

# Terminal Report

## International Urban Planning Workshop 2024

August 19-22, 2024  
UP SURP, Quezon City, Philippines

## Table of Contents

<b>Foreword.....</b>	<b>3</b>
<b>About UP SURP.....</b>	<b>6</b>
<b>About IACSC.....</b>	<b>7</b>
<b>International Symposium Sites and Themes.....</b>	<b>8</b>
<b>Workshop Overview.....</b>	<b>10</b>
Introduction.....	10
Profile of Participants.....	10
Workshop Program.....	11
Workshop Case Study Site.....	14
<b>Workshop Organizers and Partners.....</b>	<b>16</b>
University of the Philippines School of Urban and Regional Planning.....	16
Yokohama City University.....	18
Hasanuddin University.....	19
<b>Workshop Documentation.....</b>	<b>20</b>
Day 1   August 19, 2024.....	20
Day 2   August 20, 2024.....	23
Day 3   August 21, 2024.....	28
Day 4   August 22, 2024.....	29
Day 5   August 23, 2024.....	35
<b>Presentations.....</b>	<b>36</b>
Group 1   Incremental Housing.....	36
Group 2   Disaster Resilience: Fire.....	50
Group 3   Disaster Resilience: Flooding.....	62
Group 4   Water, Sanitation, and Hygiene (WaSH).....	87
<b>Feedback from Advisors.....</b>	<b>105</b>
<b>Feedback from Students.....</b>	<b>111</b>
<b>Workshop Evaluation Results.....</b>	<b>122</b>
<b>Comments from Students and Advisors.....</b>	<b>123</b>
<b>Annex 1: Workshop Evaluation Results.....</b>	<b>126</b>

## Foreword



**Prof. Ma. Sheilah G. Napalang, Dr. Eng., EnP**

*Director, Office of Research and Publication*  
School of Urban and Regional Planning  
University of the Philippines

On behalf of my colleagues at UP SURP, I extend my heartfelt gratitude to Yokohama City University (YCU) for partnering with us to organize this week-long workshop. I would also like to thank the students for their enthusiastic participation and dedication throughout the workshop, as well as their invaluable inputs to supporting ULHOA. Finally, my sincere thanks go to our friends from ULHOA for welcoming us and facilitating our field visit, making this collaboration possible.

The United Libis Homeowners Association (ULHOA) presents a compelling case study, exemplifying how urban informal settlements can successfully organize themselves and acquire land through legal mechanisms, emphasizing collaboration and partnership. The situation at ULHOA highlights critical challenges faced by informal settlements, including issues such as incremental housing, fire hazards, flooding, and inadequate water, sanitation, and hygiene. These challenges underscore the significant role that organized and empowered informal communities like ULHOA play in the development of their urban informal settlement.

During a half-day fieldwork activity, students engaged directly with ULHOA community members, gaining insights into their experiences living in an informal urban setting. They were challenged to create innovative solutions aimed at transforming ULHOA into a resilient, healthy, sustainable, and safe community.

We truly hope that the workshop was able to push the boundary of urban planning from formal to informal settlements, a reality in most Asian countries.



**Prof. Nobuharu Suzuki, Dr. Eng.**

*Dean*

School of International Liberal Arts  
Yokohama City University

On behalf of Yokohama City University, I would like to express my sincere gratitude to the faculties and staff of School of Urban and Regional Planning, the University of the Philippines Diliman for preparing and implementing the IUPW with great efforts and hospitality.

The IUPW was discussed with the establishment of the IACSC and has its roots in an experimental program initiated by USM and YCU during the 2011 Penang Congress. Since then, the number of participating universities has increased and the program has been implemented with the participation of students from several universities.

After a period of time in which the program was forced to be held online due to the Covid 19, it was very meaningful for students and faculties to be able to hold face-to-face meetings hosted by UP Diliman, following last year's meeting hosted by Thammasat University.

The end of a workshop is the beginning of friendship and collaboration. We hope that the friendship among the students who participated in this workshop will continue in the future.

In the workshop, the students achieved excellent results in a short period of time. We wish them all the best in their future endeavors.





**Assoc. Prof. Dina C. Magnaye, PhD, EnP**

*Dean*

School of Urban and Regional Planning  
University of the Philippines

Since October of last year, the UP SURP has been working closely with YCU to prepare for the IUPW. This workshop is part of the pre-conference activities for the IACSC Conference.

During this week-long event, students and IACSC member universities engage in fieldwork and group projects, promoting cross-cultural collaboration and developing innovative solutions to urban challenges. With the theme, "Transition from Informal Settlements to Resilient Safe Communities," the workshop aimed to provide students with insights on the urban landscape in the Philippines through a combination of lectures and fieldwork activities. As a culminating activity, students were tasked with developing and presenting solutions to transform informal urban settlements into resilient, healthy, sustainable, and safe communities.

We extend our heartfelt gratitude to the ULHOA for hosting and welcoming us to their community, even amidst challenging weather conditions. We also want to thank the students and faculty from YCU, Hasanuddin University, and UP Manila College of Public Health for their enthusiastic participation in the workshop.

## About UP SURP

The University of the Philippines School of Urban and Regional Planning (UP SURP) is the premier graduate school of planning in the Philippines offering specialized courses in urban and regional planning. In November 2024, it will be more than 59 years since the School has been at the forefront of the country's development efforts through its fourfold mandate of graduate education, research, training and extension services.

The UP SURP was recently awarded the Philippine Quality Award (PQA) on July 17, 2024 at the Heroes Hall, Malacañang Palace, Manila. The PQA is a national award program by the Department of Trade and Industry (DTI) that aims to encourage and engage public and private entities and other stakeholders to strive for exceptional and excellent performance. The UP SURP is the first recipient of this prestigious award in the UP system, staying true to its commitment in delivering exceptional customer experiences and ensuring stakeholder satisfaction. The School is dedicated to advancing its legacy of quality management through continuous process improvements, curriculum updates, competency mapping, and the formulation of institutional governance manuals. These initiatives are aligned with the 2025 vision of UP SURP, reflecting steadfast dedication to excellence and innovation towards better service to the Filipino people.

To learn more about the UP SURP, please visit their website: <http://surp.upd.edu.ph>.

## About IACSC

The International Academic Consortium for Sustainable Cities (IACSC) was established in September 2009 with an initiative of the Yokohama City University (YCU). It originated from a meeting session entitled “Cities and Universities – Towards Collaboration for Sustainable Cities” during the conference of CITYNET, Yokohama on September 9, 2009, in which YCU served as a coordinator.

The IACSC aims to develop cooperation, to foster dialogues and discussions, to encourage sharing of information and resources and to promote research and collaborative activities among academic and research institutions as well as to strengthen relationships among universities and cities to contribute to a sustainable society.

There are three main units (environment unit, urban planning unit and public health unit) within the IACSC to achieve its goal.



## International Symposium Sites and Themes

No.	Year	Venue	Hosting University	Theme
1	2010	Japan: Yokohama	Yokohama City University	Exploring Sustainable Cities: A New Role of Universities
2	2011	Malaysia: Penang	Universiti Sains Malaysia	Towards a Sustainable Future: A Collaboration of Higher Education Institutions and Local Society
3	2012	Thailand: Bangkok	Thammasat University	Re-imagining Sustainable Cities
4	2013	The Philippines: Quezon/Manila	University of the Philippines	Transforming Cities into Sustainable and Resilient Communities
5	2014	Vietnam: Ho Chi Minh	Vietnam National University	Opportunities and Challenges for Urban Sustainable Development
6	2015	Japan: Yokohama	Yokohama City University	Global Partnership and Local Initiatives for Sustainable Cities
7	2016	Malaysia: Penang	Universiti Sains Malaysia	Prosperous Urban Living
8	2017	Thailand: Bangkok	Thammasat University	Well-being of Sustainable Living in Aging Population Era
9	2018	The Philippines	University of the Philippines	Equity and Health in Urban Environments in the Era of Sustainable Development
10	2019	Indonesia: Makassar	Hasanuddin University	Creating Resilient Cities with Diverse Urban Resources

11	2020	Vietnam: Ho Chi Minh and online	Vietnam National University	Cities for People: From Theory to Practice
12	2021	Japan: Yokohama and online	Yokohama City University	Co-creating Solutions to Urban Challenges beyond the Pandemic: Reimagining the role of higher education and IACSC
13	2022	Malaysia: Penang and online	Universiti Sains Malaysia	Sustainable Urban Living in a Covid-19 and Climate Change Environment
14	2023	Thailand: Bangkok	Thammasat University	Peri Urbanization - From Bangkok Metropolitan to Region
15	2024	Philippines	University of the Philippines	Sustainable and Resilient Future Cities through Research and Innovation



## Workshop Overview

### Introduction

The IUPW is an international student workshop led by the Urban Planning Unit of GCI at Yokohama City University. It has been held annually since 2012. In cooperation with the host universities of the IACSC General Assembly and International Symposium, local students and IACSC member universities work together for about one week, conducting fieldwork and challenging group work.

Through the workshop, the participants learn about the local situation and urban issues through lectures and fieldwork and consider solutions. The participation of students from diverse fields of specialization, such as urban planning, community development, architecture, civil engineering, and landscape architecture. The workshop provides an opportunity for students to consider proposals that make the most of their respective specialties.

This year, the IUPW will be led by the UP School of Urban and Regional Planning, and its theme will be "Transitioning from Informal Settlements to Resilient and Safe Communities."

### Workshop Objectives

1

#### Overview

Provide the participants an overview of the urban development context in the Philippines, with focus on informal settlements (SDG 11)

2

#### Case Study

Introduce the objectives of the collaborative research of SURP with TU Dortmund on "Linking Disaster Risk Government and Land Use Planning" (SDGs 5,11, and 13)

3

#### Exposure

Expose the participants to a case study on resilient upgrading.

4

#### Reflections

Invite the participants to share their learnings and insights on the observed initiatives as well as the situations in their countries.

### Profile of Participants

With an interdisciplinary and inclusive learning intention, the IUPW participants come from diverse fields of specialization, such as urban planning, community development, architecture, civil engineering, and landscape architecture.



3 Faculty  
11 Students



3 Faculty  
2 Students



5 UPM Students  
2 UPD Delegates



## Workshop Program

### Day 1: 19 August 2024

Time	Activity
9:30 - 11:00 am	<b>Walking Tour of the Academic Core of UP Diliman</b>
11:00 - 11:30 am	<b>Snack Break</b>
11:30 am - 12:00 pm	<ul style="list-style-type: none"> <li>• <b>Opening Program</b> <ul style="list-style-type: none"> <li>◦ <b>Welcome Remarks (Dr. Dina C. Magnaye, Dean, UP School of Urban and Regional Planning (SURP))</b></li> <li>◦ <b>Message (Atty. Edgardo Carlo L. Vistan II, Chancellor, UP Diliman)</b></li> </ul> </li> <li>• <b>Program Overview (Dr. Ma. Sheilah G. Napalang, Director of Research and Publication, SURP)</b></li> </ul>
12:00 - 1:00 pm	<b>Lunch</b>
1:00 - 2:15 pm	<b>Lecture on Urban Planning in the Philippines (Institutions and Regulations)</b> Dina C. Magnaye, PhD, EnP Dean, UP SURP
2:15 - 3:45 pm	<b>Lecture on Social Justice in Housing and Urban Development</b> Mark Anthony M. Morales, Dr. Eng. Associate Professor, UP SURP
3:45 - 3:50 pm	<b>Break</b>
3:50 - 5:00 pm	<b>Lecture on the Overview of LIRLAP and Focus on WP2</b> David Leonides T. Yap, PhD Professor, UP SURP
5:00 - 5:30 pm	<b>Q&amp;A</b>
5:30 - 5:40 pm	<b>Wrap Up and Adjournment</b>
6:00 pm onwards	<b>Dinner</b>

Day 2: 20 August 2024

Time	Activity
9:00 - 10:00 am	<b>Lecture on Health Concerns in Informal Settlements</b> Vivien Fe F. Fadrilan-Camacho, MD, MPH, FPAFP Director Office of International Linkages, University of the Philippines Manila  Associate Professor and Assistant to the Dean for Academic Affairs Department of Environment and Occupational Health College of Public Health SEMEO TROPMED Philippines Regional Centre for Public Health, Hospital Administration Environment and Occupational Health
10:00 - 11:00 am	<b>Preparation for Fieldwork</b> (Final Instructions)
11:00 am - 12:00 pm	<b>Lunch</b>
12:00 - 1:00 pm	<b>Travel to Canumay East, Valenzuela City, Metro Manila</b>
1:00 - 2:00 pm	<b>Introduction to Community Leaders/ Instructions to Students</b>
2:00 - 4:30 pm	<b>Field Observation and Consultation with the Community Leaders</b>
4:30 - 5:00 pm	<b>Debriefing and Preparation to Return to UP Diliman</b>
5:00 - 6:00 pm	<b>Travel to UP Diliman</b>

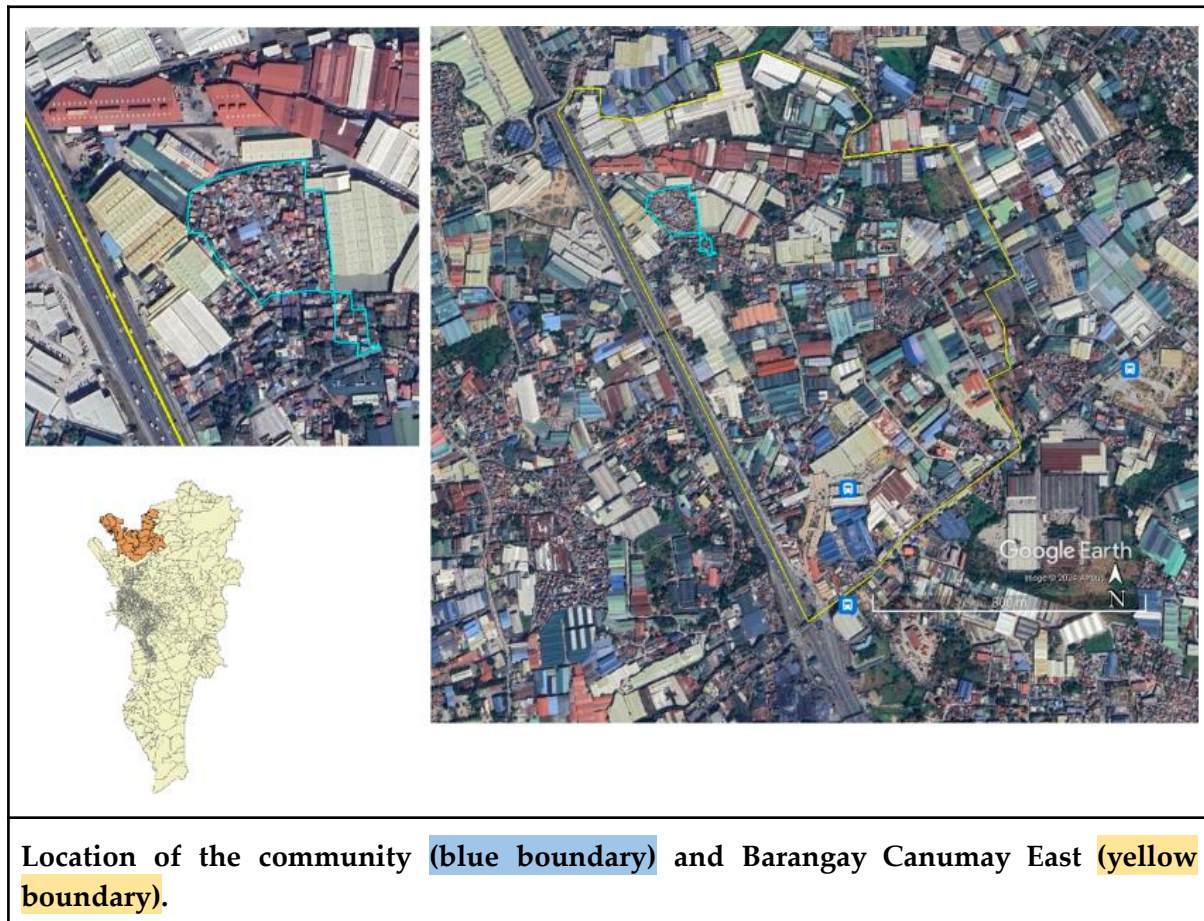
### Day 3: 21 August 2024

Time	Activity
10:00 - 11:00 am	Presentation of Workshop Mechanics
11:00 am - 12:00 pm	Group Discussion
12:00 - 1:00 pm	Lunch
1:00 - 5:00 pm	Group Discussion

### Day 4: 22 August 2024

Time	Activity
9:00 - 10:00 am	Preparation for Presentation
10:00 am - 12:00 pm	Presentations (Group 1 and 2)
12:00 - 1:00 pm	Lunch
1:00 - 3:00 pm	Presentations (Group 3 and 4)
3:00 - 4:00 pm	Feedback from Professors from IACSC Member Universities
4:00 - 5:00 pm	<ul style="list-style-type: none"> <li>Closing Program</li> <li>Evaluation of the Program</li> </ul>

## Workshop Case Study Site



### United Libis Homeowners Association (ULHOA)

Location	Barangay Canumay East, Valenzuela City.
Number of Households	The ULHOA comprises Phases I and II, with a total of 350 members.
Occupation	The residents are urban workers, both in the formal and informal economy.
Challenges	Poor housing stock, fire risk, flood risk, poor sanitation, and hygiene.

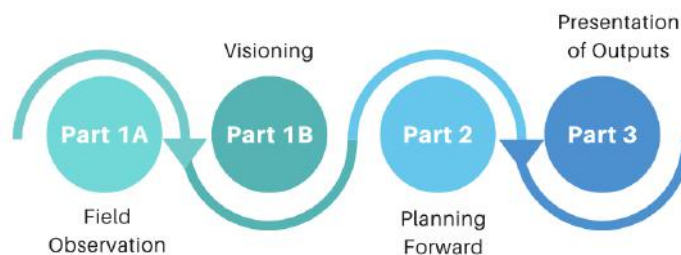


This workshop provides a simplified process for action planning to address community goals and problems. The workshop will make use of the VMOSA (vision, mission, objectives, strategies, and action) to guide the participants in developing a blueprint for a resilient, healthy, sustainable, and safe community. It consists of the following steps:



Source: *Community Action Guide: Framework for Addressing Community Goals and Problems*

The workshop will be divided into the following:



By studying the ULHOA as our case study site, the participants will craft a Resilience Intervention containing the objectives, strategies, and action steps on the following focus areas:

- Incremental Housing
- Disaster Resilience (Fire)
- Disaster Resilience (Flooding)
- Water, Sanitation, and Hygiene (WaSH)

## Workshop Organizers and Partners

University of the Philippines School of Urban and Regional Planning



**Assoc. Prof. Dina C. Magnaye, PhD, EnP**  
*Dean*



**Prof. Ma. Sheilah G. Napalang, Dr. Eng., EnP**  
*Director, Office of Research and Publication*



**Ms. Geomilie S. Tumamao-Guittap, Ar., EnP**  
*University Researcher, Office of Research and Publication*



**Ms. April N. Dela Cruz, EnP**  
*University Research Associate, Office of Research and Publication*





**Ms. Nina An Kayla D. Resurreccion**

*Junior Research Associate, Office of Research and Publication*



**Mr. Armani V. Alcala**

*Senior Research Associate, Office of Research and Publication*



**EnP. Patricia Shaira P. Esguerra**

*Junior Research Associate, Office of the Dean*



**Dr. Sonia Islam**

*Graduate Researcher*



**Mr. Rusty B. Pamaylaon**

*Administrative Assistant, Office of College Secretary*

## Yokohama City University



**Prof. Masahiko Nakanishi, Dr. Eng.**

*Professor, School of International Liberal Arts*



**Prof. Nobuharu Suzuki, Dr. Eng.**

*Dean, School of International Liberal Arts*



**Assoc. Prof. Takayuki Arima, DSc**

*Associate Professor, School of International Liberal Arts*

## Hasanuddin University



**Asst. Prof. Ihsan Latief, Dr. Eng., ST., MT**

*Assistant Professor, Department of Urban and Regional Planning*



**Ms. Isfa Sastrawati, ST., MT**

*Lecturer, Department of Urban and Regional Planning*



**Ms. Suci Anugrah Yanti, ST., MT**

*Lecturer, Department of Urban and Regional Planning*

## Workshop Documentation

Day 1 | August 19, 2024

### Walking Tour

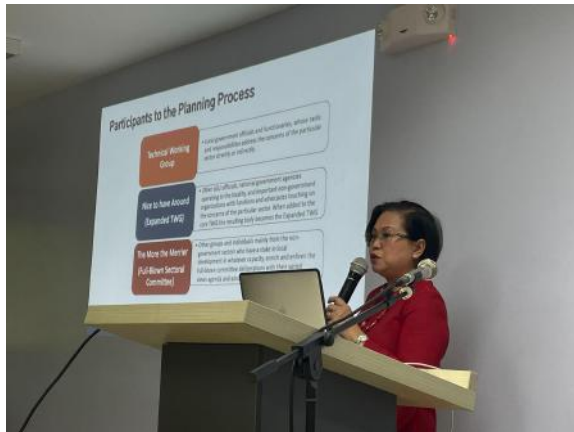
The Asian Institute of Tourism (AIT) facilitated the walking tour of the participants along the academic core of UP Diliman. This is to familiarize the participants and immerse them in the beauty and prestigious history of the campus.





## Lecturer Series

In the afternoon, faculty from UP SURP delivered lectures on disaster resilience in urban settlements. Dean Dina C. Magnaye delivered a lecture on urban planning in the Philippines. Assoc. Prof. Mark Anthony M. Morales delivered a lecture on social justice in housing and urban development. Lastly, Prof. David Leonides T. Yap provided a lecture on the overview of the LIRLAP project with a focus on Work Package 2.



## Welcome Dinner and Party

In the evening, the participants enjoyed a welcome dinner and party, where they had the chance to eat local Filipino cuisine, engage in traditional Filipino games, and join in on the beloved pastime of Filipinos, karaoke.





Day 2 | August 20, 2024

## Lecture

In the morning, Dr. Vivien Fe F. Fadrilan-Camacho, from the University of the Philippines Manila, delivered a lecture on health concerns in informal settlements.



## Preparation for Fieldwork

In the afternoon, breakout sessions were conducted where participants assigned roles and prepared for the fieldwork. Students were organized into groups according to the specific challenges faced in the informal settlements:

- Group 1: Incremental Housing
- Group 2: Disaster Resilience (Fire)
- Group 3: Disaster Resilience (Flooding)
- Group 4: Water, Sanitation, and Hygiene (WaSH)



## Fieldwork: Introduction to Community Leaders

The participants visited the United Libis Homeowners Association (ULHOA) in Canumay East, Valenzuela City. The community leaders gave the participants a rich historical background of ULHOA.







### Fieldwork: Site Exposure

The field immersion of the participants to the community.



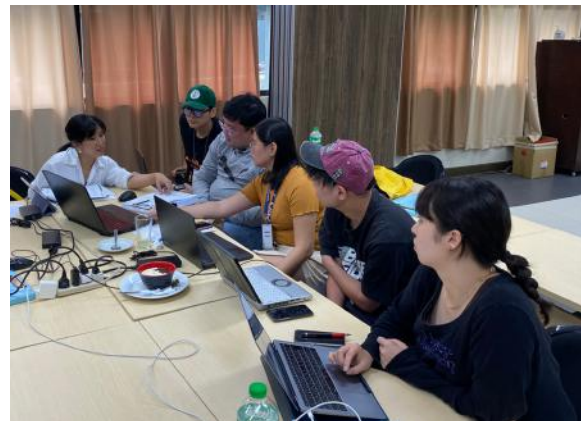




Day 3 | August 21, 2024

### Group Discussions

The participants crafted a resilience intervention containing the objectives, strategies, and action steps in preparation for the presentation of August 22, 2024.





Day 4 | August 22, 2024

## Presentation of Outputs

The participants presented their findings for suggestions and improvements in preparation for the conference proper on Friday, 23 August 2024.

### Group 1: Incremental Housing



#### Key Recommendations:

- Increased knowledge and skills in building houses for ULHOA homeowners that meet standards and address risk by 2025
- Access to financial support
- Conduct quarterly financial management lectures among homeowners

### Group 2: Disaster Resilience (Fire)



#### Key Recommendations:

- Fire management seminars and drills
- Procure 5 fire (fighting) motorcycles to access areas within narrow roads (practice from Japan)

### Group 3: Disaster Resilience (Flooding)



#### Key Recommendations:

- Improvement of flood warning system
- Infrastructure to reduce rainwater run-off

### Group 4: Water, Sanitation, and Hygiene (WaSH)



#### Key Recommendations:

- Establish a comprehensive waste segregation and collection program
- Launch an education campaign on various aspects of Water, Sanitation, and Hygiene (WaSH)
- Develop a protocol for responding to reported cases of water contamination

## Awarding of Certificates

The participants were recognized for their active engagement throughout the workshop. They received special awards for their roles as facilitators in various activities, including Problem Identification, Objective Setting, Strategy Development, Prioritization, and Implementation Planning. Additionally, the Group Leaders were acknowledged with special awards for their exemplary leadership.





