Loc. 2302)
Email: esanpedro@ateneo.edu

***Ateneo Human Rights Center**
899-7691 (loc.2117)

Ateneo School of Government
Pacifico Ortiz Hall
Fr. Arrupe Road
Social Development Complex
Ateneo de Manila University

c/o Mary Grace Santos
Landline: 426-6001 loc. 4639
Cellphone no. 0918-9859022
Email: mgsantos@aps.ateneo.sdu

Ateneo Graduate School of Business
#20 Rockwell Drive
Rockwell Center
Makati City, 1200 Philippines

c/o Angie Cruz
Landline: 729-2000 (loc. 2214 to 2217)
Cellphone: 0927-8983213

c/o Tony Dela Carmen
Email: tdelcarmen@aps.ateneo.edu

c/o Dean Albert Buenviaje
Cellphone no.: 09189162791
Email: abuenviaje@aps.ateneo.edu

ASMPH
(Ateneo School of Medicine and Public Health)
Don Eugenio Lopez Sr.
Medical Complex
Ortigas Avenue Pasig City, Philippines
Tel. No.: (632) 635 9804,
706-3085 to 87 local 3004
Fax No.: (632) 706 3174
E-mail: info@asmph.ateneo.edu

c/o Ami Perez
Landline: 706-3086 loc. 3004
Cellphone: 0919-5515737
0923-7098041

c/o AJ Regalado
Cellphone: 0917-5374534
Email: ajregalado@gmail.com

Marife Yap
(Assoc. Dean, ASMPH;
Director for Health Unit, ASGB)
Landline: 706-3174 (ASMPH)
899-7691 loc. 2211 (ASGB)

COMMITMENT TO
HOPE
Rev. Bienvenido F. Nebres, S.J.
Publisher

Sonia R. Araneta
Executive Publisher

Julie Javellana-Santos
Gia D. Dumo
Editors

Mark Lawrence Cruz
Donna Oliva M. de Jesus
Angelica Kathryn Carballo
Carlo Antonio Rivera
Dr. Sio Marquez
Amihan R. Perez
Maria Eufemia C. Yap
Geminn Louis Apostol
Contributing Writers

Media Wise Communications, Inc./ Muse Books
Concept and Design

Media Wise Communications, Inc, / Muse Books
Ramoncito Ocampo Cruz
Executive Creative Director
Edwin de Guzman
Design Director
Alex B. Dulay
Digital Pre-press Artist
Bobot Meru
Photography

Administrative Staff
University Communications and PR Office
Ateneo de Manila University

Acknowledgements
Nancy Pe Rodrigo
Ryan Verdejo
Jerick Limoanco
Mike Go

Grace Palacios Santos of the Ateneo School of Government
Kaya Natin!



ATENEO DE MANILA UNIVERSITY

Tel. no. (632) 4266011
Katipunan Ave., Loyola Heights, Quezon City Philippines
www.admu.edu

All rights reserved. No part of this magazine may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without permission in writing from the publisher.

Pathways Fax#920-0153
Website: www.pathwaysphilippines.org
ACED c/o Teri Chan
Landline 426-6001 local 4028
GK-Ateneo
1061 CCS Bldg.
c/o Mark Lawrence Cruz
Landline: 4266001 local 4024
DL - 4261236