## Closing Program

The representative from each school gave their closing message as a culmination of the workshop, Prof. Ma. Sheilah G. Napalang from the UP SURP, Prof. Masahiko Nakanishi from YCU, and Asst. Prof. Ihsan Latief from UNHAS.









## Day 5 | August 23, 2024

The participants presented their workshop outputs at the IACSC at SEDA Manila Bay Hotel, Parañaque, Metro Manila.



## Presentations

### Group 1 | Incremental Housing

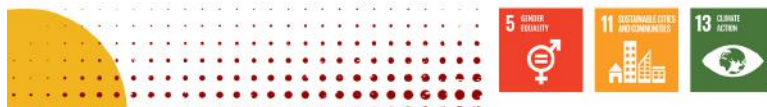
#### Members:

Habel Bimbin Mangiri  
Yukino Fukaya  
Kanoko Yamamoto  
Trishia Justine V. Battung  
Sho Akazawa



Focus Area: Incremental Housing

# ACTION PLAN



## Presentation Outline

1. Overview	2. Problems	3. Vision and Mission
4. Objectives and Strategies	5. Action Steps	6. The Team



## Overview

Libis, Canumay East, Valenzuela City was a large vacant lot owned by the **Philippine Veterans Bank** when people started living in the area in 1973. On October 24, 2025, the land was officially transferred to the United Libis Homeowners Association (ULHOA), with the help of the community's savings program.





## Overview

Libis has faced regular floods, with a severe one during the Typhoon Ondoy in 2009 that submerged 30 to 40 houses in the community. The community's location at the bottom of a slope makes them particularly vulnerable to flooding, with runoff from factories upstream flowing onto their property. Additionally, factories downstream have blocked off possible drainage points, causing water to stagnate on ULHOA property.



## Overview

The community has also experienced four major fires, which have damaged many houses, as well as minor ones due to tangled wires, which are more common during heavy rains when short circuits are most likely to occur.



## Overview



In Canumay East, residents undergo a vicious cycle of their **home being affected by public works such as road expansions** which would **necessitate repairing**

In the long run, this is **more expensive** than building a home in other areas



## Overview

The residents **struggle** to create shelters that are **resilient to disaster, sustainable and a safe place to call home.**





## Incremental Housing in Canumay East

In **Canumay East**, incremental housing has long been the prevailing method of construction, where residents build their homes gradually over time.

This is due to the limited financial capacity of the residents, where most, if not all, do not have stable jobs.

As a result, it is uncommon for an entire house to be completed within a short period.

However, this practice often **compromises the structural integrity and stability of the homes**.

## Problem Identification and Ranking

	Problems Identified	Importance	Urgency	Ease of Solving	Rank
Information	lack of adequate knowledge and skills in building houses that meet standard and addresses risk	4	5	5	1
	lack of understanding and adherence to regulatory policies	3	4	4	5
	lack of understanding of financial management on housing repair	4	3	4	5



## Problem Identification and Ranking

	Problems Identified	Importance	Urgency	Ease of Solving	Rank
<b>Resources</b>	lack of adequate out-of-pocket budget for repairing houses	5	5	2	4
	no access to loans appropriate to their financial capacity	3	3	5	5
<b>Technology</b>	lack of understanding to use appropriate methodologies for construction	2	2	3	10

## Problem Identification and Ranking

	Problems Identified	Importance	Urgency	Ease of Solving	Rank
<b>Institution</b>	lack of financial support from government	5	5	3	2
	lack of housing support from industrial factory to their employees as a private sectors/non-government	5	3	2	8
	lack of government support for knowledge enhancement and skills training	4	4	5	2
<b>Other</b>	lack of protocols to safeguard occupants during construction and repair	2	3	4	9

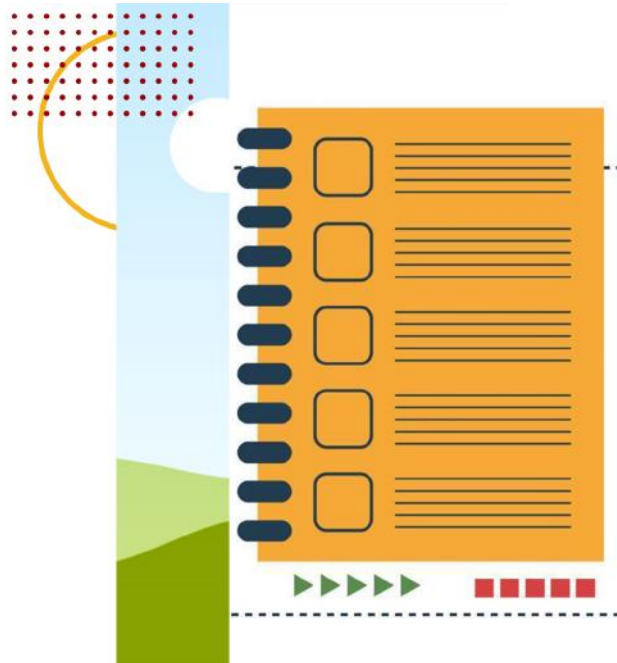


## Vision

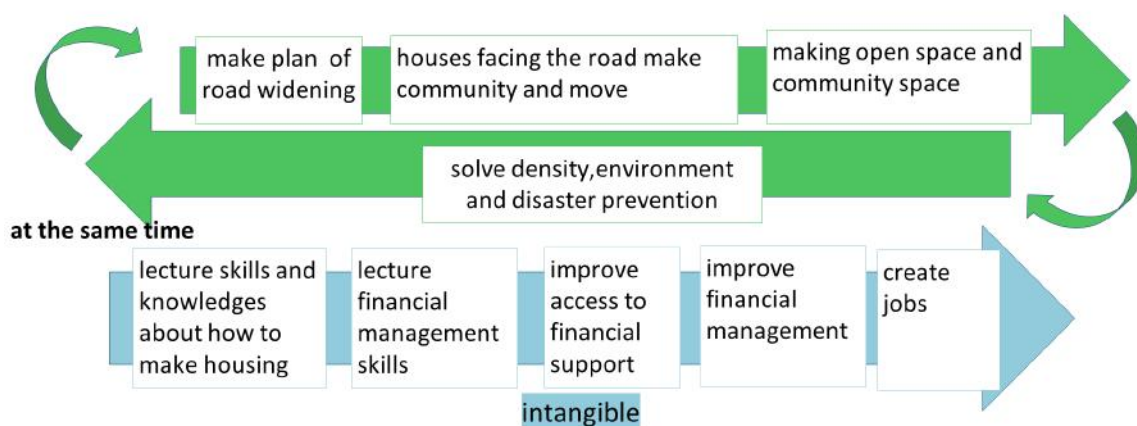
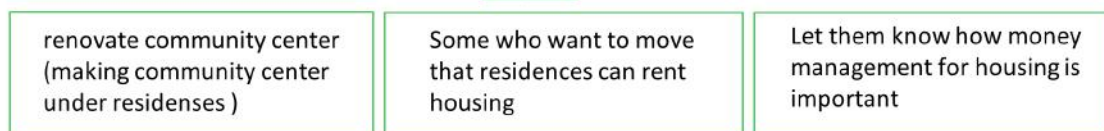
We envision **to be a resilient, healthy, sustainable, and safe community** in Valenzuela City.

## Mission

We will build community resilience **by empowering individuals, strengthening community participation, and conducting capacity-building activities.**



### tangible



## Objectives and Strategies

1

100 builders in Canumay East, have increased knowledge and skills building houses that meet standard and addresses risk in 1 year

Local government unit will capacitate the builders on appropriate methodologies for construction and building houses that meet standards through a comprehensive training program

## Objectives and Strategies

2

50% of homeowners in Canumay East, have improved knowledge on building standards begins from the infrastructure

- Risk communication lecture conducted by community leaders for home-owners done quarterly
- Local government will put up informational posters on standard building specifications for houses

## Objectives and Strategies

3

30% of home-owners in Canumay East have access to financial support in 7 years

- Offer construction job opportunities to the builders for income generation
- Collaborate with industrial factory owners to create housing support initiatives for their employees, operating as a private sector or non-governmental effort
- Create a community business center in the multi-purpose hall to increase commerce and jobs in Canumay East
- Partner with non-government organizations that offer job opportunities to residents of Canumay East

## Objectives and Strategies

4

60% of home-owners have improved financial management skills for housing repairs in 5 years

- Conduct quarterly financial management lectures among homeowners



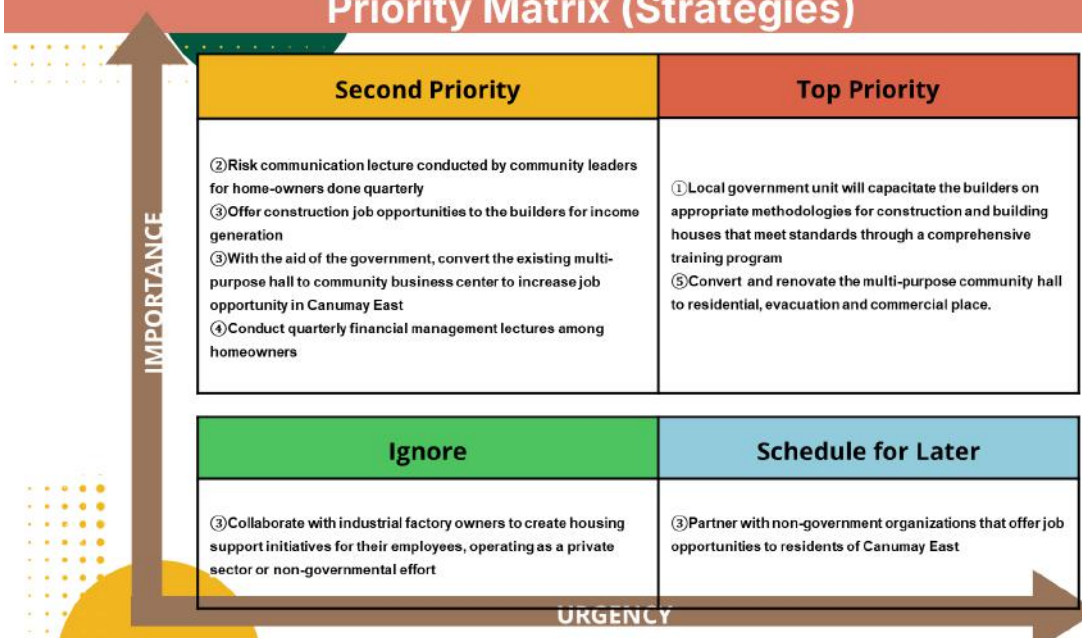
## Objectives and Strategies

5

By 5 years, provide a safe and well-built residential place for the community of Canumay East

Convert and renovate the multi-purpose community hall to residential, evacuation and commercial place

## Priority Matrix (Strategies)



## Action Steps

Objectives	Strategies	Priority	Action Steps	Resources Needed
100 builders in Canumay East, have increased knowledge and skills building houses that meet standard and addresses risk in 1 year	- Local government unit will capacitate the builders on appropriate methodologies for construction and building houses that meet standards through a comprehensive training program	1	<ul style="list-style-type: none"> <li>Develop a survey for the community builders regarding their knowledge and skills</li> <li>Develop training program based on the data of the survey collected. Find organizations that provide training program</li> <li>Conduct the comprehensive training program</li> </ul>	venue and chair, keynote materials, ULH OA Officials. expenses source

Objectives	Strategies	Priority	Action Steps	Resources Needed
50% of homeowners in Canumay East, have improved knowledge on building standards begins from the infrastructure	- Risk communication lecture conducted by community leaders for home-owners done quarterly	2	<ul style="list-style-type: none"> <li>Collect data on risks in the community</li> <li>Craft the lecture according the data</li> <li>Conduct the risk communication lecture</li> </ul>	ULHOA materials, publicity materials, venue and chair, awareness posters and brochures, professional and volunteer/resident contacts/resident lists
	- Local government will put up informational posters on standard building specifications for houses (Visual Approaches)	3	<ul style="list-style-type: none"> <li>Research on the building codes and standards</li> <li>Posting of materials in the community</li> </ul>	

Objectives	Strategies	Priority	Action Steps	Resources Needed
30% of home-owners in Canumay East have access to financial support in 7 years	Offer construction job opportunities to the builders for income generation	2	<ul style="list-style-type: none"> <li>Assess the demand for construction services in the community and surrounding areas to align job opportunities with local needs</li> <li>Hire the builders from the community</li> <li>Orientation of the builders</li> </ul>	Community facilities, building materials, blueprint for community center, business operators.
	Collaborate with industrial factory owners to create housing support initiatives for their employees, operating as a private sector or non-governmental effort		<ul style="list-style-type: none"> <li>Give any consideration of the private sector by making balance proportion between the labour and the owner</li> <li>Communicate with the factory owners regarding their options in the provision of housing support among their workers</li> </ul>	

Objectives	Strategies	Priority	Action Steps	Resources Needed
30% of home-owners in Canumay East have access to financial support in 7 years	Create a community business center in the multi-purpose hall to increase commerce and jobs in Canumay East	2	<ul style="list-style-type: none"> <li>Assess the needs of the community</li> <li>Offer rental spaces to the residents of Canumay East for their business</li> <li>Residents will apply permits</li> </ul>	
	- Partner with non-government organizations that offer job opportunities to residents of Canumay East		<ul style="list-style-type: none"> <li>Research on non-government organizations that offer job opportunities</li> <li>Facilitate application of residents to the organizations</li> </ul>	

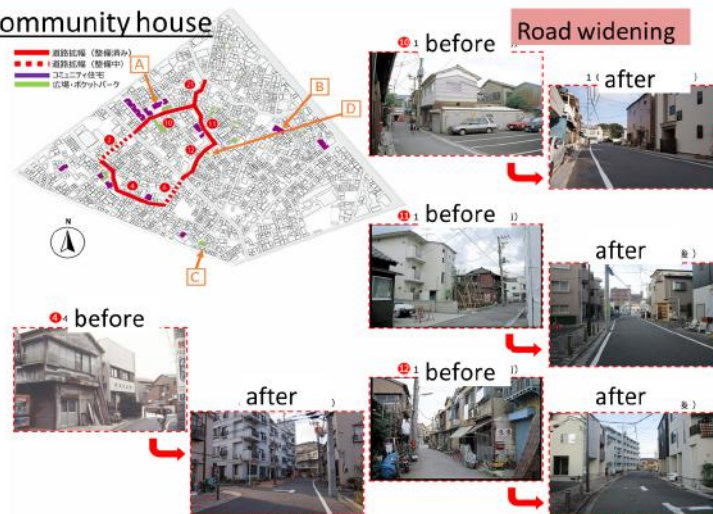


Objectives	Strategies	Priority	Action Steps	Resources Needed
60% of home-owners have improved financial management skills for housing repairs in 5 years	- Conduct quarterly financial management lectures among homeowners	2	<ul style="list-style-type: none"> <li>Survey the current financial management skills of the community</li> <li>Create a program based on the data collected in the survey</li> <li>Find resource organizations to conduct the financial management training program</li> <li>Conduct the financial management training program</li> </ul>	Financial needs, publicity materials, venue and chairs, professional lecture, educational facilities.

Objectives	Strategies	Priority	Action Steps	Resources Needed
By 5 years, provide a safe and well-built residential place for the community of Canumay East	• Convert and renovate the multi-purpose community hall to residential, evacuation and commercial place	2	<ul style="list-style-type: none"> <li>Hire the builders from the community</li> <li>Orientation of the builders</li> <li>conduct a site analysis</li> <li>gathering residents from the are</li> <li>develop a maintenance plan</li> </ul>	financial support, building materials blueprint building, resident list, professional human resource.

## Learning from Japanese cases

### Kyojima area -community house



## The Team



Habel Bimbin Mangiri

Yukino Fukaya

Kanoko Yamamoto

Trishia Justine, V. Battung

Sho Akazawa

## Group 2 | Disaster Resilience: Fire

### Members:

Lousheil Baradi  
Erika Akiyama  
Shuta Ochi  
Sora Inafuku  
Patrick Caytiles



YOKOHAMA  
CITY  
UNIVERSITY

**FIRE RESILIENCE**

# ACTION PLAN



Image Source: Vecteezy.com



## Presentation Outline

1. Overview
2. Problems
3. Vision and Mission
4. Objectives and Strategies
5. Action Steps
6. The Team

## Presentation Outline

1. Overview
2. Problems
3. Vision and Mission
4. Objectives and Strategies
5. Action Steps
6. The Team

## Overview

Libis, Canumay East, Valenzuela City, was a large vacant lot owned by **Philippine Veterans Bank** until residents began settling there in 1973. On **October 24, 2016**, ownership was officially transferred to the **United Libis Homeowners Association (ULHOA)** through the community's savings program.

The area has faced **four major fires** damaging many homes and **frequent** minor fires caused by **tangled wires**, particularly during heavy rains when **short circuits** are more likely to occur.

<b>Number of Recorded Fire Accidents</b>	No available Complete data <ul style="list-style-type: none"> <li>• <b>Worst:</b> 2012 Fire accident in Phase 2</li> <li>• <b>Most Recent:</b> Factory Fire accident last January 2024</li> </ul>
<b>Number of Bantay Sunog volunteers</b>	45 Volunteers in total <ul style="list-style-type: none"> <li>• <b>Phase 1:</b> 23 Volunteers</li> <li>• <b>Phase 2:</b> 22 Volunteers</li> </ul>
<b>Amount of Fire Extinguishers</b>	40 Fire Extinguishers <ul style="list-style-type: none"> <li>• <b>Phase 1:</b> 20 Fire Extinguishers</li> <li>• <b>Phase 2:</b> 20 Fire Extinguishers</li> </ul>
<b>Amount of Fire Hydrants</b>	Only 1 in the middle (Location not specified) of the community. Mismatched with fire truck hose available

## Presentation Outline

1. Overview
2. Problems
3. Vision and Mission
4. Objectives and Strategies
5. Action Steps
6. The Team

## Problem Identification and Ranking

Categories	Problems Identified	Importance	Urgency	Ease of Solving	Total	Rank
Information	• Information only disseminated in Messenger group chats	3.8	3.8	4.2	11.8	6
	• Lack of Fire accident records	3	2.8	3.2	9	15
Resources	• Urgency of Fire DRR Plan and Implementation	4.6	3.8	2.2	10.6	12
	• Lack of Financial Resources dedicated for Fire Management	4.4	4	2.2	10.6	9
	• Lack Bantay Sunog Volunteers	3.8	3.4	3.4	10.6	11
	• Lack of Firefighters assigned for the community	3.8	3.6	3.2	10.6	9
	• Lack of professional supervision of electrical installation	4.4	4.4	2.6	11.4	7

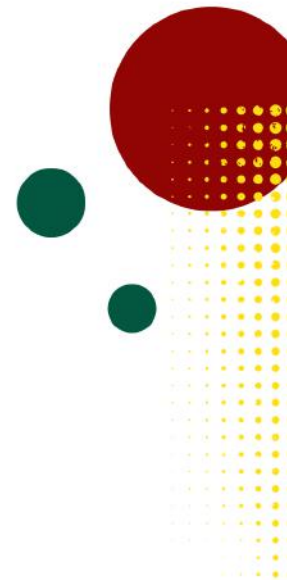
## Problem Identification and Ranking

Categories	Problems Identified	Importance	Urgency	Ease of Solving	Total	Rank
Technology	• Lack of Fire Hydrants	4.6	4.4	2.2	11.2	8
	• Mismatching Fire Hydrant and Fire truck hose	5	5	3.4	13.4	2
	• Poor maintenance of fire management equipments	4.8	4.6	4	13.4	3
	• Lack of Fire Extinguishers	4.6	4.2	4	12.8	5
Institution	• Lack of Partnerships focused on Fire DRRM	3.6	3.2	3.6	10.4	13
	• Lack of cooperation with private institutions close to the community	3.4	3	3.4	9.8	14
Soft Aspects	• Lack of Fire Drills	4.8	4.4	4.2	13.4	1
	• Lack of fire Management Education	4.6	4.4	4	13	4



## Presentation Outline

1. Overview
2. Problems
3. Vision and Mission
4. Objectives and Strategies
5. Action Steps
6. The Team



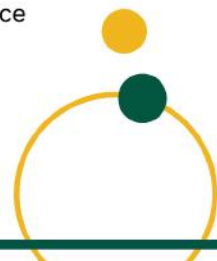
### Vision

We envision to be a resilient, healthy, sustainable, and safe community in Valenzuela City.



### Mission

We will build community resilience by empowering individuals, strengthening community participation, and conducting capacity-building activities.



## Presentation Outline

1. Overview
2. Problems
3. Vision and Mission
4. Objectives and Strategies
5. Action Steps
6. The Team

## Objectives and Strategies

### Main Objective

To improve Fire disaster risk reduction and management in ULHOA by 2030 as measured by a comparison of Baseline data **from January 2025** and data by January 2030.

### Conceptual Frameworks



Figure 1  
a. 4 Phases of Disaster Management  
b. Bousai and Gensai

## Objectives and Strategies

### Specific Objectives

- |   |  |  |  |
|---|--|--|--|
| 1 | To decrease Class A, C, and K Fire accidents by 20% each year until 2030.  | Strategy 1.1<br><i>Long-term, Passive</i>  | Completion of road widening by 2028 for alteration of electrical wiring by 2030 to decrease short circuits   |
|   |  | Strategy 1.2<br><i>Short-term, Active</i>  | Fire Management Seminars<br>Fire Drills  |
|   |  | Evaluation Strategy: Establishment of fire accident records to measure improvements from implementation of the fire DRRM plan. |  |
| 2 | To acquire fire management resources in accordance with Philippine Fire management standards in addition with equipments tailored to the community situation by 2030 | Strategy 2.1<br><i>Long-term, Passive</i>  | Procure 5 fire motorcycles to respond to emergencies in narrow areas by 2030.                                |
|   |  | Strategy 2.2<br><i>Short-term, Passive</i>   | Procure 40 more Fire extinguishers and distribute to households based on risk by 2026                        |
|   |  | Strategy 2.3<br><i>Short-term, Passive</i>   | Install 40 more Fire hydrants 500 meters apart with connection ports that matches the firetruck hose by 2028 |

## Objectives and Strategies

- |   |   |   |  |
|---|---|---|--|
| 3 | To improve evacuation protocol by 2028  | Strategy 3.1<br><i>Short-term, Passive</i>  | Conduct fire drills to measure effectiveness and efficiency of present protocols                         |
|   |   | Strategy 3.2<br><i>Short-term, Active</i>   | Communication of improved evacuation plan after completion   |
|   |   | Evaluation Strategy: Complete improved evacuation plan                            |  |
| 4 | To establish a Fire accident recording plan and implement it by June 2025                               | Strategy 4.1<br><i>Short-term, Passive</i>  | Conduct a Fire Accident Records Planning and implement the plan by June 2025 to establish baseline data. |
|   |   | Evaluation Strategy: Quarterly monitoring of the established Fire accident record |  |
| 5 | To conduct annual capacity building programs for Bantay Sunog volunteers through a partnership with BFP | Strategy 5.1<br><i>Short-term, Passive</i>  | Conduct annual formal fire response trainings including basic fire fighting training offered by the BFP. |
|   |   | Evaluation Strategy: Annual Practical and written Exam scores for the volunteers  |  |



## Objectives and Strategies



Figure 2  
Fire motorcycles

## Objectives and Strategies

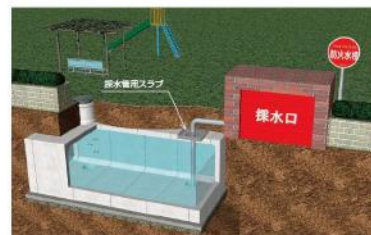
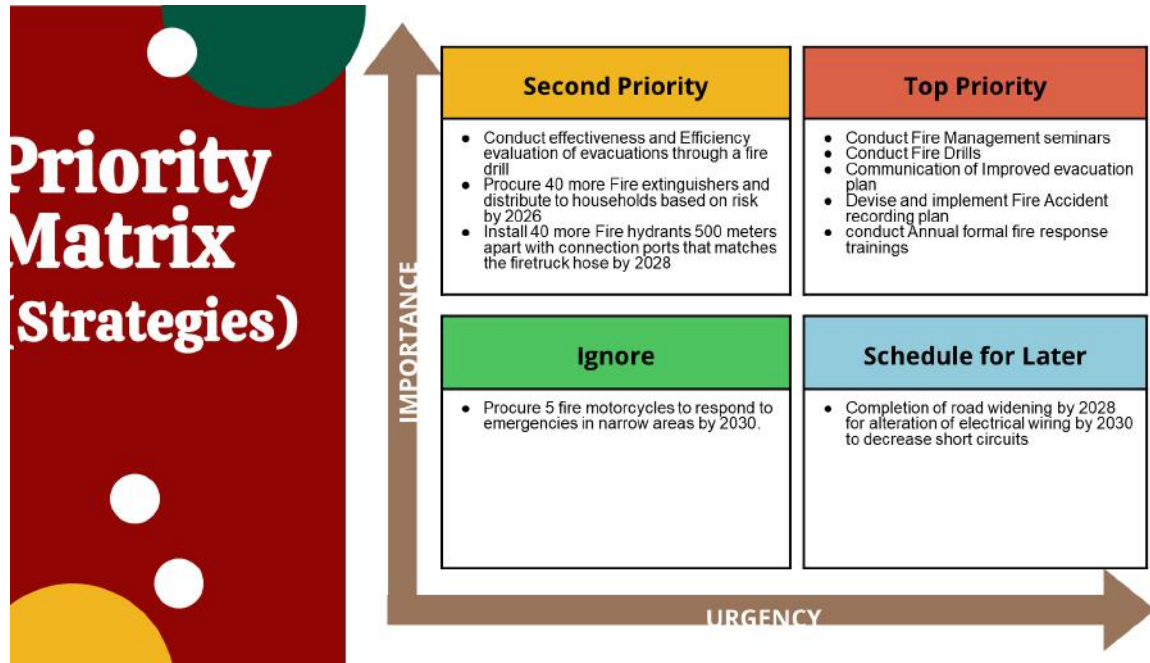


Figure 2  
water tank

One of the effective ways to stock the water for less funds



## Presentation Outline

1. Overview
2. Problems
3. Vision and Mission
4. Objectives and Strategies
5. Action Steps
6. The Team

## Action Steps

Objectives	Strategies	Priority	Action Steps	Resources Needed
To decrease Class A, C, and K Fire accidents by 20% each year until 2030.	<b>Strategy 1.1</b> <b>Long-term, Passive</b> Completion of road widening by 2028 for alteration of electrical wiring by 2030 to decrease short circuits	3	<ol style="list-style-type: none"> <li>1. Maintenance of Financial and Human Resources for the project through the collaboration with LGUs and NGOs</li> <li>2. Continuation of Road widening project.</li> <li>3. Collaboration with Meralco to Rehabilitate electrical wiring in the community</li> </ol>	<ul style="list-style-type: none"> <li>• Financial Resources</li> <li>• Materials for Road widening like cement and equipments among others</li> <li>• Manpower for Road widening construction</li> </ul>
	<b>Strategy 1.2</b> <b>Short-term, Active</b> Fire Management Seminars, Fire Drills	1	<ol style="list-style-type: none"> <li>1. Plan for fire seminars and drill schedules and resources</li> <li>2. Contact BFP or expert lecturers for Seminars and Drills</li> <li>3. Book seminar venues</li> <li>4. Conduct seminars and drills regularly</li> <li>5. Perform tests for seminar and drill evaluations</li> <li>6. Reform fire seminar and drill plans according to test results</li> </ol>	<ul style="list-style-type: none"> <li>• Drill Facilitators, preferably those from BFP</li> <li>• Seminar Lecturers</li> <li>• Seminar Venue</li> </ul>

## Action Steps

Objectives	Strategies	Priority	Action Steps	Resources Needed
To acquire fire management resources in accordance with Philippine Fire management standards in addition with equipments tailored to the community situation by 2030	<b>Strategy 2.1</b> <b>Long-term, Passive</b> Procure 5 fire motorcycles to respond to emergencies in narrow areas by 2030.	4	<ol style="list-style-type: none"> <li>1. Procure Funds from LGUs and NGOs</li> <li>2. Purchase motorcycles</li> <li>3. Tailor motorcycles for fire response</li> </ol>	<ul style="list-style-type: none"> <li>• Financial Resources</li> <li>• Fire supplies tailored to fit the motorcycle load</li> <li>• Manpower for motorcycle customization</li> </ul>
	<b>Strategy 2.2</b> <b>Short-term, Passive</b> Procure 40 more Fire extinguishers and distribute to households based on risk by 2026	2	<ol style="list-style-type: none"> <li>1. Procure Funds from LGUs and NGOs</li> <li>2. Purchase 40 Fire extinguishers</li> <li>3. From hazard and risk assessments, distribute Fire extinguishers to households where fire accidents are more likely</li> <li>4. Ensure annual refilling of Fire Extinguishers</li> </ol>	<ul style="list-style-type: none"> <li>• Financial Resources</li> <li>• Hazard and Risk Assessment Reports</li> <li>• Fire extinguisher refilling stations for annual refilling</li> </ul>
	<b>Strategy 2.3</b> <b>Short-term, Passive</b> Install 40 more Fire hydrants 500 meters apart with connection ports that matches the firetruck hose by 2028	2	<ol style="list-style-type: none"> <li>1. Procure Funds from LGUs and NGOs</li> <li>2. Purchase 40 Fire Hydrants</li> <li>3. Install the Fire hydrants 500 meters apart</li> </ol>	<ul style="list-style-type: none"> <li>• Financial Resources</li> <li>• Manpower for Fire Hydrant installation</li> </ul>



## Action Steps

Objectives	Strategies	Priority	Action Steps	Resources Needed
To improve evacuation protocol by 2028	<b>Strategy 3.1</b> <b>Short-term, Passive</b> Conduct fire drills and measure effectiveness and efficiency of present protocols.	2	<ol style="list-style-type: none"> <li>1. Conduct a Fire Drill</li> <li>2. Have fire DRRM experts evaluate the fire drill performance of the residents (i.e., pathway obstructions, resident behavior, etc.)</li> <li>3. Reform evacuation protocol addressing drill concerns</li> <li>4. Repeat from step 1 until a satisfactory evaluation is achieved</li> </ol>	<ul style="list-style-type: none"> <li>• Fire DRRM expert</li> <li>• Fire drill facilitators</li> <li>• Fire DRRM stakeholders (i.e., Community, LGU leaders, etc)</li> </ul>
	<b>Strategy 3.2</b> <b>Short-term, Active</b> Communication of improved evacuation plan after completion	1	<ol style="list-style-type: none"> <li>1. Formulate materials for dissemination containing improved evacuation plan information</li> <li>2. Publish or Post materials on online platforms, bulletin boards</li> <li>3. Disseminate materials to every household</li> </ol>	<ul style="list-style-type: none"> <li>• Manpower for publication material design</li> <li>• Printing materials for physical publication materials</li> <li>• Manpower for publication material dissemination</li> </ul>

## Action Steps

Objectives	Strategies	Priority	Action Steps	Resources Needed
To establish a Fire accident recording plan and implement it by June 2025	<b>Strategy 4.1</b> <b>Short-term, Passive</b> Conduct a Fire Accident Records Planning and implement the plan by June 2025 to establish baseline data.	1	<ol style="list-style-type: none"> <li>1. Conduct a meeting with major stakeholders to plan for the most efficient and effective Fire accident record protocol</li> <li>2. Implement the Fire Accident Records Protocol</li> <li>3. Evaluate efficiency and effectiveness of the Fire accident record protocol through quarterly assessments</li> </ol>	<ul style="list-style-type: none"> <li>• Community leaders of both ULHOA Phases</li> <li>• Fire DRRM Experts for expert opinion</li> <li>• Bantay Sunog Volunteers</li> <li>• Representative residents from the community</li> </ul>
To conduct annual capacity building programs for Bantay Sunog volunteers through a partnership with BFP	<b>Strategy 5.1</b> <b>Short-term, Passive</b> Conduct annual formal fire response trainings including basic fire fighting training offered by the BFP.	1	<ol style="list-style-type: none"> <li>1. Collaborate with BFP on annual training seminars for the Bantay Sunog Volunteers</li> <li>2. Conduct seminar examinations for strategy evaluation</li> <li>3. Reform next annual training seminar according to examination performance</li> </ol>	<ul style="list-style-type: none"> <li>• Bantay Sunog Volunteers</li> <li>• BFP trainers</li> <li>• Seminar Venue</li> </ul>



# Report Summary



## The Team



Lousheil Baradi



Erika Akiyama



Shuta Ochi



Sora Inafuku



Patrick Caytiles



## Group 3 | Disaster Resilience: Flooding

### Members:

Yuta Okuyama  
Haruki Tamegai  
Okihito Ikehara  
Francheska Mae S. Candido  
Stacey Adair T. Naval



# Rain, Rain GO AWAY:

An Analysis of the Flood Resilience  
Strategies in Libis, Canumay East,  
Valenzuela City



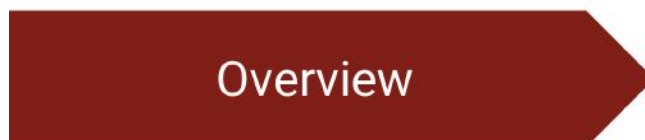
Image Source: Vecteezy.com



## Presentation Outline



## Presentation Outline





## Overview

Libis, Canumay East, Valenzuela City was a large vacant lot owned by the Philippine Veterans Bank when people started living in the area in 1973. On October 24, 2023, the land was officially transferred to the United Libis Homeowners Association (ULHOA), with the help of the community's savings program.

Libis has faced regular floods, with a severe one during the Typhoon Ondoy in 2009 that submerged 30 to 40 houses in the community. The community's location at the bottom of a slope makes them particularly vulnerable to flooding, with runoff from factories upstream flowing onto their property. Additionally, factories downstream have blocked off possible drainage points, causing water to stagnate on ULHOA property. The community has also experienced four major fires, which have damaged many houses, as well as minor ones due to tangled wires, which are more common during heavy rains when short circuits are most likely to occur.



## Overview

Last August 20, the team visited Libis, Canumay East, Valenzuela. An overview of the current situation they are facing right now can be summarized and identified through the lens of the team's observation:

- Both Libis Phase I and Phase II are catch basins for rainwaters due to the downward slope of their location leaving the area with stagnant water and flash floods.
  - The communities can be identified as approx. 10% mixed used and 90% residential
  - The type of residential found are commonly 2-4 storey compounds



## Presentation Outline

Overview

## Presentation Outline

Overview

Problems



## Problem Identification and Ranking

	Problems Identified	Importance	Urgency	Ease of Solving	Rank
Information	UNAVAILABILITY OF INFORMATION RESOURCES	5	5	2	6
	LACK OF TIMELY WARNING	5	5	1	1
	EXCLUSIVITY OF INFORMATION AND SKILLS	5	1	4	9



## Problem Identification and Ranking

	Problems Identified	Importance	Urgency	Ease of Solving	Rank
Resources	LACK OF FUNDING	5	3	2	12
	LACK OF PHYSICAL RESOURCES	5	3	2	7
	LACK OF SPACE	5	3	1	11
	POOR IMPLEMENTATION OF THE PROGRAMS	5	4	4	3



## Problem Identification and Ranking

	Problems Identified	Importance	Urgency	Ease of Solving	Rank
Resources	LACK OF FUNDING	5	3	2	12
	LACK OF PHYSICAL RESOURCES	5	3	2	7
	LACK OF SPACE	5	3	1	11
	POOR IMPLEMENTATION OF THE PROGRAMS	5	4	4	3



## Problem Identification and Ranking

	Problems Identified	Importance	Urgency	Ease of Solving	Rank
Resources	LACK OF FUNDING	5	3	2	12
	LACK OF PHYSICAL RESOURCES	5	3	2	7
	LACK OF SPACE	5	3	1	11
	POOR IMPLEMENTATION OF THE PROGRAMS	5	4	4	3



## Problem Identification and Ranking

	Problems Identified	Importance	Urgency	Ease of Solving	Rank
Technology	LACK OF URGENT WARNINGS	5	5	2	4
	LACK OF ACCESS TO HAZARD INFORMATION TECHNOLOGY	5	5	4	2



## Problem Identification and Ranking

	Problems Identified	Importance	Urgency	Ease of Solving	Rank
Institution	LACK OF ACCESS AND INTEREST TO HAZARD TRAININGS	5	3	2	8
	POOR REGULATION OF PROGRAM	5	2	1	10
	LACK OF GOVERNMENT INITIATIVE	5	5	2	5





## Presentation Outline

Overview

Problems

## Presentation Outline

Overview

Problems

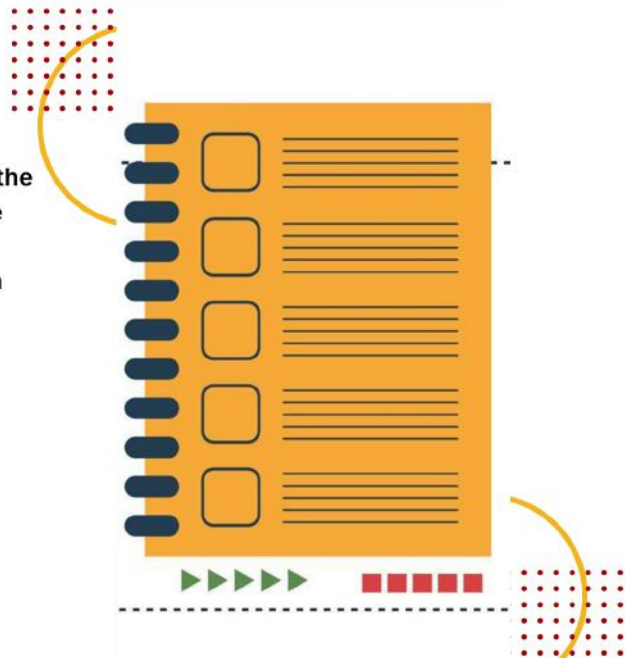
Vision and  
Mission

## Vision

We envision a community in Libis, Canumay East, Valenzuela City to be the center of community builders who are equipped in Resilience training and sustainable living that fosters a health and safe community.

## Mission

We will build community resilience by empowering individuals, strengthening community participation, institutional coordination and conducting capacity-building activities.



## Presentation Outline



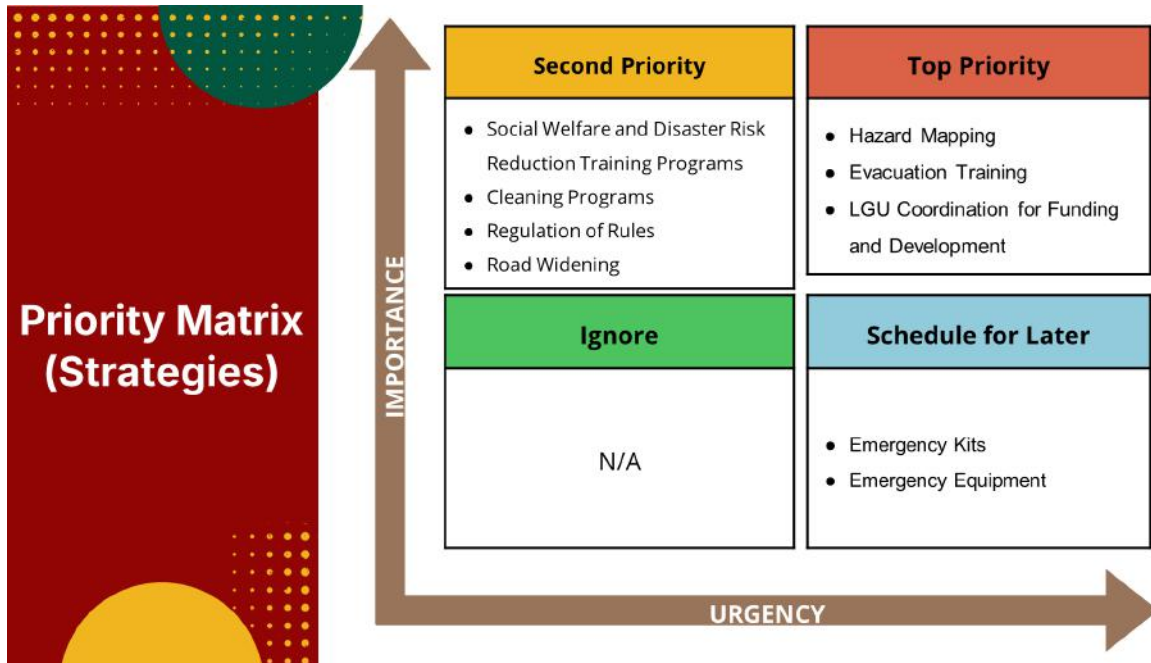
## Presentation Outline



## Objectives and Strategies







## Presentation Outline



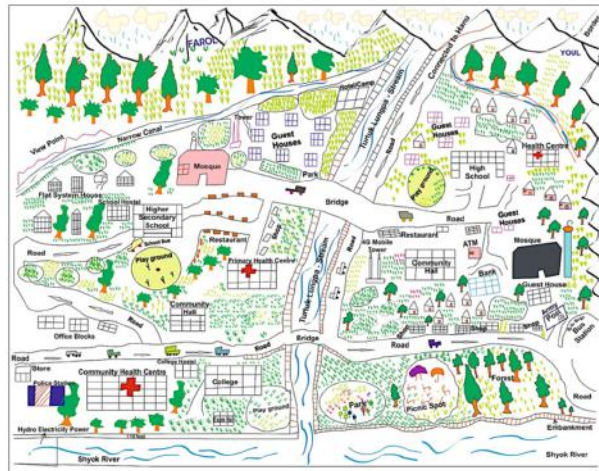
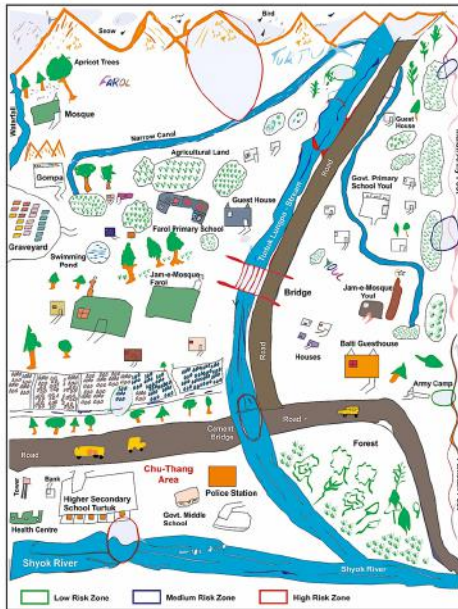
## Presentation Outline



## Franchising of Knowledge and Information

### Information Campaign

Specific Objectives	Priority	Action Steps	Resources Needed
Create and provide hazard maps to all Libis households by 2025	1	<ol style="list-style-type: none"> <li>Hazard maps and infographics should be designed in such a way that even the children, people with disability and the elderly can understand.</li> <li>These hazard maps would be distributed in the community to inform the residents on what to do during flooding, the possible dangers of flooding, and when they should evacuate.               <ol style="list-style-type: none"> <li>Infographics, in the form of wall posters, would be distributed to each household.</li> <li>Infographics, in the form of tarpaulins, would be posted around the community.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>hazard maps</li> <li>infographic design</li> <li>manpower: person who will post and distribute the maps</li> <li>space for publicly posted infographics</li> <li>printer provider</li> </ul>



Source: Ahmed et. al., (2019)

## Information

### Skills Training

Specific Objectives	Priority	Action Steps	Resources Needed
Increase the households participation in training by 2026	2	<ol style="list-style-type: none"> <li>Regular drills for flooding would be done within the community. <ol style="list-style-type: none"> <li>Participation in these drills will be incentivized like what is being done in some TESDA trainings.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>trainers</li> <li>venues</li> <li>monetary funding</li> <li>partnerships with organizations like TESDA</li> </ul>

\*Increase the target is for the next three years and should it be achieved, the next following years would be dedicated to the other percentage that hasn't been targeted. Upon discussion and through cross-referencing with Cash (2021)





Source: Rappler (2014) "Quezon City Flood Drill" Brgy. Sta. Lucia

## 2

## Improvement of Evacuation Preparedness

### Warning Improvement

Specific Objectives	Priority	Action Steps	Resources Needed
Adjust the measure of evacuation and disseminate this information by 2026	1	<ol style="list-style-type: none"> <li>Officers should recalibrate their measurements for what is low, moderate, high level of flood risk depending on the damage. <ol style="list-style-type: none"> <li>priority for evacuation should be the elderly, PWDs, children, and pregnant women.</li> <li>The alarms provided by the city and the one from the ULHOA should to go off faster and earlier than the current practice.</li> </ol> </li> <li>Extra speakers in the area should be placed to ensure greater warning coverage.</li> </ol>	<ul style="list-style-type: none"> <li>criteria for evacuation</li> <li>team dedicated to creating the new criterion for evacuation</li> <li>Technological alarm</li> <li>funding</li> </ul>
Increase possession by 2026.	3	Per family, pocket WIFIs or load cards would be given as alternatives to their internet providers and "Piso Net" machines.	<ul style="list-style-type: none"> <li>pocket Wi-Fi</li> <li>Load card</li> <li>Funding Agency</li> </ul>

## Warning Improvement



Source: Adobe Stock Images (n.d.)

## Warning Improvement



Source: CIO, Rolando A Uy (2023)



2

## Improvement of Evacuation Preparedness

### Provision of Equipment

Specific Objectives	Priority	Action Steps	Resources Needed
Get sufficient resources for evacuation by 2026.	1	<ol style="list-style-type: none"> <li>Barangay budget would be reallocated to calamity preparation.               <ol style="list-style-type: none"> <li>Evacuation centers would also provide makeshift houses (e.g. tents) for the residents that were rescued</li> <li>Partnerships with international and local NGOs would be created to</li> </ol> </li> <li>Boats would be made available in the barangay hall which is nearer to the flood-prone community than the city hall.</li> <li>Psychosocial support can also be provided by tapping professionals and bringing them in the evacuation center</li> </ol>	<ul style="list-style-type: none"> <li>monetary funding from barangay</li> <li>partnerships with NGOs</li> </ul>

### Provision of Equipment



Source: Rappler: UNHCR, IOM provide emergency shelter for Super Typhoon Yolanda survivors (2013)





Source: Philippine Coast Guard (n.d)

## Mitigation of Floods

### Increased Funding

Specific Objectives	Priority	Action Steps	Resources Needed
Coordinate further with LGU and get more fund by 2029.	1	<ol style="list-style-type: none"> <li>1. Some of the barangay's and the city's budgets should be redirected for flood control projects</li> <li>2. More partnerships with NGOs will be established to ensure aid before and during calamities.</li> <li>3. Collect rainwater and repurpose for fire fighting or El Niño season to reduce surface cut-off</li> </ol>	monetary funding

## Mitigation of Floods

### Improved Infrastructure

Specific Objectives	Priority	Action Steps	Resources Needed
widen all smaller and inaccessible alleys by 2034.	4	Road widening for ALL alleyways and access roads would be done to allow the boats to reach all houses.	<ul style="list-style-type: none"> <li>monetary funding</li> <li>public roads</li> <li>workers for excavation</li> <li>organized rerouting plan</li> <li>coordination with city planners and city government</li> </ul>

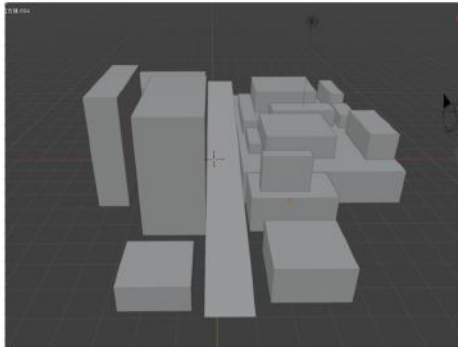
### Improved Infrastructure



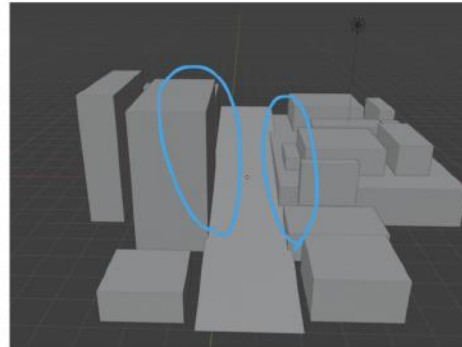
## Improved Infrastructure

Problem is Blue circle area

Before



After



## Mitigation of Floods

### Decreased Water Run-off

Specific Objectives	Priority	Action Steps	Resources Needed
significantly increase manpower and funding by 2025	3	<ol style="list-style-type: none"> <li>1. An improved and centralized drainage system will be constructed. <ol style="list-style-type: none"> <li>1.1. The drainage system should be dug UNDER the current paved road</li> <li>1.2. The drainage system will be rerouted and only traverse public roads to avoid conflict</li> <li>1.3. The drainage will be connected to the main system of the barangay to provide a centralized system.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• monetary funding</li> <li>• public roads</li> <li>• workers for excavation</li> <li>• organized rerouting plan,</li> </ul>



## Mitigation of Floods

### Decreased Water Run-off



Sewage plant/Pumping station →



## Mitigation of Floods

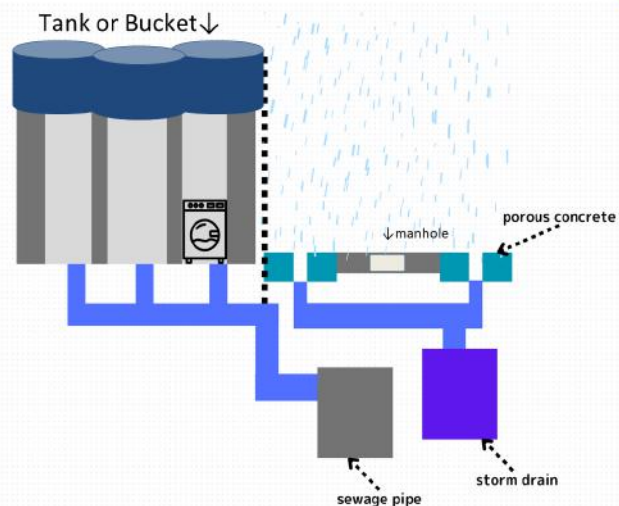
### Decreased Water Run-off

#### Long-term solution

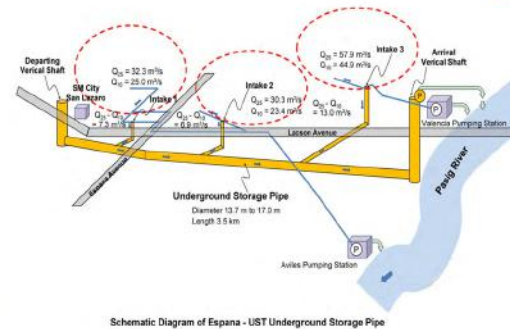
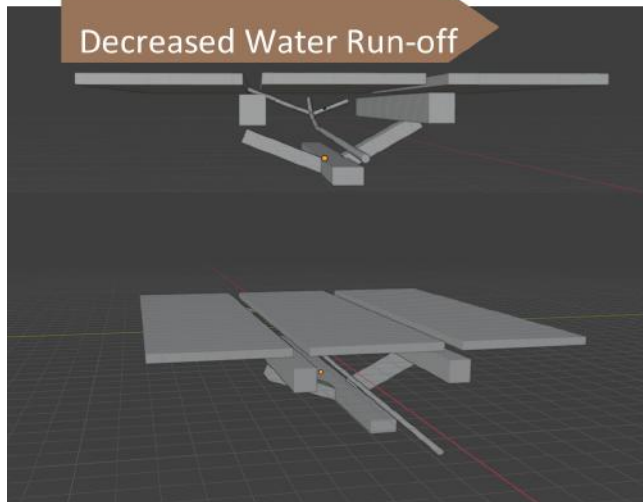
- Porous Concrete can absorb the water with catch basins below to collect water than can later be used to fighting fire
- We need two different type of pipes for sanitation.
- Manhole for efficient water run-off

#### Short term solution

- bucket or tank which can catch rain



## Mitigation of Floods



- The pipes should be placed under 40cm from the ground.

## Strengthening of Institutions

## Improved Regulations

Specific Objectives	Priority	Action Steps	Resources Needed
Increasing households who follow the rules by 2027	4	<p>1. Rules and regulations imposed by the governing association should be reformulated in such a way that will be beneficial for everyone including the non-members</p> <p>1.1. Incentives will be given to encourage compliance to the regulations</p>	<ul style="list-style-type: none"> <li>Opportunities for regulatory discussion</li> </ul>

4

## Strengthening of Institutions

### Better Funding and Budgeting

Specific Objectives	Priority	Action Steps	Resources Needed
Recruiting 50 people to clean by 2025.	2	The government would recruit and fund cleaning people or volunteers for the stricter implementation of the clean-up drives	<ul style="list-style-type: none"> <li>monetary funding</li> <li>manpower (volunteers)</li> </ul>

### Better Funding and Budgeting





4

## Strengthening of Institutions

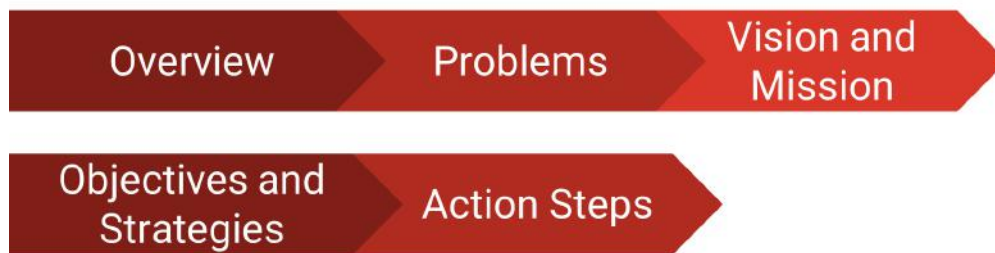
### Revitalized Communication and Coordination

Specific Objectives	Priority	Action Steps	Resources Needed
Increase the opportunity of talking with community leader with city leader by 2030.	1	<ol style="list-style-type: none"> <li>The Libis HOA Phase I and II would establish a Social Media Presence to update the community with their progress and the regulations in the community               <ol style="list-style-type: none"> <li>The social media posting would also include the practice of Freedom of Information (FOI) for the rest of the community</li> <li>The social media posting would include posting and identifying the reasons for flooding</li> <li>The social media shall not be used for public shaming or spreading of hearsay or misinformation</li> </ol> </li> <li>Through the social media and email address of the HOA, the communication and coordination update should be reflected for transparency reports between the HOA and LGU               <ol style="list-style-type: none"> <li>Coordination with the LGU</li> </ol> </li> </ol>	collaborative space for leaders, connection to media

### Revitalized Communication and Coordination



## Presentation Outline



## Presentation Outline



## The Team



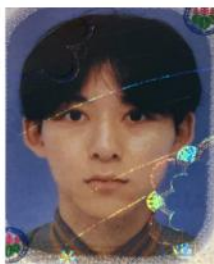
## The Team



Yuta Okuyama



Haruki Tamegai



Okihiro Ikehara



Francheska Mae S.  
Candido



Stacey Adair T. Naval





## Group 4 | Water, Sanitation, and Hygiene (WaSH)

### Members:

Andi Ahmad Fitrah Yuda  
Ayumu Sugahara  
Runa Shiroma  
Gabrielle Mercado  
Alessandro Gabriel Eduarte



# WASH 'N LEARN: BILIS LINIS SA LIBIS

*"Wash 'N Learn: Quick Clean in Libis"*

An Action Plan on Water, Sanitation, and Hygiene (WaSH)  
in Libis, Brgy. Canumay East, Valenzuela City



Image Source: Vecteezy.com

## Presentation Outline

- 
-  **1. Overview**
  -  **2. Problems**
  -  **3. Vision and Mission**
  -  **4. Objectives and Strategies**
  -  **5. Action Steps**
  -  **6. The Team**

## Presentation Outline

- 
-  **1. Overview**
  -  **2. Problems**
  -  **3. Vision and Mission**
  -  **4. Objectives and Strategies**
  -  **5. Action Steps**
  -  **6. The Team**



## Overview

**Libis, Canumay East, Valenzuela City**, was initially a large vacant lot owned by the **Philippine Veterans Bank** until 1973, when individuals began settling in the area. On October 24, 2025, the land was officially transferred to the **United Libis Homeowners Association (ULHOA)**, thanks to a community-driven savings program.

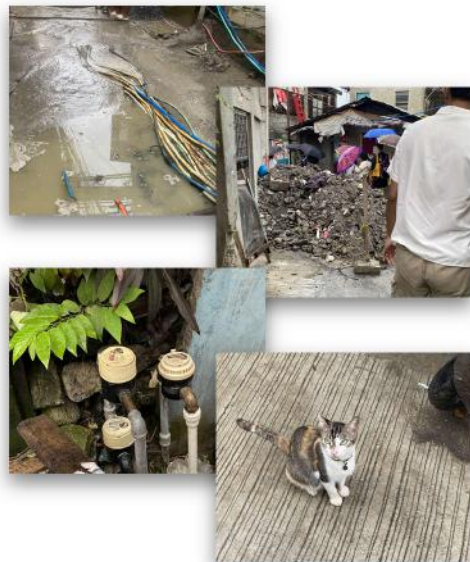
- The community is situated at the **bottom of a slope**, making it particularly susceptible to flooding.
  - Regular floods have plagued the area, with a significant one during **Typhoon Ondoy in 2009** submerging **30 to 40 houses**.
- The geographical location of the community causes **water runoff from upstream factories** to flow onto their property, exacerbated by downstream factories blocking potential drainage points, leading to **water stagnation** on ULHOA land.



## Overview

The area has faced sanitation issues:

- Almost all households have piped water systems; however, the **disorganized distribution of water pipes**, often obstructing walkways, poses a risk of contamination if damaged.
- The subdivision's development required the **decommissioning of deep wells**.
- **Stray animals**, allowed to roam freely by some residents, contribute to sanitation problems by leaving waste on the streets and scavenging through improperly disposed garbage.
- While garbage collection occurs twice weekly, there is **no waste segregation**, making recycling difficult and exacerbating waste management issues.
- Despite existing ordinances and community efforts, such as curfews and impounding stray animals, **enforcement remains inconsistent**.







## Overview

- **Fire hazards** are also a concern, with four major fires having damaged homes, often triggered by tangled wires during heavy rains, leading to short circuits.
- Factories nearby have been known to **dump waste improperly**, adding to the community's sanitation woes.

While government programs, such as monthly clean-up drives and the TUPAD initiative from the Department of Labor and Employment (DOLE), provide some support, there is still a need for **more consistent information dissemination** and **better community cooperation** to address these ongoing WASH challenges effectively.



## Presentation Outline

1. Overview
2. Problems
3. Vision and Mission
4. Objectives and Strategies
5. Action Steps
6. The Team

## Problem Identification and Ranking

### Information

Problems Identified	Importance	Urgency	Ease of Solving	Rank
Information is <b>not adequately</b> delivered to the residents (i.e., inadequate communication channels)	4	4	5	<b>2</b>
Information can be focused <b>only on certain aspects</b> of sanitation and hygiene	5	5	3	<b>2</b>
<b>Ineffective</b> feedback monitoring for WaSH programs	5	5	3	<b>2</b>
Low awareness and education leading to misunderstanding	5	3	2	13

## Problem Identification and Ranking

### Information

Problems Identified	Importance	Urgency	Ease of Solving	Rank
Information is not always readily available (i.e., may not be timely information)	3	3	4	13
There is lack of structured information systems (SIS)	3	4	3	13
Access to information is limited (i.e., the Barangay Health Center is relatively far)	3	3	2	19
Information overload and misinformation (i.e., misconceptions)	3	2	3	20

## Problem Identification and Ranking

### Resources

Problems Identified	Importance	Urgency	Ease of Solving	Rank
Resources used for information dissemination (i.e., posters, handwashing guidelines) are <b>not amply posted</b> around the site	5	5	3	<b>2</b>
Limited financial resources to sustain infrastructure and existing action plans	5	5	2	8
Low member and volunteer engagements from the Barangay Health Center (BHC)	3	5	3	10

## Problem Identification and Ranking

### Resources

Problems Identified	Importance	Urgency	Ease of Solving	Rank
Inadequacy of general infrastructures and residents' access for technology deployment on WaSH (i.e., lack of toilets, lack of material recovery facilities, lack of proper road for garbage trucks, improper waste trash bin, inadequate water pipe distribution system, and lack of durable water pipe casing)	4	3	4	10
Lack of availability of personnel to inspect and monitor sanitation of commercial establishments	4	4	2	13



## Problem Identification and Ranking

### Technology

Problems Identified	Importance	Urgency	Ease of Solving	Rank
Limited access to appropriate technology for WaSH	5	5	3	2
Lack of technical knowledge and skills of technological solutions (i.e., technological literacy)	5	5	3	2
Ineffective communication and training on technology use (i.e., tools, processes and techniques may not be familiar to residents)	3	4	3	13

## Problem Identification and Ranking

### Institution

Problems Identified	Importance	Urgency	Ease of Solving	Rank
Existing interventions are often <b>short-term only</b>	5	5	4	<b>1</b>
Some community members are <b>not receptive</b> to the information given (i.e., lack of community engagement, resistance to change)	5	5	3	<b>2</b>
<b>Poor integration of technology</b> with local needs	5	5	3	<b>2</b>
Reliant on external aid, not yet able to be self-sufficient	5	5	2	8

## Presentation Outline

-  1. Overview
-  2. Problems
-  **3. Vision and Mission**
-  4. Objectives and Strategies
-  5. Action Steps
-  6. The Team

### Vision



We envision **to be a resilient, healthy, sustainable, and safe community** in Valenzuela City.

### Mission



We will build community resilience **by empowering individuals, strengthening community participation, and conducting capacity-building activities.**



## Presentation Outline



## Action Steps

Objective	Strategies	Priority	Action Steps	Resources Needed
<b>OBJECTIVE 1</b>  Reduce the amount of scavenging stray animals in the community within 1 year.	1. Launch an <b>educational campaign</b> to inform residents about the impact of <b>stray animals</b> on public health, safety, and the environment	4	1. Organize <b>community workshops</b> on responsible pet care, including information on spaying, neutering, and vaccinations  2. Distribute <b>awareness posters and brochures</b> as campaign paraphernalia to disseminate information	● Resource person/speaker ● Educational materials ● Venue Logistics-related  ● Educational posters and brochures ● Community map (for better distribution)
	2. Partner with nearby <b>animal welfare organizations</b>	3	1. Contact <b>local animal shelters and NGOs</b> to provide humane trapping and free or low-cost spay and neuter services for stray animals in the community	● Directory of animal welfare institutions [e.g., <i>Philippine Animal Welfare Society</i> (NGO)] ● Trapping and neutering materials



## Action Steps

Objective	Strategies	Priority	Action Steps	Resources Needed
<b>OBJECTIVE 1</b>  Reduce the amount of scavenging stray animals in the community within 1 year.	3. Prioritize and promote efforts on Responsible Pet Ownership practices	1	1. Launch a <b>community-wide pet registration</b> to ensure all pets are accounted for	<ul style="list-style-type: none"> <li>● ULHOA officials,</li> <li>● Community map,</li> <li>● Registration facility,</li> <li>● Small community space for the animals,</li> <li>● Publicity materials</li> </ul>

## Action Steps

Objective.	Strategies	Priority	Action Steps	Resources Needed
<b>OBJECTIVE 2</b>  Improve water distribution and management in the community within 2 years	1. Reorganize and Secure the Water Pipe Distribution Network	1	1. Replace old, exposed pipes with high-density polyethylene (HDPE) pipes  2. Elevate the Pipes on Raised Platforms or Racks  3. Install pressure gauges and leak detection sensors  4. Engage with Local Government and NGOs for Support	PVC/HDPE Casing, Fastening Materials, Labor Force, Community Volunteers, Funding  Construction Materials, Design Plan Labor Force, Community, Participation, Funding  Pressure Gauges, Leak Detection Sensors, Data Transmission System, Central Monitoring System, Mounting and Installation Materials, Technical Personnel, Permits and Approvals, Funding  ULHOA officials, directory of local government and NGOs, contacting devices, project primers

## Action Steps

Objective.	Strategies	Priority	Action Steps	Resources Needed
<b>OBJECTIVE 2</b>  Improve water distribution and management in the community within 2 years	2. Implement a Rainwater Harvesting System	2	<ol style="list-style-type: none"> <li>1. Install rooftop rainwater collection systems</li> <li>2. Divert collected rainwater into a filtration system for non-potable uses like gardening, cleaning, and toilet flushing</li> </ol>	<ul style="list-style-type: none"> <li>● Collection surface</li> <li>● Gutters and downspouts</li> <li>● First flush drivers</li> <li>● Water storage</li> <li>● Filtration system</li> <li>● Piping and Plumbing</li> </ul>

## Action Steps

Objective	Strategies	Priority	Action Steps	Resources Needed
<b>OBJECTIVE 3</b>  Strengthen waste management and hygiene practices in the community within 1 year	1. Establish a Comprehensive Waste Segregation and Collection Program	1	<ol style="list-style-type: none"> <li>1. Provide households with color-coded bins for segregating biodegradable, non-biodegradable, and recyclable waste.</li> <li>2. Launch a Community Composting Initiative by setting up composting bins in community gardens or designated areas where residents can deposit organic waste.</li> </ol>	<ul style="list-style-type: none"> <li>● Education materials (on segregation)</li> <li>● Color-coded trash bins</li> <li>● Compost pits/bins</li> </ul>

## Action Steps

Objective	Strategies	Priority	Action Steps	Resources Needed
<b>OBJECTIVE 4</b>  Improve knowledge on water and practice of proper sanitation and hygiene methods among residents in the community within 2 years.	1. Launch an educational campaign on various aspects of Water, Sanitation, and Hygiene (WaSH)	1	1. Organize <b>WaSH-focused workshops</b> , providing practical information and demonstrations (i.e., importance of WaSH, water handling, anti-open defecation, etc.)	<ul style="list-style-type: none"> <li>● Resource person/speaker</li> <li>● Educational materials</li> <li>● Venue Logistics-related</li> </ul>
			2. Distribute educational materials and using local media, reinforcing WaSH messages	<ul style="list-style-type: none"> <li>● Educational Materials (posters and brochures)</li> <li>● Community map (for better distribution)</li> <li>● Additional manpower</li> </ul>
			3. Organize a <b>competition</b> to recognize the individual who collects the highest volume of recyclable materials	<ul style="list-style-type: none"> <li>● Prize / reward for the winner</li> </ul>

## Action Steps

Objective	Strategies	Priority	Action Steps	Resources Needed
<b>OBJECTIVE 4</b>  Improve knowledge on water and practice of proper sanitation and hygiene methods among residents in the community within 2 years.	2. Encourage practices of <b>personal hygiene</b> using cost-effective hygiene products	2	1. Distribute <b>hygiene kits</b> to all households with follow-up visits to ensure that households are using the kits correctly	<ul style="list-style-type: none"> <li>● Contact <b>directory of hygiene and personal care brands</b> (potential sponsorship opportunity)</li> <li>● <b>Hygiene Kits</b> (soap, hand sanitizers, sanitary pads, and/or disinfectants)</li> </ul>



## Action Steps

Objective	Strategies	Priority	Action Steps	Resources Needed
<b>OBJECTIVE 5</b>  Improve knowledge and skills of ULHOA officials in managing the community's water, sanitation, and hygiene (WaSH) within 1 year.	1. Initiating <b>capacity building activities</b> among volunteers and officials	1	1. Train officials to assist with <b>stray animal monitoring and reporting</b>  2. Organize comprehensive training programs on <b>WaSH</b>  3. Equip officials with the skills to <b>respond to WASH-related emergencies</b> (e.g., outbreaks of waterborne diseases)  4. Supply officials with <b>basic health monitoring equipment</b> , such as water testing kits, hygiene kits, and first-aid supplies	<ul style="list-style-type: none"> <li>● Resource person/speaker</li> <li>● Educational materials</li> <li>● Venue Logistics-related</li> <li>● WaSH technologies (to be used)</li> </ul> <ul style="list-style-type: none"> <li>● <b>Rapid water testing kits</b>,</li> <li>● <b>Hygiene kits</b> (including soap, hand sanitizers, sanitary pads, and/or disinfectants),</li> <li>● <b>First-aid supplies</b> (including bandages, antiseptic wipes, gauze, etc.)</li> </ul>

## Action Steps

Objective	Strategies	Priority	Action Steps	Resources Needed
<b>OBJECTIVE 5</b>  Improve knowledge and skills of ULHOA officials in managing the community's water, sanitation, and hygiene (WaSH) within 1 year.	2. Facilitate <b>connections</b> between barangay health officials and relevant professional networks  3. Introduce <b>performance-based incentives</b> to recognize and reward barangay health officials who demonstrate exceptional commitment and effectiveness in applying their training	2  3	1. Establish a <b>mentorship program</b> where experienced health professionals provide guidance and advice to barangay health officials, helping them develop their skills and confidence.   1. Recognize and <b>reward outstanding officials</b> through public acknowledgments and/or certificates	<ul style="list-style-type: none"> <li>● Mentors</li> <li>● Educational materials</li> <li>● Venue Logistics-related</li> </ul> <ul style="list-style-type: none"> <li>● ULHOA officials,</li> <li>● Certificate,</li> <li>● Publicity materials,</li> <li>● Small monetary reward</li> </ul>

## Action Steps

Objective	Strategies	Priority	Action Steps	Resources Needed
<b>OBJECTIVE 6</b>  <b>Strengthen an Information and Monitoring System (IMS) of WaSH practices among residents of the community, ensuring 80% household coverage within 2 years.</b>	1. Establish a <b>WaSH committee</b> within the community	<b>2</b>	1. Establish the <b>organizational structure</b> of the WaSH committee by electing reputable members and define their individual roles and responsibilities	<ul style="list-style-type: none"> <li>● Voting platform</li> <li>● Outline of Roles and Responsibilities</li> <li>● Venue Logistics-related</li> </ul>
			2. Provide <b>ongoing training to committee members</b> on monitoring techniques and community engagement strategies.	<ul style="list-style-type: none"> <li>● Resource person/s</li> <li>● Educational materials</li> <li>● Venue Logistics-related</li> </ul>

## Action Steps

Objective	Strategies	Priority	Action Steps	Resources Needed
<b>OBJECTIVE 6</b>  <b>Strengthen an Information and Monitoring System (IMS) of WaSH practices among residents of the community, ensuring 80% household coverage within 2 years.</b>	2. Strengthen <b>channels of communication</b> between residents and community representatives	<b>3</b>	1. Set up <b>suggestion boxes</b> and organize <b>monthly community meetings</b> for residents to voice concerns and share feedback	<ul style="list-style-type: none"> <li>● Venue Logistics-related</li> <li>● Suggestion boxes</li> </ul>
			2. Set up <b>bulletin boards</b> , around the area, that will share important messages or information to the community	<ul style="list-style-type: none"> <li>● ULHOA officials,</li> <li>● Bulletin boards,</li> <li>● Information posters</li> </ul>

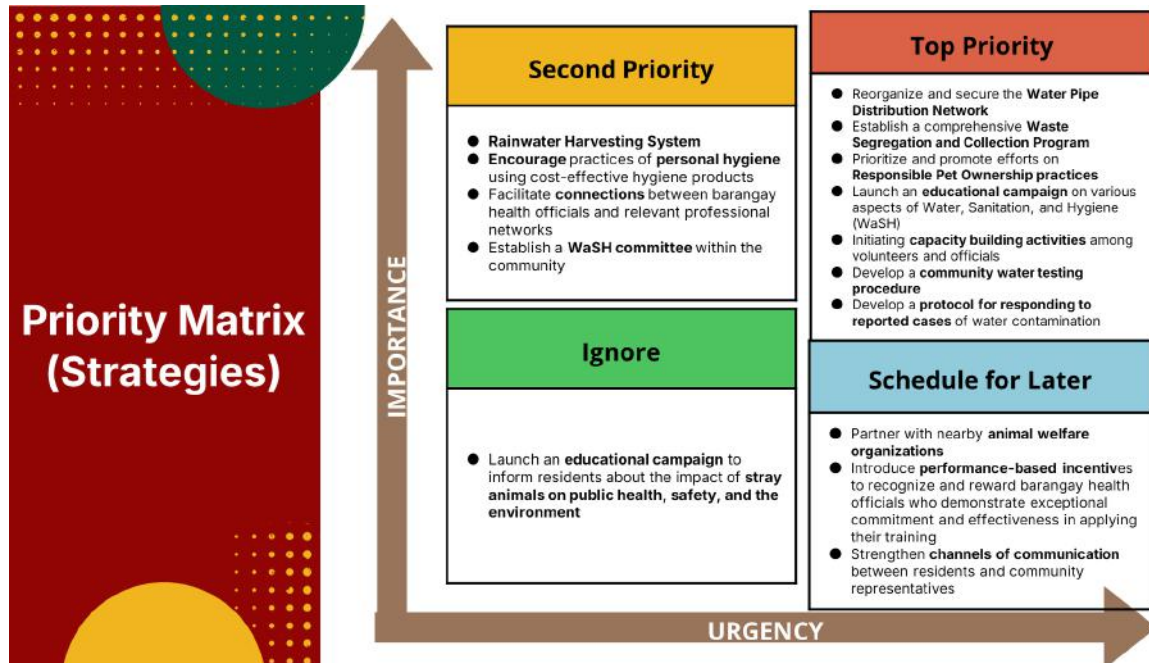
## Action Steps

Objective	Strategies	Priority	Action Steps	Resources Needed
<b>OBJECTIVE 7</b>  Establish a bi-annual, water quality assessment plan in the community within 1 year.	1. Develop a community water testing procedure	1	1. Identify and map <b>key water sources</b>	<ul style="list-style-type: none"> <li>● Water Service Provider's (WSP) map of waterlines</li> </ul>
			2. Develop and implement a <b>testing schedule</b> dedicated to conducting water quality testing	<ul style="list-style-type: none"> <li>● Microbiologists</li> <li>● Contact directory of the water testing laboratory</li> </ul>
			3. Establish the <b>set of water quality parameters</b> to be tested for and compare results against national water quality standards	<ul style="list-style-type: none"> <li>● ULHOA officials,</li> <li>● Microbiologists,</li> <li>● Philippine National Standards for Drinking Water (PNSDW)</li> </ul>
	2. Partner with a Department of Health (DOH)-accredited laboratory that will conduct Water Quality testing	2	1. Establish <b>communication channels</b> with establishments that conduct water quality testing	<ul style="list-style-type: none"> <li>● Water testing personnel and facilities (from partner institutions),</li> <li>● Water test kits, and data collection forms</li> <li>● Community-Laboratory Communication Channel/s</li> </ul>

## Action Steps

Objective	Strategies	Priority	Action Steps	Resources Needed
<b>OBJECTIVE 7</b>  Establish a bi-annual, water quality assessment plan in the community within 1 year.	3. Develop a protocol for responding to reported cases of water contamination	1	1. <b>Inspection of water pipes</b> for leaks or nearby contaminants	<ul style="list-style-type: none"> <li>● Plumber</li> <li>● Health Officer</li> <li>● Database (for findings)</li> </ul>
			2. Execute <b>corrective actions</b> as required, contingent on the <b>specific water parameters</b> affected by the assessment results.	<ul style="list-style-type: none"> <li>● Testing-related (facility, personnel, materials)</li> <li>● Community-Laboratory Communication Channel/s</li> </ul>





## Presentation Outline



## The Team



**Andi Ahmad**  
Fitrah Yuda



**Ayumu**  
Sugahara



**Runa**  
Shiroma



**Gabrielle**  
Mercado



**Alessandro**  
Gabriel Eduarte



## Conclusion

- The **disorganized distribution of water pipes** poses a risk of contamination, while **inadequate waste management** and the presence of **stray animals** exacerbate sanitation issues. Despite efforts such as government clean-up drives and community initiatives, enforcement remains inconsistent, and key issues persist.
- The objectives and strategies outlined focus on addressing these challenges **through educational campaigns, capacity-building, and strengthening monitoring and evaluation systems** among local officials and residents. The project emphasizes the importance of community involvement and the need for sustainable, long-term solutions.



If we can transform Libis, what could we achieve **for every informal settlement** in the Philippines?





## Feedback from Advisors

### Yokohama City University



**Prof. Nobuharu Suzuki, Dr. Eng.**

*Dean, School of International Liberal Arts*

Improving the environment for informal settlements is an issue that Asian countries share. Similar problems exist in Japan as well in the long history of Japanese city planning. I believe that the discussion among students from the Philippines, Indonesia, and Japan on the common district this time was more than an exchange of expertise; it was also a cross-cultural exchange.

When explaining about Japan to students from other countries, it is necessary to know more about Japan. The same is true for students from other countries. To know and think about other countries is to know and think about ourselves. I wish you all the best and hope that you will use this valuable experience to learn more about your city and its culture, and that you will be active in the field of urban planning in the future.



**Prof. Masahiko Nakanishi, Dr. Eng.**

*Professor, School of International Liberal Arts*

The theme of this year's IUPW was the improvement of the environment in informal residential areas from four different perspectives. Manila's suburbs have many urban problems, and by witnessing such serious issues, the Japanese students were deeply moved and learned the need to think of solutions. For the students of YCU, who had assumed that Japan had entered an era of declining population, this was an unforgettable experience. As a faculty member and researcher myself, I also learned a great deal.

I would like to express my deepest gratitude to everyone at UP Diliman for their efforts in making this year's IUPW a very informative, comfortable, and enjoyable workshop.



**Assoc. Prof. Takayuki Arima, DSc**

*Associate Professor, School of International Liberal Arts*

I am grateful for the opportunity to participate in the IUPW. The students from the Philippines, Indonesia, and Japan engaged in rigorous discussions, culminating in the presentation of a final proposal. We extend our gratitude to the UP Diliman for organizing this event. With the support from students at the UP Diliman, participants from YCU were able to engage more actively in group discussions and collaborative tasks than in previous years. We trust that this initiative will positively impact the informal settlements in Manila and contribute to a period of significant educational development at our universities.



## Hasanuddin University



**Asst. Prof. Ihsan Latief, Dr. Eng., ST., MT**  
*Assistant Professor, Department of Urban and Regional Planning*

Collaboration in finding solutions to urban issues is a key part of IUPW. The focus on informal settlements was particularly interesting because these areas face complex problems that require a participatory approach from the communities. Students from the Department of Urban and Regional Planning, Faculty of Engineering, UNHAS gained valuable lessons from this workshop. They were given insights into how to develop strategies and numerous action steps based on the specific challenges of the case study. The discussions between students from different universities were also exciting, as teamwork allowed them to make decisions together by considering the available resources.



**Ms. Isfa Sastrawati, ST., MT**

*Lecturer, Department of Urban and Regional Planning*

The IUPW 2024 offers our students from the Department of Urban and Regional Planning, Faculty of Engineering, UNHAS, a vital opportunity to engage with real-world urban challenges. This year's theme emphasizes creating resilient and safe communities in informal settlements, or "kampung kota", as they are known in Indonesia. These densely populated urban areas represent the intersection of rapid urbanization and informal housing, where communities face multiple challenges such as housing, sanitation, and disaster resilience. The workshop empowers students to tackle key issues in the real case and gives them insight into developing action plans.

We sincerely thank the UP SURP for organizing this well-planned workshop and for the cooperation of the other participants. We believe that this experience will not only shape but also inspire our student's future contributions to urban planning and community development.

**Ms. Suci Anugrah Yanti, ST., MT**

*Lecturer, Department of Urban and Regional Planning*

I am really grateful for the chance to attend the IUPW 2024 in Diliman, Philippines. The training was highly engaging and provided valuable insights into urban planning through both fieldwork and lectures. I particularly enjoyed the survey conducted in Valenzuela City by the ULHOA. It gave me a deeper understanding of the challenges facing informal communities in terms of housing, fire risks, and access to clean water and sanitation.

Collaboration with participants from several universities offered new insights into resilient urban planning. The discussions and action planning sessions were very helpful in identifying practical solutions to real-world issues.

The knowledge and skills gained from this course will greatly benefit my work at Hasanuddin University. Thank you to the organizers for this invaluable opportunity.



## Feedback from Students

### Yokohama City University



**Erika Akiyama**

Through this workshop, I gained many inspirations.

First, I realized that I need to gain more knowledge not only in urban planning but also in other fields such as public health and architecture. When I attended the lecture, a professor from the University of the Philippines asked about infectious diseases, but I could not come up with good ideas. I was embarrassed because it was a normal question about informal settlements. Thus, I would like to get more knowledge.

Second, I was surprised at the situation of informal settlements in Valenzuela. There were lots of problems. For instance, unpaved roads, spaghetti-like electric wires, and the smell of livestock excrement. It was different from the image I had only learned from the materials. At the same time, I felt how blessed and developed Japan is. However, I thought that the Philippines has a community that cares for each other. In addition, it was a nice experience to do the interview with ULHOA because they worked hard to improve this settlement.

Third, I would like to discuss the theme of “preventing fire accidents. Based on my fieldwork and interviews in Valenzuela, I look into good activities in Japan, such as fire drills and motorized bicycles. This is because we learned that there were no opportunities to learn about fire accidents during our interviews and that there were no wide roads. The experience of visiting actual sites helped us in proposing solutions. Also, through this group work, I realized the need to improve my English conversation skills. While I was thinking about what to say, Filipino students were already expressing their opinions. Also, their perspectives and opinions were stimulating for me.

Thus, I gained valuable time and inspiration from a variety of opinions and ideas. I will continue to stay motivated and make the most of this experience.



**Sho Akazawa**

The theme of the workshop was urban development in slums, and I was very surprised by the difference in living environment between Japan and the slum areas (in the Philippines). The housing in slum areas is very dense and the rooms are very small. In addition, the lack of infrastructure, such as sewage systems, makes the area prone to flooding and other disasters. There were also problems regarding land rights, there were people who paid for the land and people who did not. In this way, I felt that the environment in the slums was very different from that of Japanese cities. However, even in such an environment, there were some points in common with Japanese housing problems, such as high housing density. I learned the importance of the way of thinking from the Japanese case study to make suggestions about the overseas cases.



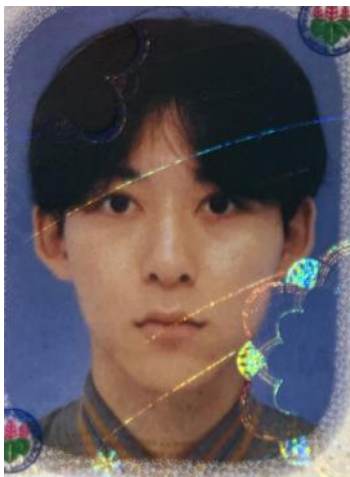
**Yukino Fukaya**

Through IUPW program, I was able to gain a very valuable experience. First, we visited slums in the Philippines to prepare our presentation. I observed poorly maintained electrical wiring and roads, which led me to consider creating open spaces first. By generating vacant spaces, roads could be widened. As a result, we can supply housing that have good environment. I had meaningful discussions with friends around the world. I would like to make use of this experience in my future learning.



**Sora Inafuku**

It was so hard for me because of my less English skill and different environment. But there were a lot of things to learn. By learning about the Philippines and their environment of living, I noticed the importance of making a living area. It was a great experience for me.



**Okihiro Ikehara**

Recently, I went to the Philippines, which is experiencing remarkable economic growth. There, I interacted with local students and discussed how to improve slum areas. As I learned in my preparatory studies, economic disparity is large in the Philippines, and the gap between rich and poor is clearly visible in the city. When I actually inspected the area, I remember being quite shocked by the fact that it was a completely different world from Japan. Many citizens were living in a mess of infrastructure and housing style, and the climate was also dangerous, with floods and electrical leakage. Even if we tried to implement improvement plans, there were many problems where Japanese common sense did not apply, making it very difficult. That is why the opinions of the local students were very meaningful, and I was able to learn how to deal with things from a new perspective. To solve the problem from the root, it is necessary to consider various factors such as politics, economy, history, and the characteristics of the city. I was able to spend valuable time that I could not experience in Japan, and it was a fun time. Thank you.





**Runa Shiroma**

It was a very meaningful time for me to participate in IUPW, as I was able to experience all the good things and challenges of Manila. I think I was a bit of a liability because I was trying my best to listen to unfamiliar English and couldn't communicate well. But the Filipino students were very kind to me, and I was able to learn in a very enjoyable way. And I am very glad that I was able to become positive about English, which I had been afraid of being bad at. The image I had of Manila was that the gap between the rich and the poor was more visible than I had expected, and that was the most impressive thing.



**Yuta Okuyama**

I thought it would be a very tough program when I decided to participate. But after spending a week at UP, I realized it wasn't just tough—it was also a really fun program. I saw slums for the first time, and that was a truly valuable experience. I encountered many new things, all of which will be useful for my future studies and career. In the end, I want to show appreciation to all people. I'm grateful to all the professors and students. It was a wonderful experience spending time with you all. Thank you, and see you soon.



**Kanoko Yamamoto**

It was a valuable week for me. Experience of working on presentations and field trips with students from other countries gave me new perspectives and inspiration. Especially, walking in a slum area and learning about how they are living was a shocking and new experience for me. I felt that our normal life in Japan is not normal for people living in this area. This gap is much more surprising and shocking than I expected. It was also an interesting experience to discuss urban issues with each student's experience and knowledge. I've learned many things from different points of view. Our team's theme was incremental housing so making a presentation in a short period of time was hard work for us but regardless of how perfect our presentation was, I think challenging this theme, sharing our opinion and hearing feedback from professionals was the most important and valuable experience. I would like to thank all who supported us for IUPW. Thank you so much.



**Ayumu Sugahara**

We spent a precious time with international friends. The field work was an opportunity to study how we approach the problems in the informal settlements as well as to learn how to work and communicate with people from different countries. A lot of new experiences come to me every day. Of course, it was not easy to discuss and make the solution for the topic but we never forget to help and respect each other. I definitely did my best. UP staff always helped us so that we could tackle the projects comfortably and provide some enjoyable events. Finally, I would like to say many thanks to my team members!



**Shuta Ochi**

Situation of the Libis, an informal area in Valenzuela City, Philippines, was more serious than I thought before visiting there. Because of its backgrounds, improving its situation is not easy. Especially, residents have problems with low income. I learned that how field work is impotent to plan solutions. Going on field work teaches me what is occurring there. In Libis, I learned there are spaghetti wires: tangled electric wires. However, the problem I found there was not only that one. For example, awareness of preparing for disaster for residents. Finally, I fully enjoyed programs and communicating with Philippine and Indonesian students.



**Haruki Tamegai**

Through this program, I was able to learn how to identify local issues, analyze them from various perspectives, and propose solutions. There were various things that surprised us in the slum community, which is very different from Japan. In thinking about the proposals, I felt that the standards we usually consider are quite different. Usually, we think about how to improve the area, but in the case of the slum, we needed to make improvements in a more fundamental way, how to protect the safety of the residents because of the pressing issues. Although it is not a simple comparison with the Japanese case, I thought that the method of setting an issue, analyzing the area, and proposing a solution based on categorization is very important in solving local issues and can be used as a reference.



## Hasanuddin University



**Andi Ahmad Fitrah Yuda**

The IACSC 2024 - IUPW event held at UP Diliman was a significant moment for students, especially for someone like me who is majoring in planning. From a planner's perspective, this event served as a valuable platform to gain new insights into the social, economic characteristics, and urban development challenges faced by cities in the Philippines. IUPW also provided me with opportunities to engage in meaningful discussions with peers from various countries, exchanging ideas and finding solutions to the issues present in the Philippines. This experience has given me renewed motivation to keep learning, to be more attuned to societal needs, and to strengthen my commitment to continuously explore new ideas. The conference has further solidified my resolve to become a better, more inclusive planner, and to contribute significantly in the future.



**Habel Mangiri**

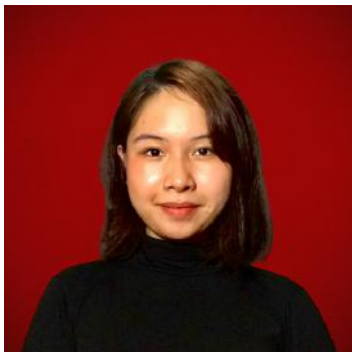
Attending the IACSC conference at UP Diliman has enriched my understanding and skills as an aspiring planner. I gained valuable insights into the social and economic conditions as well as the urban development issues faced by Philippine cities. The experience was highly educational and broadened my perspective. Collaborating with peers from diverse backgrounds was particularly rewarding, as it fostered critical thinking and heightened awareness of changing trends and challenges. I am grateful for the opportunity to engage in such a dynamic environment, which encouraged us to be adaptable and sensitive to societal changes. This experience has further solidified my commitment to becoming a knowledgeable and effective planner in the future.

## University of the Philippines Manila



**Gabrielle E. Mercado**

The IUPW has given me a profound understanding of how urban planning intersects with public health, shaping healthier and more sustainable communities. Through fieldwork in Brgy. Libis, Valenzuela City, I gained firsthand insight into the challenges and opportunities in creating livable spaces that prioritize the well-being of residents. The blending of urban planning and public health became especially clear, as the built environment plays a critical role in promoting public health outcomes. This workshop was also a great platform to forge meaningful relationships with professionals across Asia, allowing us to exchange ideas that could improve settlement planning and contribute to a better quality of life for Filipinos. The experience has equipped me with invaluable knowledge and the inspiration to continue advocating for healthier urban development.



**Lousheil B. Baradi**

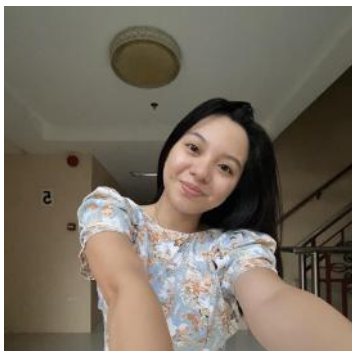
As a student primarily focused on health sciences, I found the workshop to be a transformative experience that illuminated the numerous factors that must be considered when striving for a more equitable public health system. The insights shared by the lecturers, along with the perspectives of my fellow participants, have prompted me to explore alternative avenues for enhancing health equity within our nation. Furthermore, the workshop provided a valuable platform for addressing pressing issues in urban planning, not only in the Philippines but also in low-income countries globally. It also facilitated the development of significant connections with future experts in the field of urban planning, further enriching my understanding and engagement with these critical topics.



**Alessandro Gabriel D.  
Eduarte**

The IUPW was able to teach the basic principles and concepts needed for effective urban planning. All the concepts taught in the workshop were helpful in guiding the delegates towards creating the desired output. The whole program showed the value of urban planning and the importance of multi-sectoral collaboration.

With that being said, improvements can still be made in the workshop's delivery. First, the course was condensed into a few sessions, making it hard to ensure that all concepts discussed are understood well. Second, the usage of Philippine-specific examples/problems to describe concepts can make it difficult for foreign delegates to fully appreciate the concepts being taught. A short introductory course about the Philippines or the usage of more global examples, can be used to ensure that all delegates are able to understand and appreciate the concepts taught.



**Trishia Justine V. Battung**

As a public health student, I never truly appreciated urban planning until this workshop. It made me realize how crucial effective urban planning is in enhancing the quality of life, with safe and well-built communities offering individuals a pathway to reach their full potential

Each part of the workshop was thoughtfully curated, ensuring participants could apply their school-taught skills in real-world contexts. The well-coordinated fieldwork particularly stood out to me and it made me open my eyes to the realities lived by the community in Libis, Canumay East. Engaging with the locals allowed us to craft tailored solutions to their challenges.

My favorite part was the systematic delivery of the planning activity, which ensured everyone stayed on the same page. The panel's insights provided valuable perspectives from both students and educators of diverse backgrounds.

Additionally, the organizers excelled in addressing our needs, making the experience smooth and enjoyable from start to finish.



## University of the Philippines Diliman



**John Patrick P. Caytiles**

The workshop was able to incorporate theory (lectures) and practice (fieldwork and workshop) in a week-long schedule of activities. The lecturers were knowledgeable in the topics assigned to them and were able to deliver an overview of the planning process and challenges. Speaking as a participant with not much planning background, the series of lectures were brief and general enough to cater to non-planning students. Likewise, the topics covered were relevant to the context of the community visited, so the participants were able to see clear connections between the lectures and the ground-truths of the study site.

Even though weather disturbances got in the way of the fieldwork, the team was able to handle the situation well and made the most out of the time that we were in the community. The preparations of the community members themselves to accommodate the participants were very much appreciated as well. As for the action planning activity, it gave a lot of room for the participants to discuss and exchange ideas given that they came from different (educational and cultural) backgrounds. However, after hearing the comments to the group reports, the output expected of the participants seemed to be more exhaustive than what the time allotment allowed us to accomplish.

Overall, the IUPW 2024 was able to carry out its objectives and gave a good run-through of the study and practice of planning.



**Stacey Adair T. Naval**

The IUPW provided a holistic experience for all participants in achieving the goal of the workshop. There are three points that stood out to me the most during the workshop; (1) There were comprehensive lectures from esteemed lecturers which prepared participants for the fieldwork. (2) The fieldwork was well-coordinated from UP to the fieldwork area. (3) Presentations were given important consultations and comments for improvement. Overall, the whole workshop experience went on smoothly despite unexpected difficulties from external factors especially during the fieldwork day—the team was still able to mitigate and handle everything with fun and ease. Kudos to the whole team for providing such a holistic and comprehensive workshop.

## Workshop Evaluation Results

### Summary

On the final day of the workshop, participants were invited to complete an evaluation form. This survey sought their feedback on various aspects, including the pre-workshop walking tour, the venue, meals, speakers, workshop design and materials, technical elements (such as audio-visual components and internet connectivity), and the overall workshop experience. Additionally, participants were asked to reflect on their key takeaways from the workshop. Their responses will help us in improving the quality of our future onsite events.

Regarding the **pre-workshop walking tour**, participants expressed overall satisfaction with the pre-workshop walking tour, stating that the tour was well-coordinated and organized, and that the tour guide was knowledgeable and the tour itself was relevant and added value to the overall workshop experience. They were also satisfied with the length and pace of the tour.

Participants generally expressed satisfaction with the **venue of the workshop**, noting that it was clean and well-maintained, with appropriate temperature and lighting. They found the restrooms and other facilities to be adequate and accessible, and appreciated the convenient location of the venue, relative to their accommodation.

Participants were generally satisfied with the **meals served during the workshop**. They appreciated the timing of the meal service, the freshness and quality of the preparations, the portion sizes, and the visual appeal of the dishes. However, some participants recommended to include cuisines from the other participating countries.

Participants noted that the **speakers** communicated information and shared their experiences clearly. They found the subject matter engaging and relevant to their studies. Additionally, they felt confident in their ability to apply the knowledge gained from the lectures to their work in the planning field.

Participants highlighted several key takeaways from the lectures, including the importance of sustainable cities, social justice, and the role of urban planning in creating communities that are sustainable, healthy, livable, and resilient. They also emphasized the connection between individual well-being and the quality of one's home and community environment, as well as the revitalization of informal settlements to enhance urban health.



Participants expressed overall satisfaction with the **workshop design and materials**, highlighting that the objectives were clearly communicated. They found the content relevant to their needs and interests and felt that the pacing was appropriate. However, some participants shared that additional time was needed for filling out the worksheets and reports, conducting team-building activities, and preparing for the presentation. The handouts and other materials were helpful in enhancing their understanding of the workshop content. However, they recommended sharing the lectures and workshop materials in advance to the participants. Finally, the activities were engaging and interactive, contributing to a positive experience.

Regarding the **technical aspects of the workshop**, participants were satisfied with the audio-visual equipment, noting that the microphones and speakers were clear and easily audible. They found the internet connection to be stable and reliable, and the digital resources accessible and functional. Additionally, the integration of multimedia elements was seen as enhancing the overall learning experience.

**Overall**, participants were generally satisfied with the workshop, emphasizing its relevance to their studies and the valuable opportunities it provided for networking and engaging with individuals from diverse cultures and backgrounds. They noted the workshop was well-organized and felt it was worthwhile to attend. Additionally, they were pleased with the duration and mode of learning. Participants expressed confidence in applying the knowledge gained to their studies and indicated a desire to attend similar workshops in the future, recommending the experience to their classmates.

## Comments from Students and Advisors

1. *What are the learnings from this workshop that you plan to apply in your studies/major?*

### Learnings from the lectures

- Sustainable cities.
- Social justice.
- Role of urban planning in achieving a sustainable, healthy, liveable, and resilient community.
- Interrelatedness between people's well-being and their home, house, and community environment.
- Revitalization of informal settlements through improving urban health.

### **Learnings from the workshop**

- The importance of a bottom-up approach to planning.
- The importance of an action plan in project development.
- The importance of setting SMART goals, objectives, and strategies.
- The value of examining things from various viewpoints and perspectives.
- The significance of case studies research.
- The significance of developing a comprehensive framework and detailed work plan for an effective plan.

### **Learnings from the fieldwork**

#### *Technical Aspects*

- The role of planning and effective governance in enhancing informal settlements.
- Improving the conditions of families living in informal settlements demands a comprehensive, multidisciplinary approach. This involves integrating efforts from various sectors, including government agencies, private businesses, legal systems, financial institutions, and more.
- The significance of examining both the physical (ex. geographic environment) and social aspects (ex. financial capacity) of an area.
- The importance of conducting fieldwork or engaging in on-site research work.

#### *Personal Experiences and Reflections*

- The poor living conditions and realities faced by residents in informal settlements.
  - Informal settlements are high-risk areas often affected by inadequate or poor sanitation.
    - Maintaining a high quality of living environment in such areas is challenging.
  - The world is diverse and filled with people from different cultures and backgrounds and with different stories.
  - The renowned hospitality of Filipinos.
- 
- Urban development in developing countries differs significantly from that in developed nations. Development initiatives in developing countries require distinct approaches compared to those in developed nations.
    - The context in barangays differs markedly from that in Japan, complicating the application of Japanese knowledge and practices during the fieldwork in the informal settlement.

### **General learnings**

- Improved ability to communicate and share ideas and thoughts in the English language.

2. *Any feedback/comments/suggestions on how we can further improve the workshop?*

- **Overall Experience:** The workshop was excellent and well-coordinated.
- **Multicultural Engagement:** Engaging with students from other countries was a fun and unforgettable experience.
- **Meals:** The participants recommended including cuisines from the other participating countries.
- **Timing:** Additional time is needed for filling out the worksheets and reports, conducting team-building activities, and preparing for the presentation.
- **Food and Snacks:** The amount of food and snacks provided was excessive; consider a more balanced meal.
- **Materials:** The participants recommended sharing the lectures and materials in advance.
- **Scheduling:** Incorporate the IACSC conference schedule into the IUPW schedule.
- **Participation:** Increase the number of participants from the host school.



## Annex 1: Workshop Evaluation Results

There were 23 responses to the workshop evaluation: 20 from student participants and 3 from faculty members.

### Age

Out of the 23 respondents, 78.3% are ages 20-24, followed by 15-19 (8.7%).

### Age

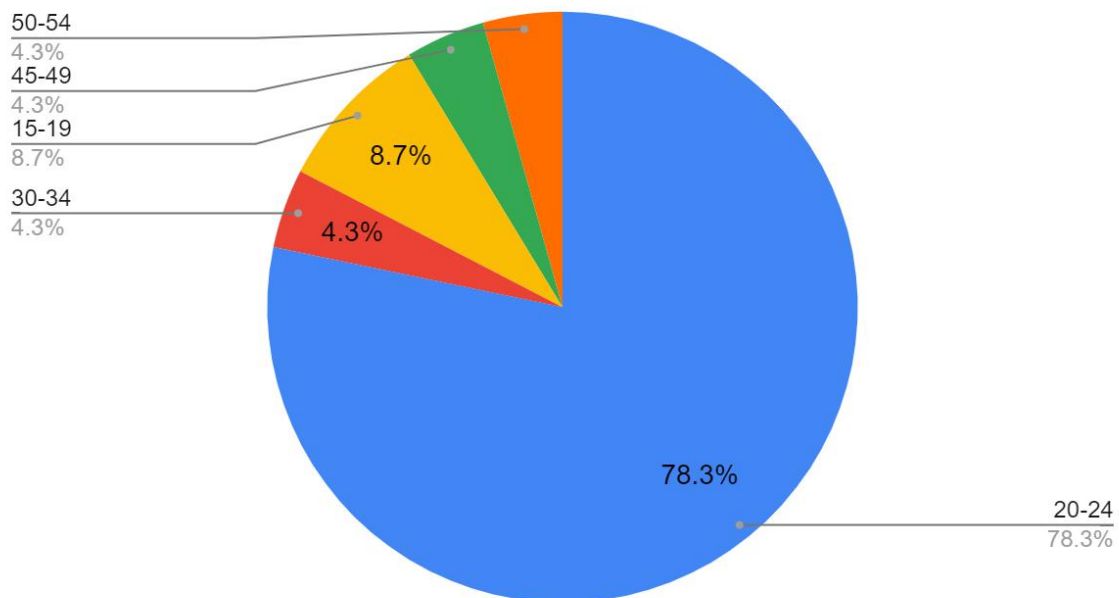


Figure 1. Age of Respondents

## Gender

Out of 23 respondents, 52.2% are female while 47.8% are male.

## Gender

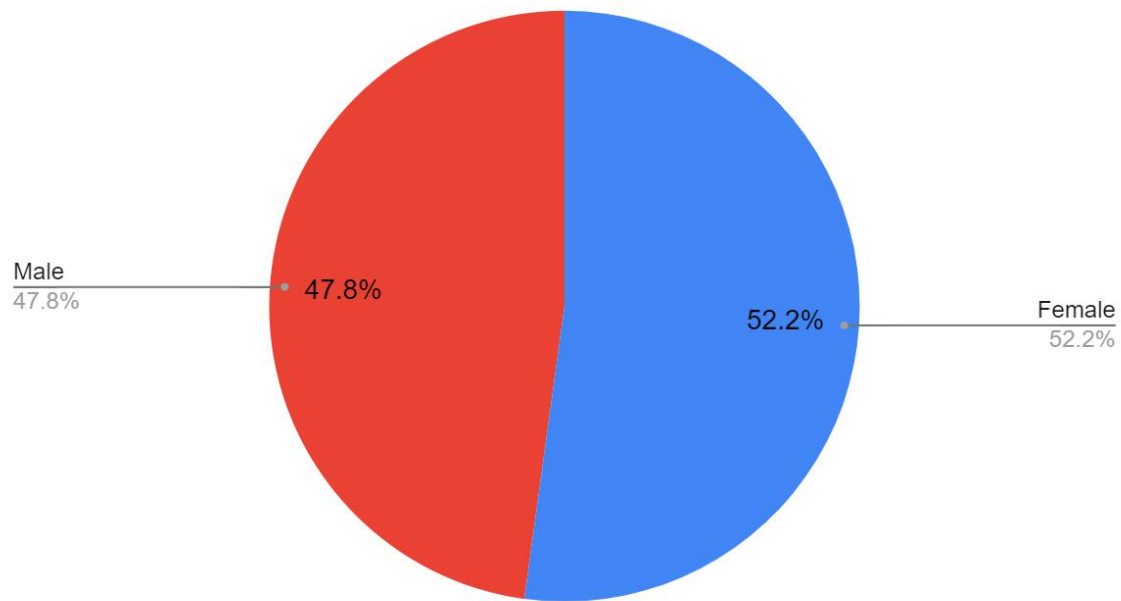


Figure 2. Gender of Respondents

## University

Out of 23 respondents, 47.8% are from the Yokohama City University, followed by the University of the Philippines (UP) Manila and Hasanuddin University (21.7%) and UP Diliman (8.7%).

## University

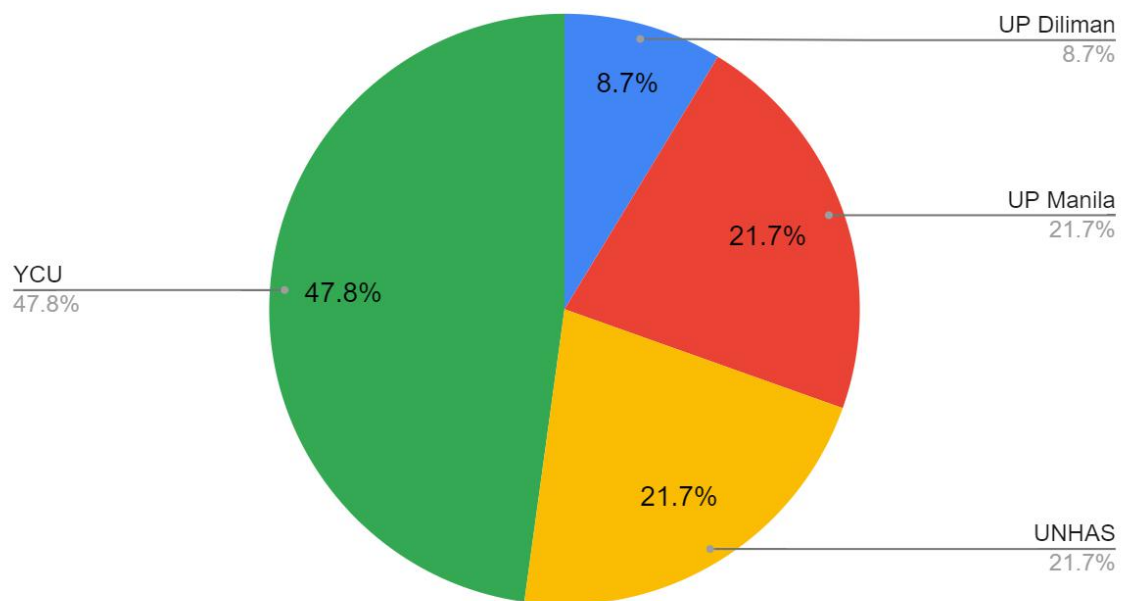


Figure 3. University of Respondents

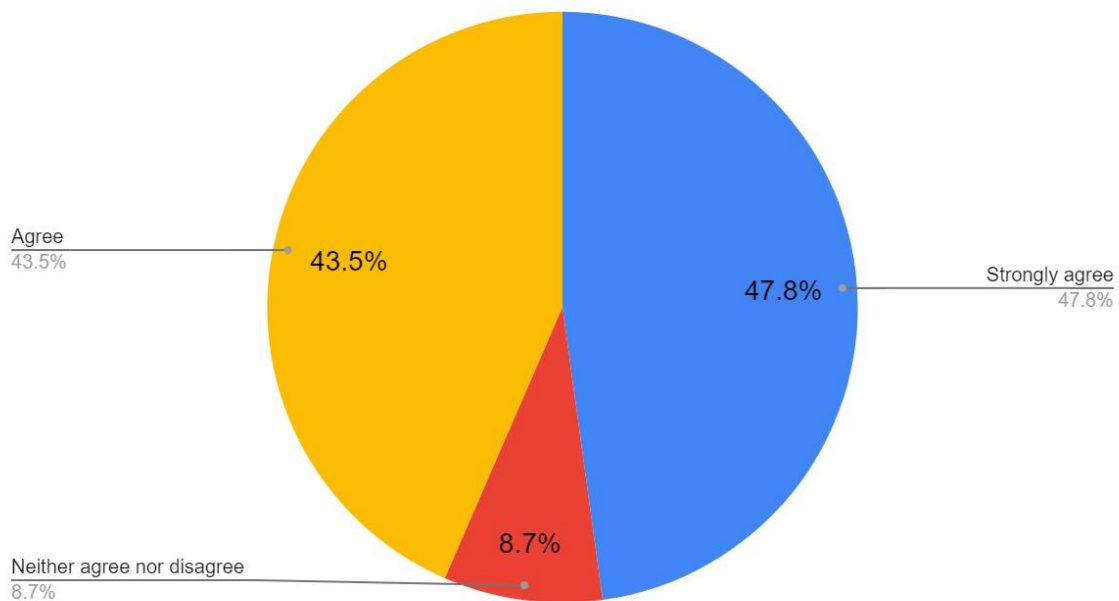


## Walking Tour

*The walking tour was well-coordinated and organized.*

Out of 23 respondents, 47.8% strongly agreed that the walking tour was well-coordinated and organized, followed by “agree” (43.5%) and “neither agree nor disagree” (8.7%).

**The walking tour was well-coordinated and organized.**



**Figure 4. Response of the respondents on whether the walking tour was well-coordinated and organized**

*The tour guide was knowledgeable and engaging.*

Out of 23 respondents, 56.5% strongly agreed that the tour guide was knowledgeable and engaging, followed by “agree” (34.8%) and “neither agree nor disagree” (8.7%).

### The tour guide was knowledgeable and engaging.

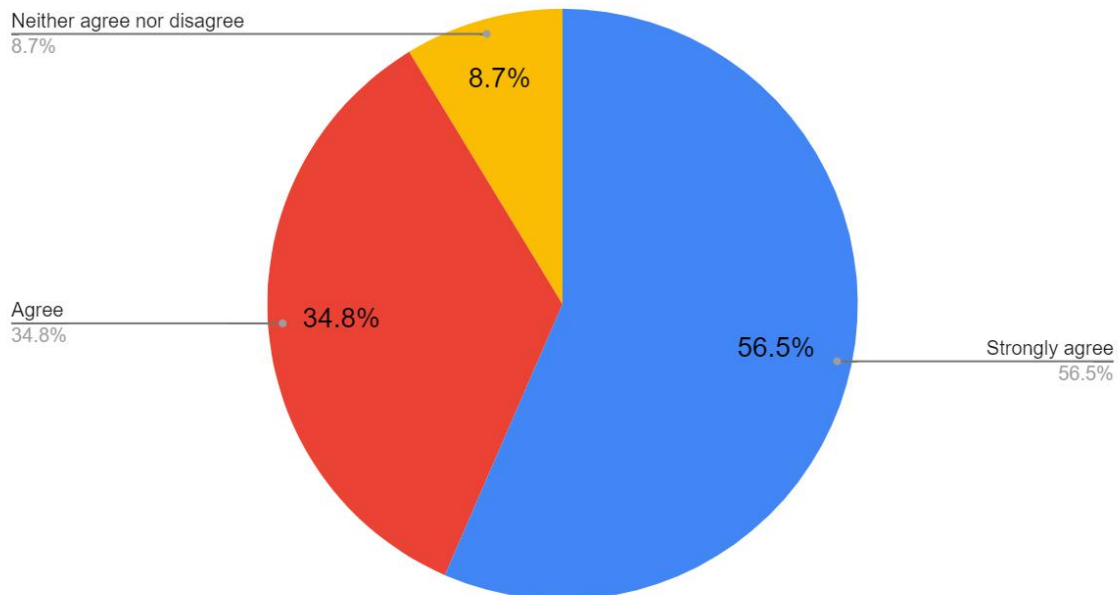
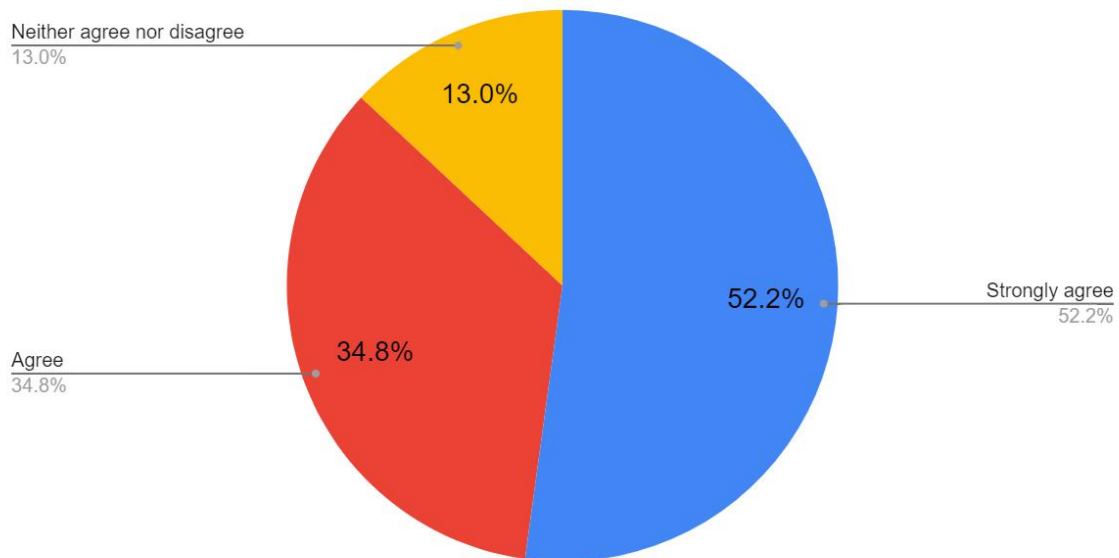


Figure 5. Response of the respondents on whether the tour guide was knowledgeable and engaging

*The information provided during the tour was clear and easy to understand.*

Out of 23 respondents, 52.2% strongly agreed that the information provided during the tour was clear and easy to understand, followed by “agree” (34.8%) and “neither agree nor disagree” (13.0%).

### The information provided during the tour was clear and easy to understand.



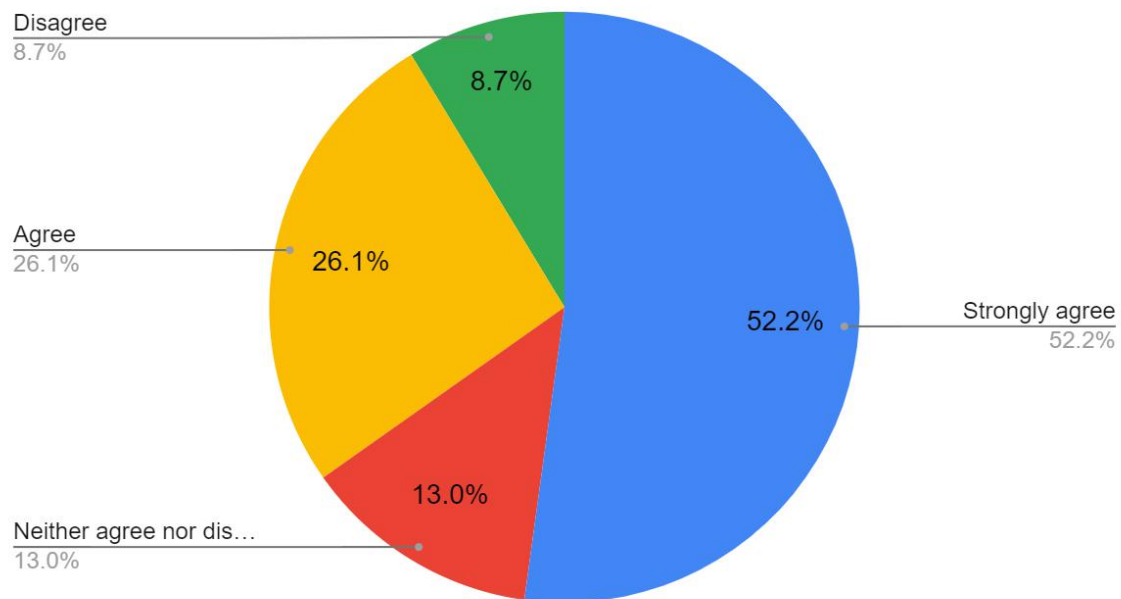
**Figure 6. Response of the respondents on whether the information provided during the tour was clear and easy to understand**



*The walking tour was of appropriate length and pace.*

Out of 23 respondents, 52.2% strongly agreed that the walking tour was of appropriate length and pace, followed by “agree” (26.1%), “neither agree nor disagree” (13.0%), and “disagree” (8.7%).

### The walking tour was of appropriate length and pace.

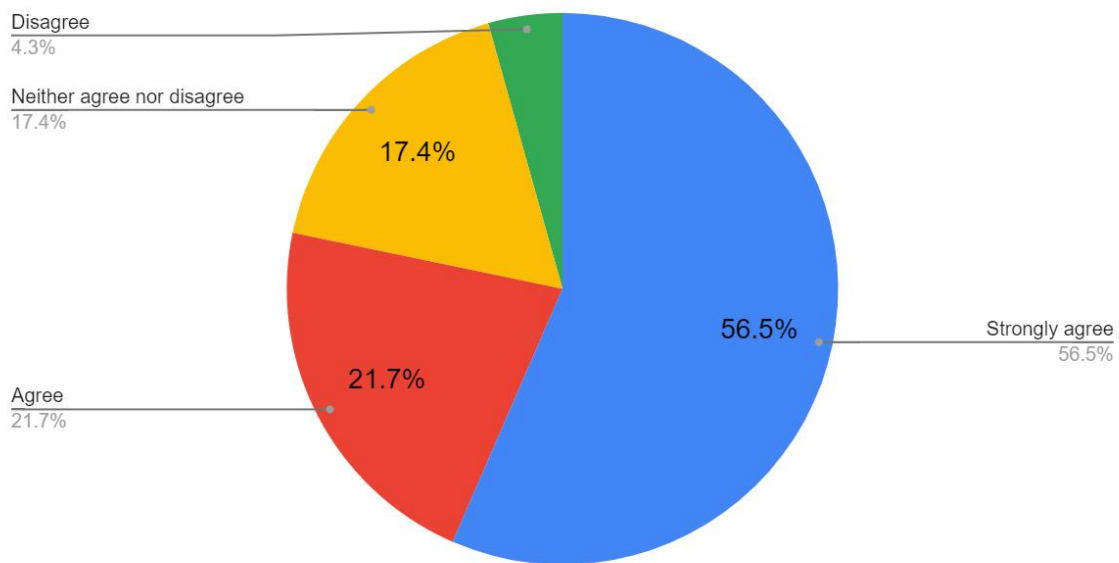


**Figure 7. Response of the respondents on whether the walking tour was of appropriate length and pace**

*The walking tour added value to the overall workshop experience.*

Out of 23 respondents, 56.5% strongly agreed that the walking tour added value to the overall workshop experience, followed by “agree” (21.7%), “neither agree nor disagree” (17.4%), and “disagree” (4.3%).

### The walking tour added value to the overall workshop experience.



**Figure 8. Response of the respondents on whether the walking tour added value to the overall workshop experience**

## Venue

*The venue was clean and well-maintained.*

Out of 23 respondents, 78.3% strongly agreed that the venue was clean and well-maintained, followed by “agree” (17.4%) and “neither agree nor disagree” (4.3%).

### The venue was clean and well-maintained.

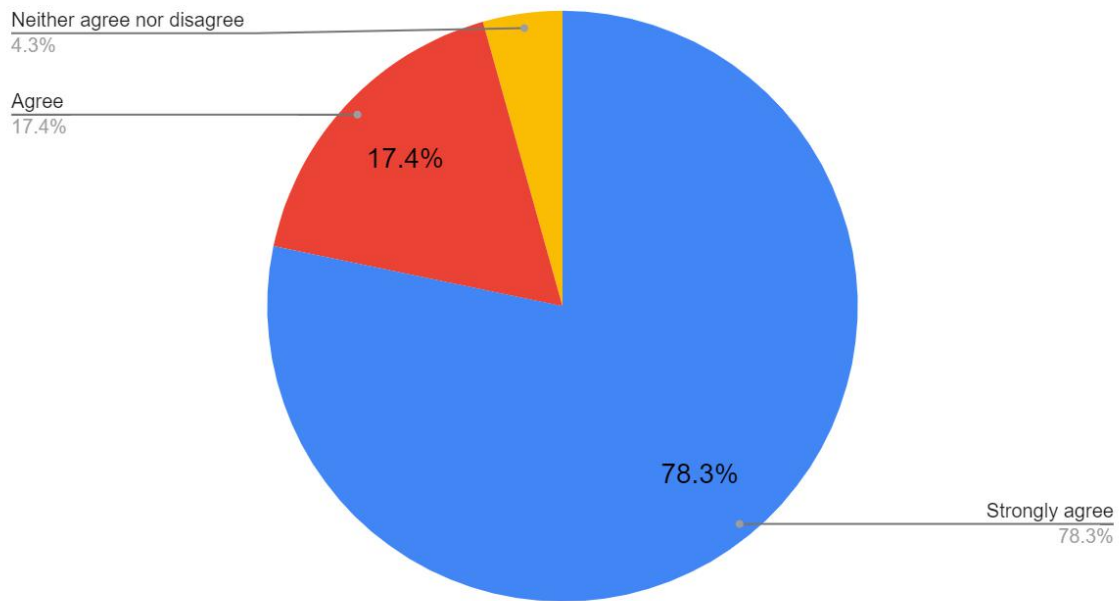


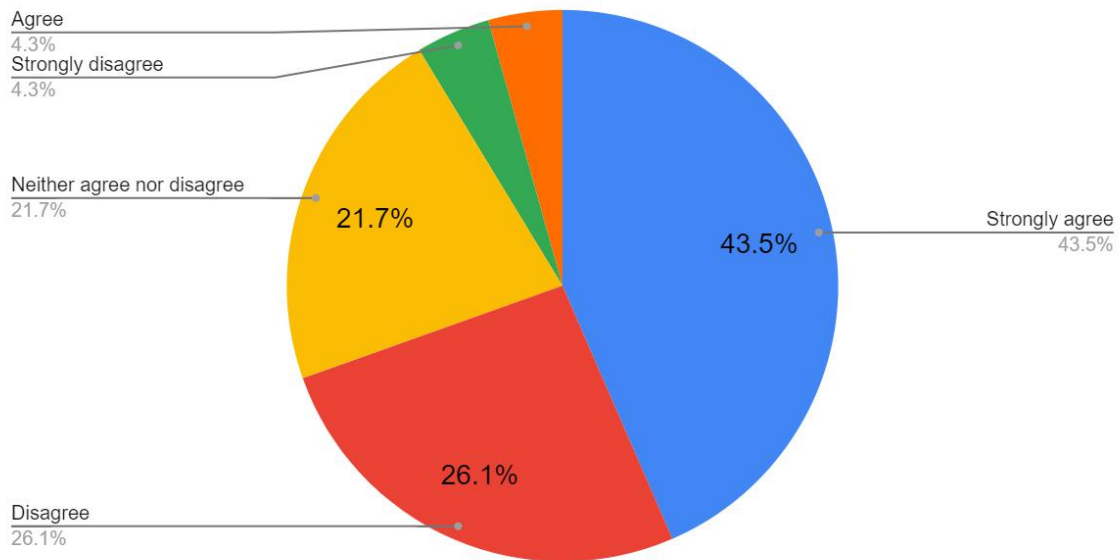
Figure 9. Response of the respondents on whether the venue was clean and well-maintained



*The temperature and lighting in the venue were appropriate.*

Out of 23 respondents, 43.5% strongly agreed that the temperature and lighting in the venue were appropriate, followed by “disagree” (26.1%), “neither agree nor disagree” (21.7%), and “agree” and “strongly agree” (4.3%).

### The temperature and lighting in the venue were appropriate.



**Figure 10. Response of the respondents on whether the temperature and lighting in the venue were appropriate**

*The restroom and other facilities were adequate and accessible.*

Out of 23 respondents, 56.5% strongly agreed that the restroom and other facilities were adequate and accessible, followed by “agree” (30.4%), “disagree” (8.7%), and “neither agree nor disagree” (4.3%).

### The restroom and other facilities were adequate and accessible.

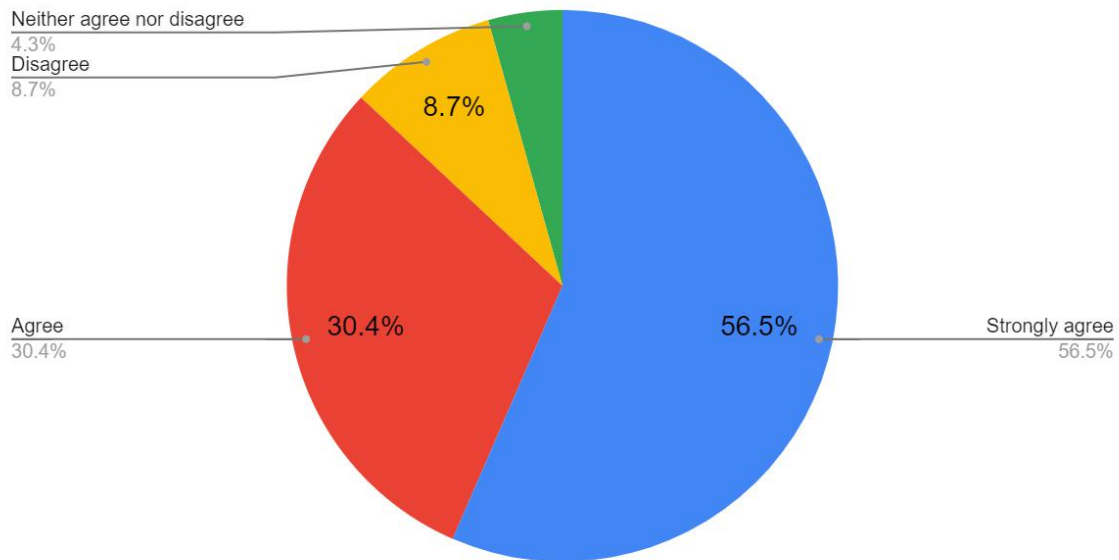
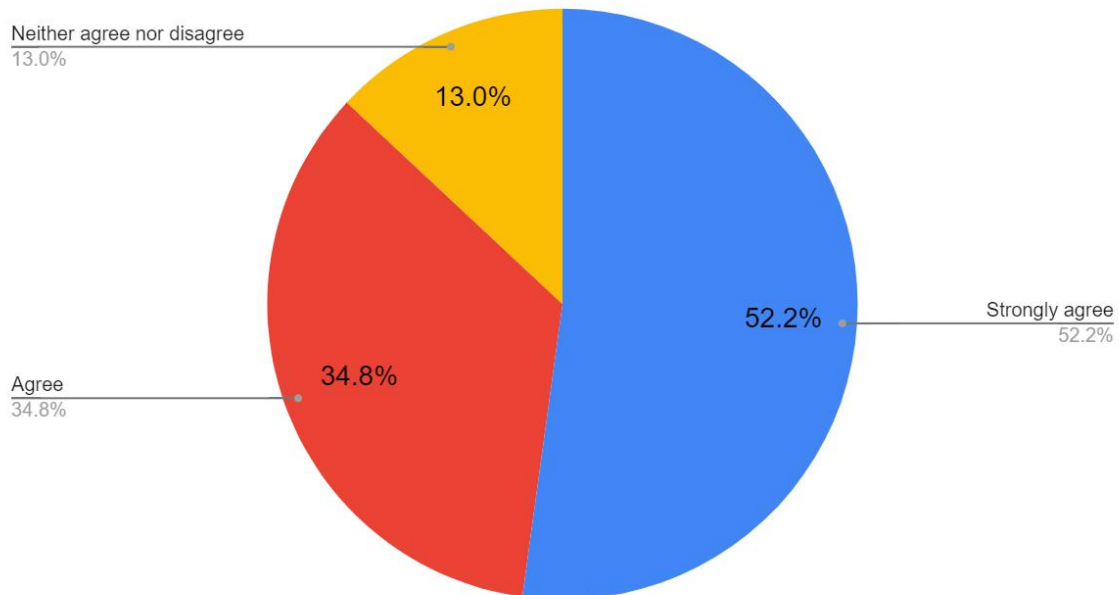


Figure 11. Response of the respondents on whether the restroom and other facilities were adequate and accessible

*The venue's location was convenient for the participants.*

Out of 23 respondents, 52.2% strongly agreed that the venue's location was convenient for the participants, followed by "agree" (34.8%) and "neither agree nor disagree" (13.0%).

### The venue's location was convenient for the participants.



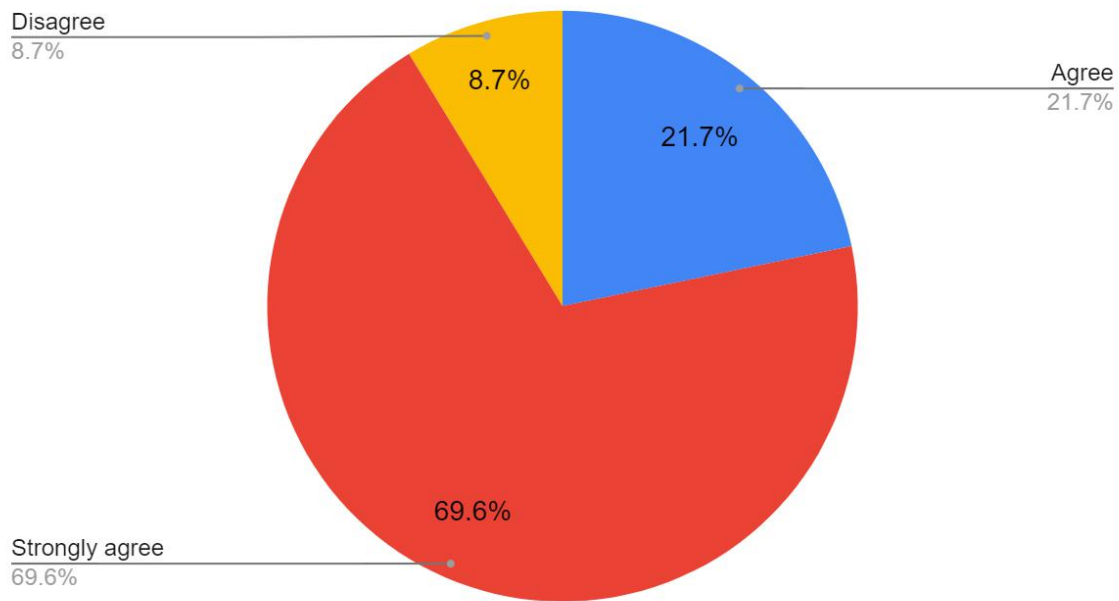
**Figure 12. Response of the respondents on whether the venue's location was convenient for the participants**

## Meals

*The meals provided were served at appropriate times.*

Out of 23 respondents, 69.6% strongly agreed that the meals provided were served at appropriate times, followed by “agree” (21.7%) and “disagree” (8.7%).

### The meals provided were served at appropriate times.



**Figure 13. Response of the respondents on whether the meals provided were served at appropriate times**



*The food was fresh and well-prepared.*

Out of 23 respondents, 56.5% strongly agreed that the food was fresh and well-prepared, followed by “agree” (39.1%) and “neither agree nor disagree” (4.3%).

### The food was fresh and well-prepared.

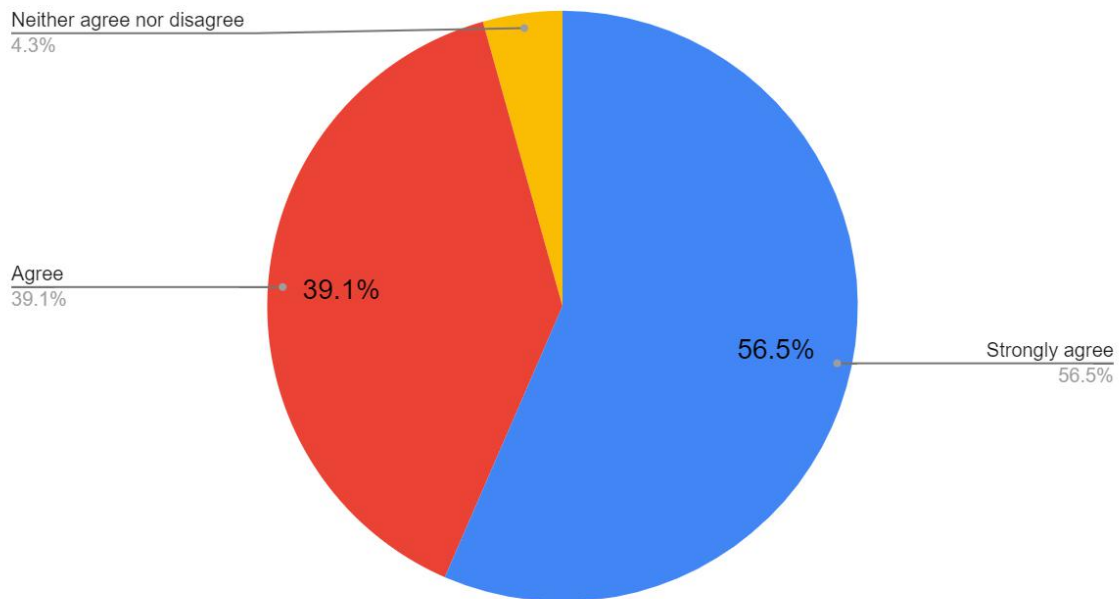
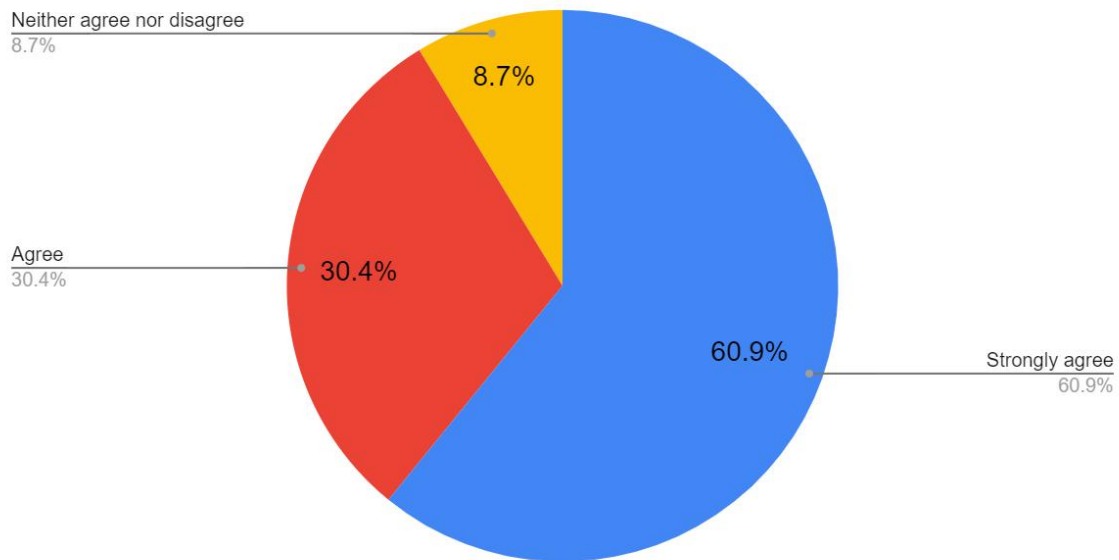


Figure 14. Response of the respondents on whether the food was fresh and well-prepared

*The portions were adequate for the duration of the workshop.*

Out of 23 respondents, 60.9% strongly agreed that the portions were adequate for the duration of the workshop, followed by “agree” (30.4%) and “neither agree nor disagree” (8.7%).

### The portions were adequate for the duration of the workshop.

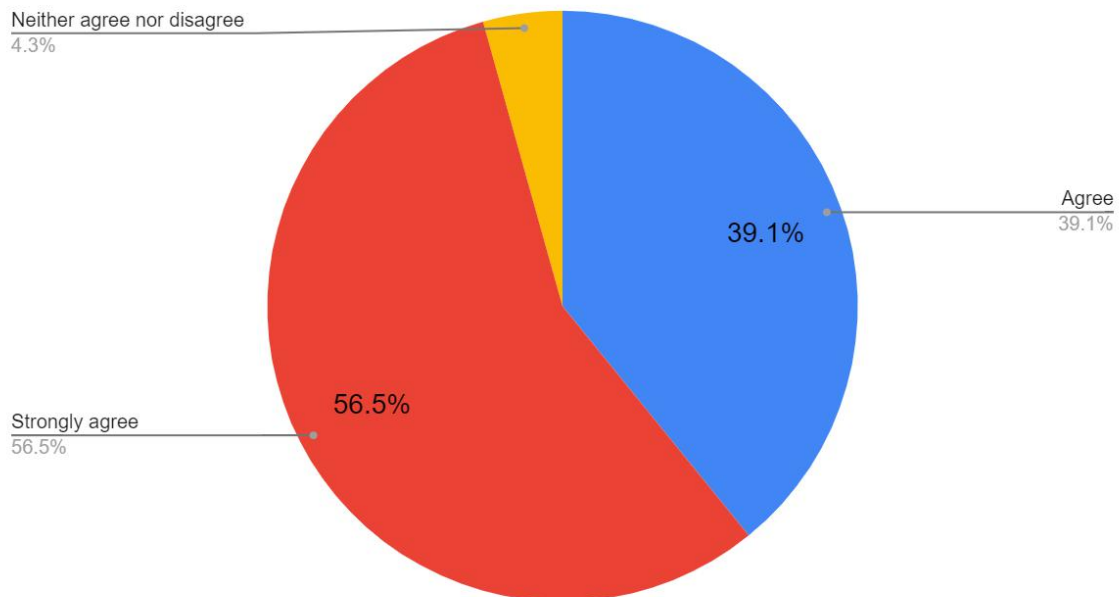


**Figure 15. Response of the respondents on whether the food were adequate for the duration of the workshop**

*The meals were visually appealing and appetizing.*

Out of 23 respondents, 56.5% strongly agreed that the meals were visually appealing and appetizing, followed by “agree” (39.1%) and “neither agree nor disagree” (4.3%).

### The meals were visually appealing and appetizing.



**Figure 16. Response of the respondents on whether the meals were visually appealing and appetizing**

Speaker 1 | Dina C. Magnaye, PhD, EnP

*Generally, Speaker 1 communicated information and experiences clearly.*

Out of 23 respondents, 69.6% strongly agreed that Speaker 1 communicated the information and her experiences clearly, followed by “agree” (30.4%).

### Generally, Speaker 1 communicated information and experiences clearly.

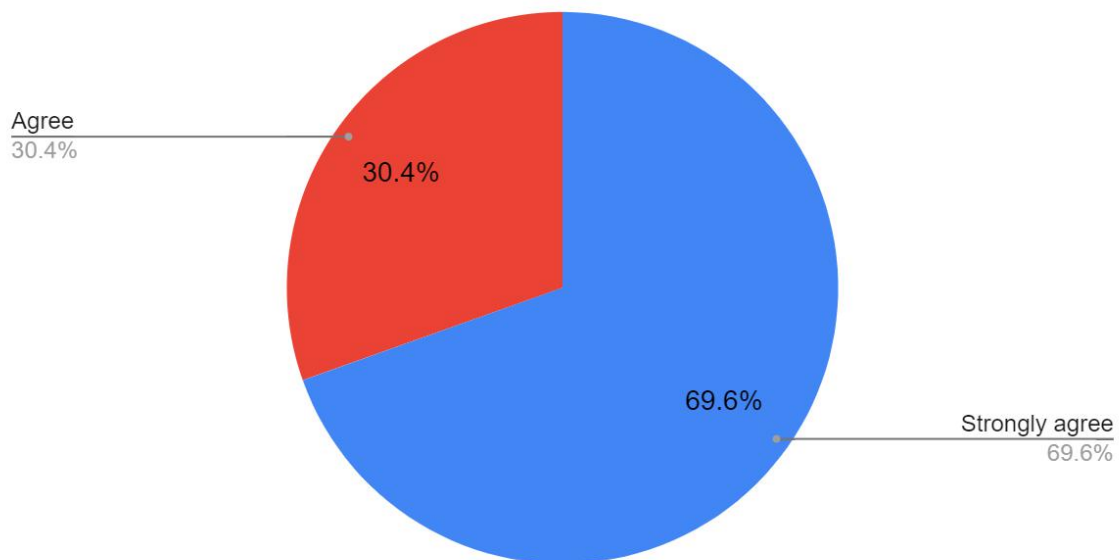


Figure 17. Response of the respondents on whether Speaker 1 communicated the information and experiences clearly



*Speaker 1 made the subject matter compelling.*

Out of 23 respondents, 60.9% strongly agreed that Speaker 1 made the subject matter compelling, followed by “agree” (34.8%) and “neither agree nor disagree” (4.3%).

### Speaker 1 made the subject matter compelling.

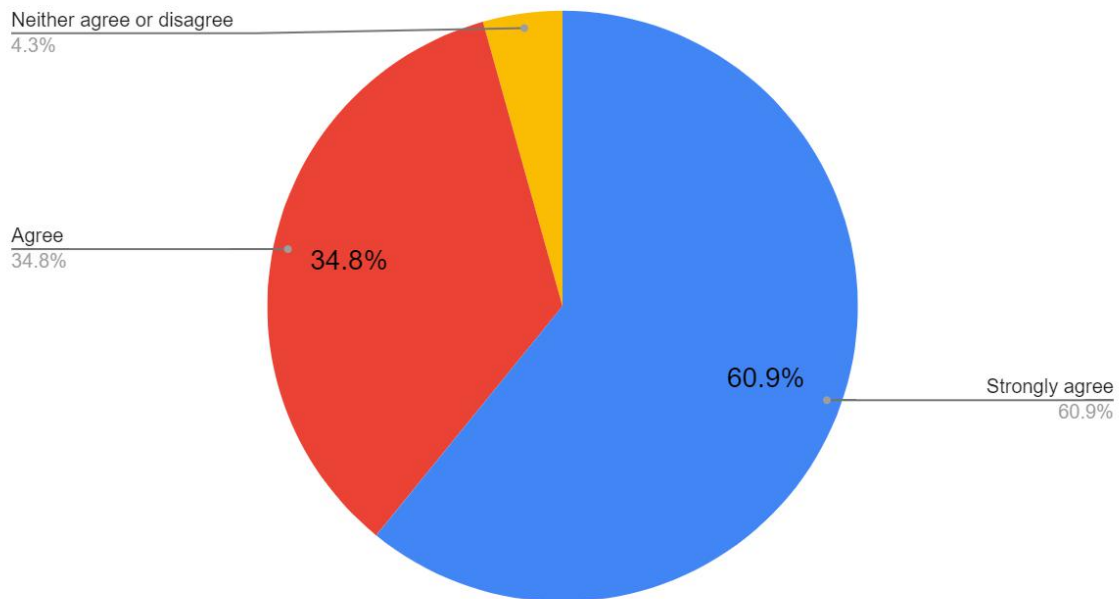


Figure 18. Response of the respondents on whether Speaker 1 made the subject matter compelling

*Speaker 1 had high knowledge and experiences in the topics discussed.*

Out of 23 respondents, 69.6% strongly agreed that Speaker 1 had high knowledge and experiences in the topics discussed, followed by “agree” (30.4%).

### Speaker 1 had high knowledge and experiences in the topics discussed.

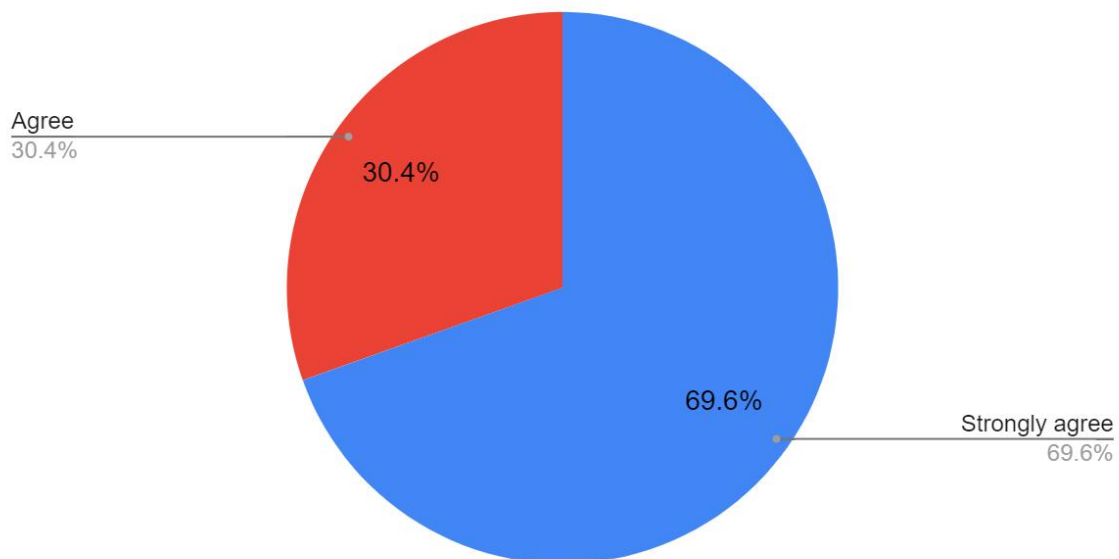
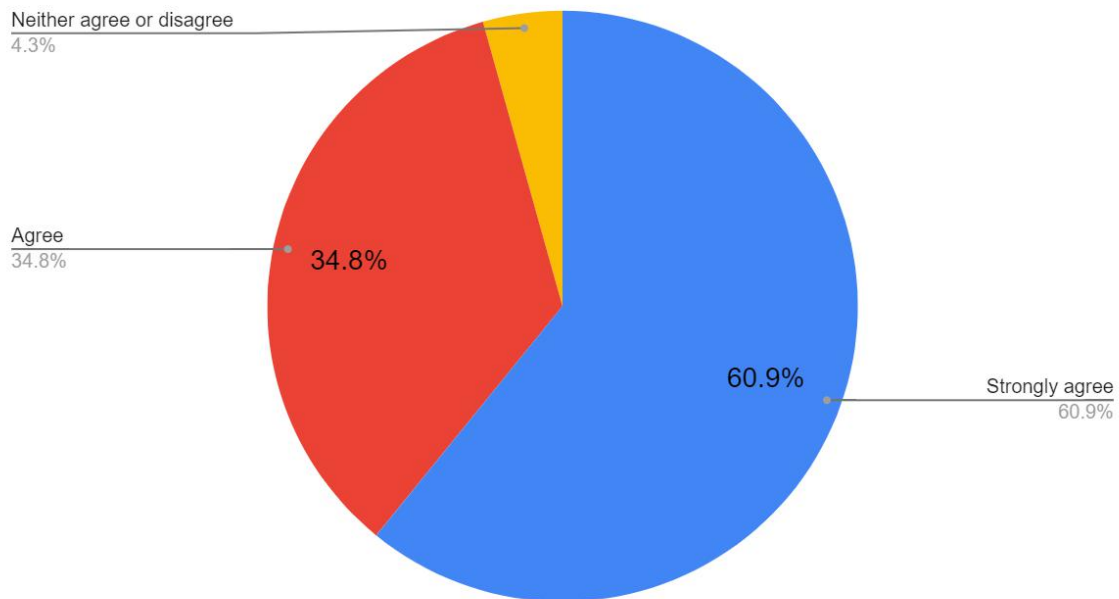


Figure 19. Response of the respondents on whether Speaker 1 made the subject matter compelling

*Session 1 was relevant for me.*

Out of 23 respondents, 60.9% strongly agreed that Session 1 was relevant for them, followed by “agree” (34.8%) and “neither agree nor disagree” (4.3%).

**Session 1 was relevant for me.**

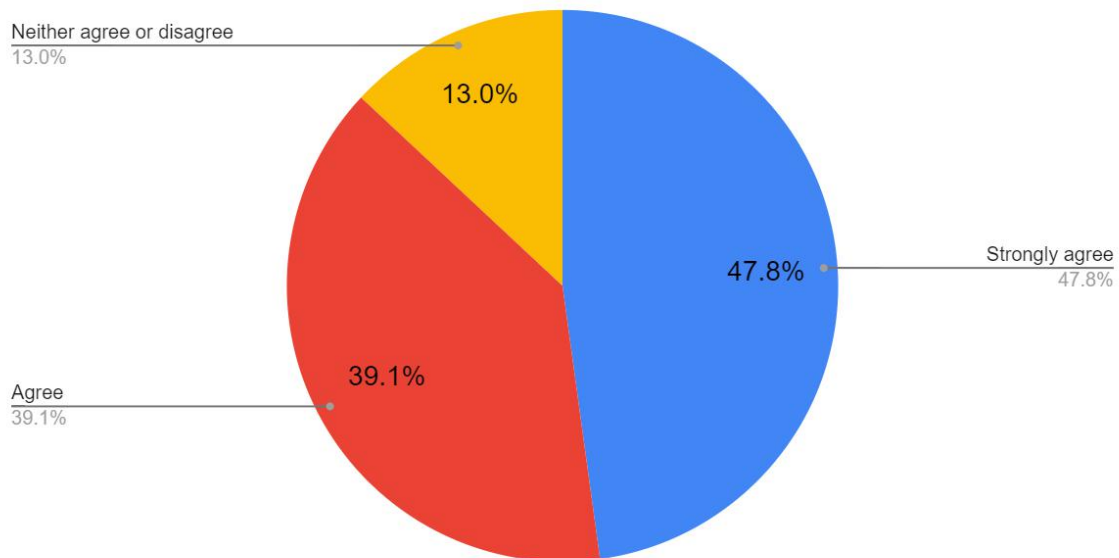


**Figure 20. Response of the respondents on whether Session 1 was relevant for me**

*I have an increased confidence using my learnings from Session 1 for my studies.*

Out of 23 respondents, 47.8% strongly agreed that they have increased confidence in using their learnings from Session 1 for their studies, followed by “agree” (39.1%) and “neither agree nor disagree” (13.0%).

### I have an increased confidence using my learnings from Session 1 for my studies.



**Figure 21. Response of the respondents on whether they have increased confidence using their learnings from Session 1 for their studies**



Speaker 2 | Mark Anthony M. Morales, Dr. Eng.

*Speaker 2 communicated information and experiences clearly.*

Out of 23 respondents, 78.3% strongly agreed that Speaker 2 communicated the information and his experiences clearly, followed by “agree” (21.7%).

### Speaker 2 communicated information and experiences clearly.

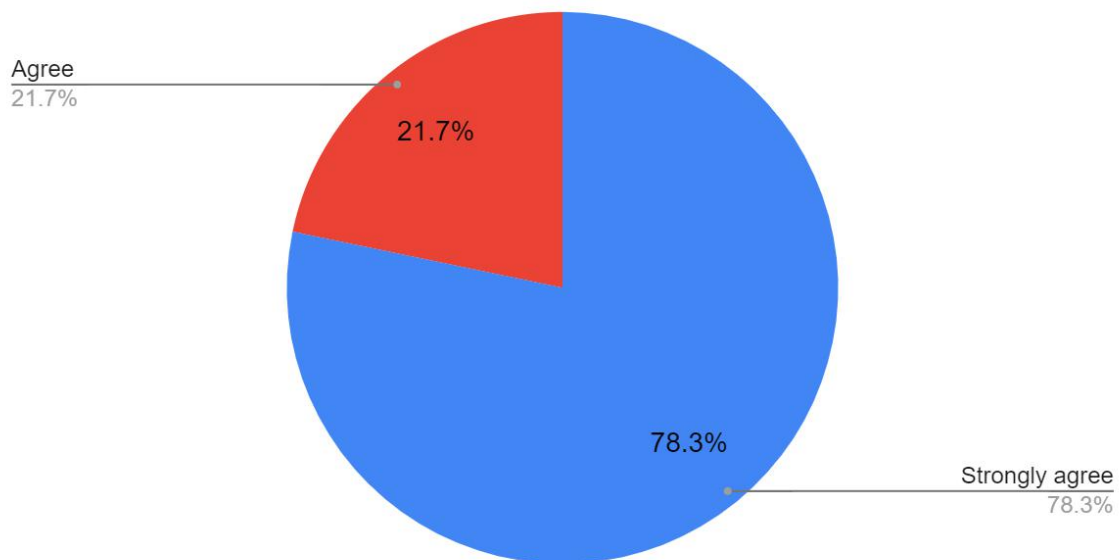


Figure 22. Response of the respondents on whether Speaker 2 communicated information and experiences clearly

*Speaker 2 made the subject matter compelling.*

Out of 23 respondents, 82.6% strongly agreed that Speaker 2 made the subject matter compelling, followed by “agree” (17.4%).

### Speaker 2 made the subject matter compelling.

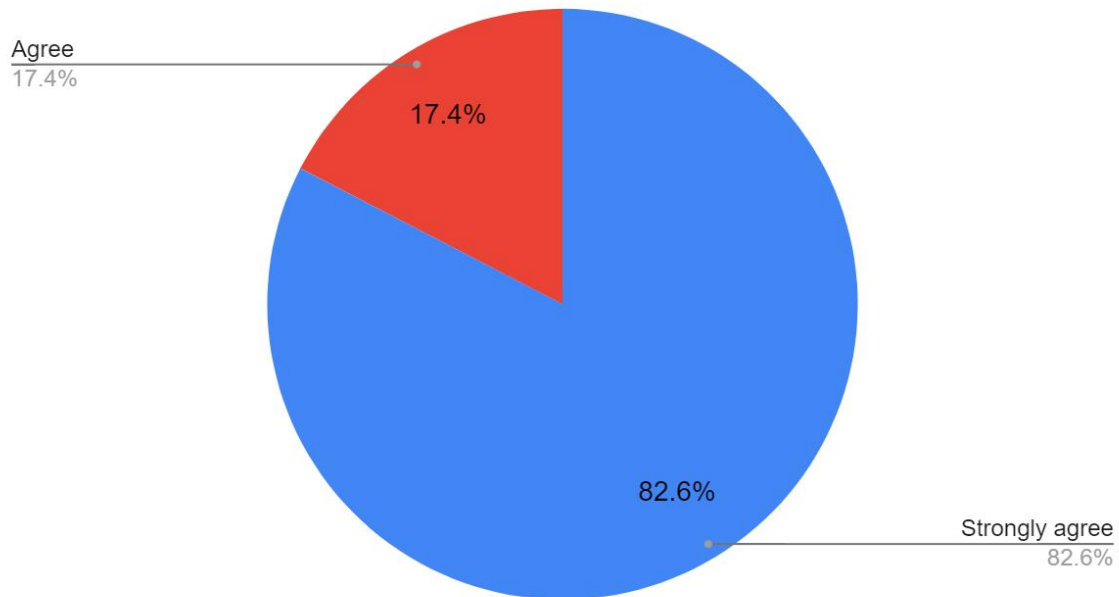


Figure 23. Response of the respondents on whether Speaker 2 made the subject matter compelling

*Speaker 2 had high knowledge and experiences in the topics discussed.*

Out of 23 respondents, 82.6% strongly agreed that Speaker 2 had high knowledge and experiences in the topic discussed, followed by “agree” (17.4%).

### Speaker 2 had high knowledge and experiences in the topics discussed.

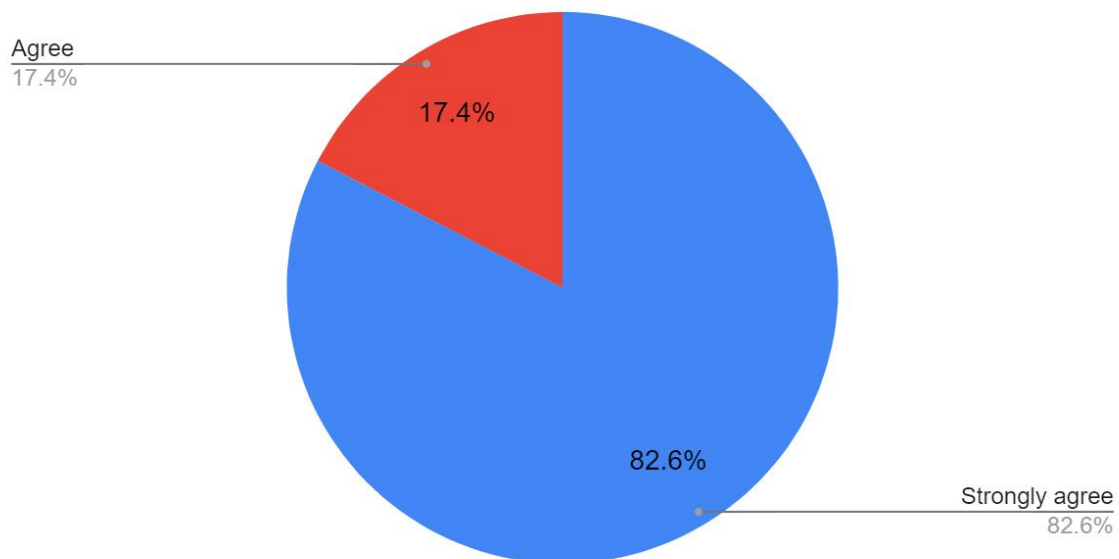
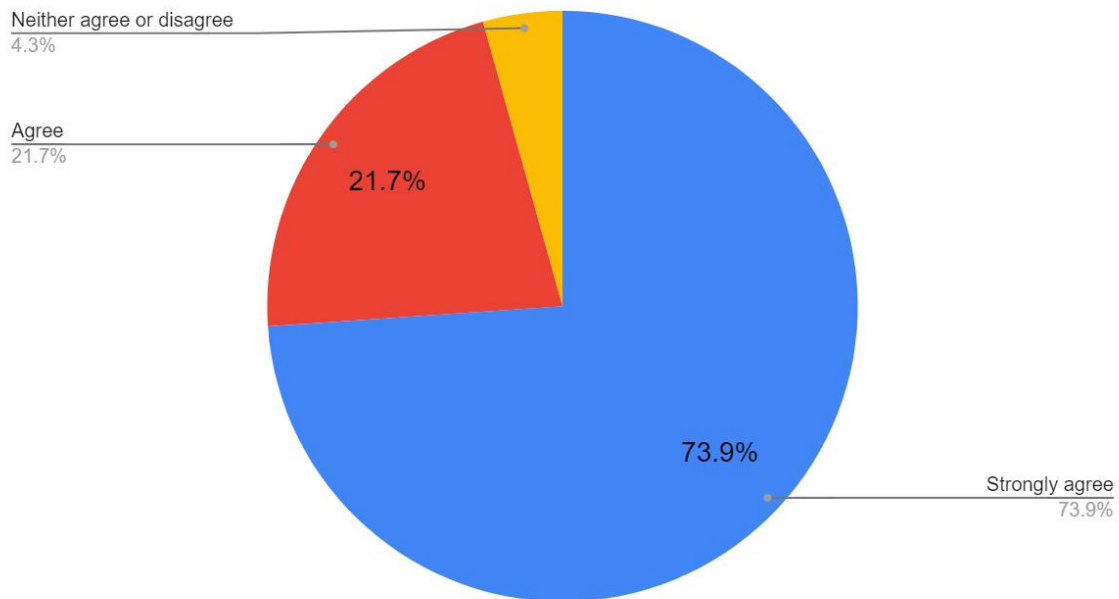


Figure 24. Response of the respondents on whether Speaker 2 had high knowledge and experiences in the topics discussed

*Session 2 was relevant for me.*

Out of 23 respondents, 73.9% strongly agreed that Session 2 was relevant for them, followed by “agree” (21.7%) and “neither agree nor disagree” (4.3%).

**Session 2 was relevant for me.**



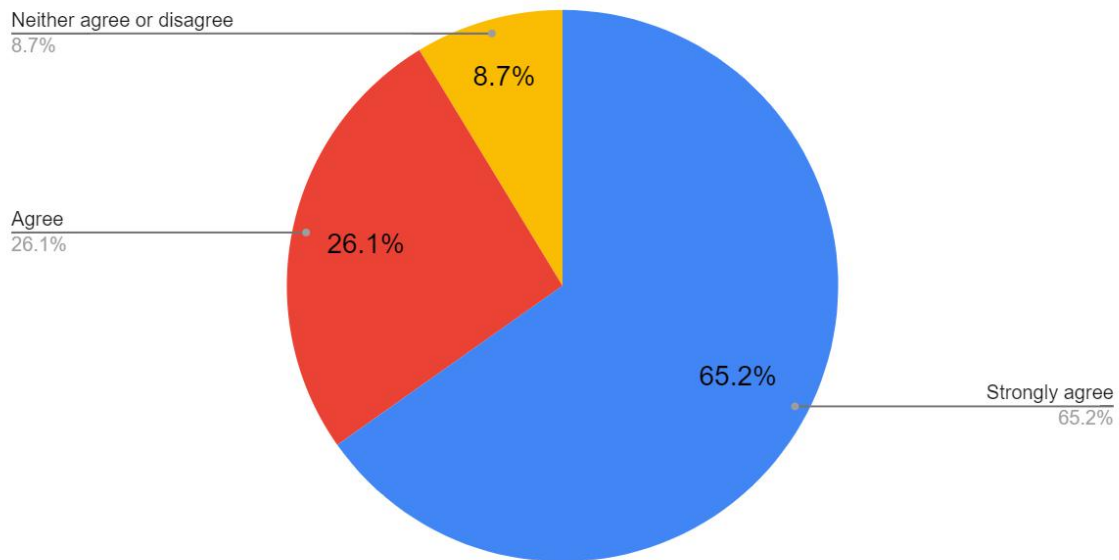
**Figure 25. Response of the respondents on whether Session 2 was relevant for me**



*I have increased confidence using my learnings from Session 2 for my studies.*

Out of 23 respondents, 65.2% strongly agreed that they have increased confidence in using their learnings from Session 2 for their studies, followed by “agree” (26.1%) and “neither agree nor disagree” (8.7%).

### I have an increased confidence using my learnings from Session 2 for my studies.



**Figure 26. Response of the respondents on whether they have increased confidence using my learnings from Session 2 for my studies**

### Speaker 3 | David Leonides T. Yap, PhD

*Speaker 3 communicated information and experiences clearly.*

Out of 23 respondents, 43.5% strongly agreed that Speaker 3 communicated the information and experiences clearly, followed by “agree” (47.8%) and “neither agree nor disagree” (8.7%).

### Speaker 3 communicated information and experiences clearly.

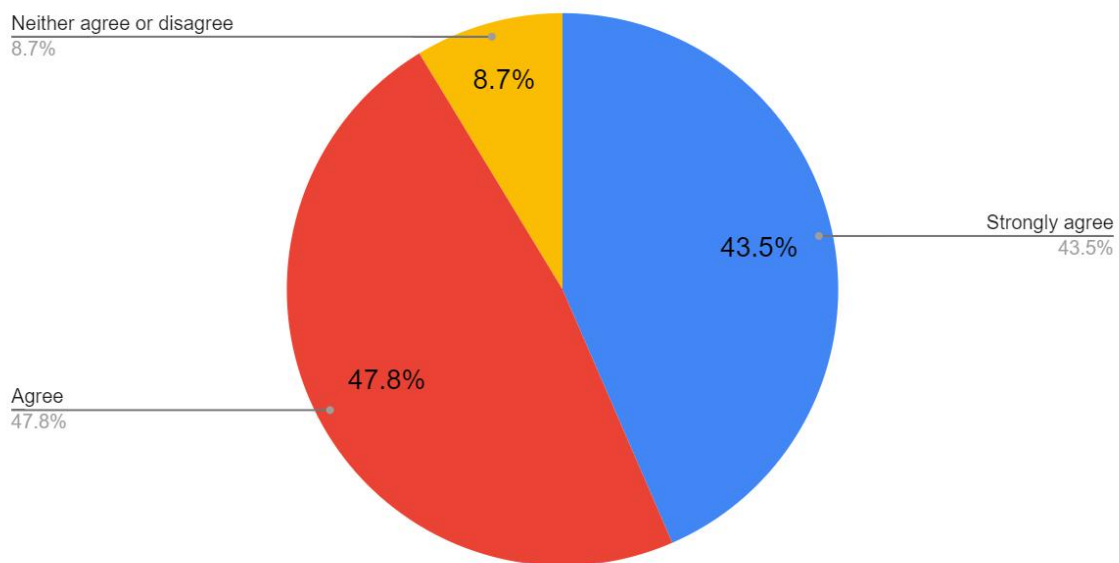


Figure 27. Response of the respondents on whether Speaker 3 communicated information and experiences clearly

*Speaker 3 made the subject matter compelling.*

Out of 23 respondents, 47.8% strongly agreed that Speaker 3 made the subject matter compelling, followed by “agree” (47.8%) and “disagree” (4.3%).

### Speaker 3 made the subject matter compelling.

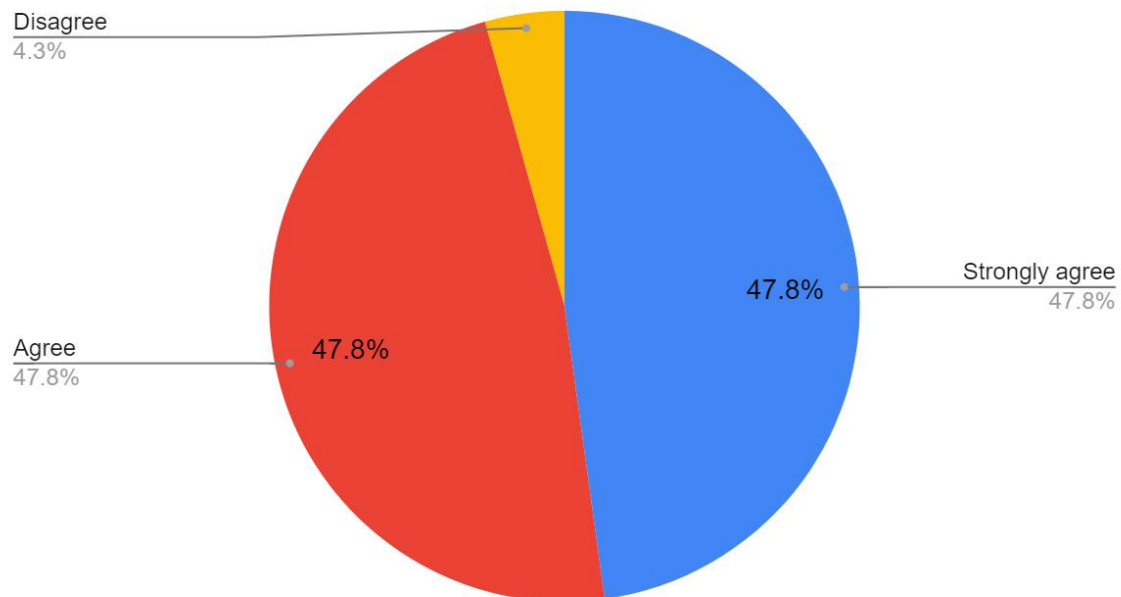


Figure 28. Response of the respondents on whether Speaker 3 made the subject matter compelling

*Speaker 3 had high knowledge and experiences in the topics discussed.*

Out of 23 respondents, 60.9% strongly agreed that Speaker 3 had high knowledge and experiences in the topics discussed, followed by “agree” (34.8%) and “disagree” (4.3%).

### Speaker 3 had high knowledge and experiences in the topics discussed.

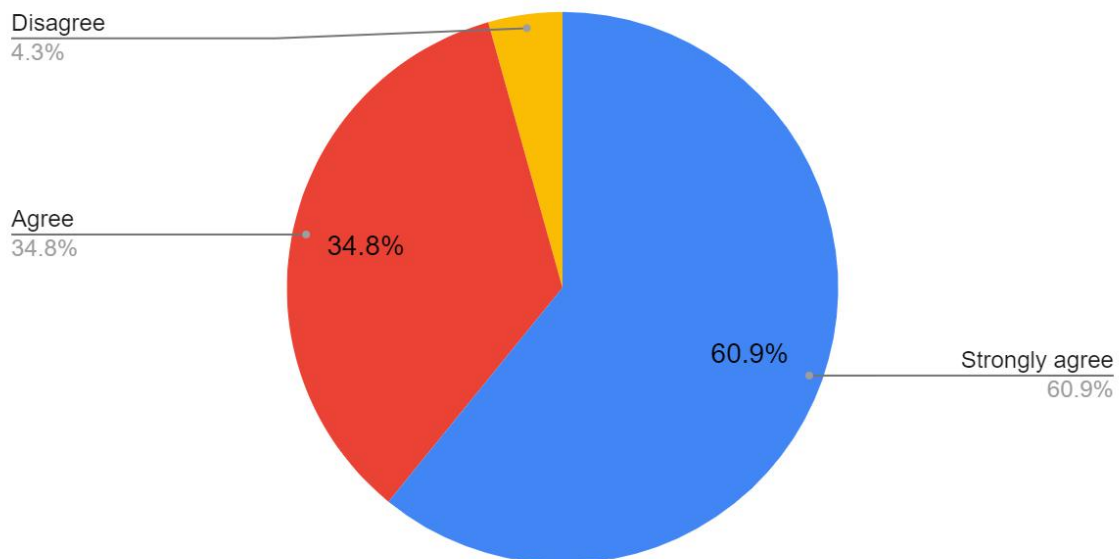


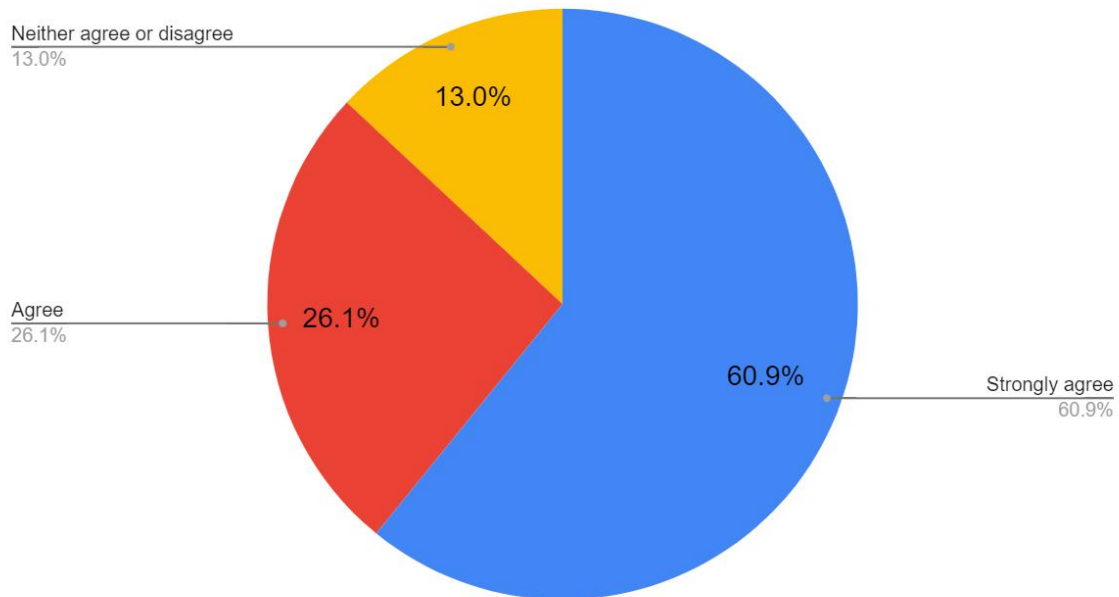
Figure 29. Response of the respondents on whether Speaker 3 had high knowledge and experiences in the topics discussed



### *Session 3 was relevant for me.*

Out of 23 respondents, 60.9% strongly agreed that Session 3 was relevant for them, followed by “agree” (26.1%) and “neither agree nor disagree” (13.0%).

### **Session 3 was relevant for me.**

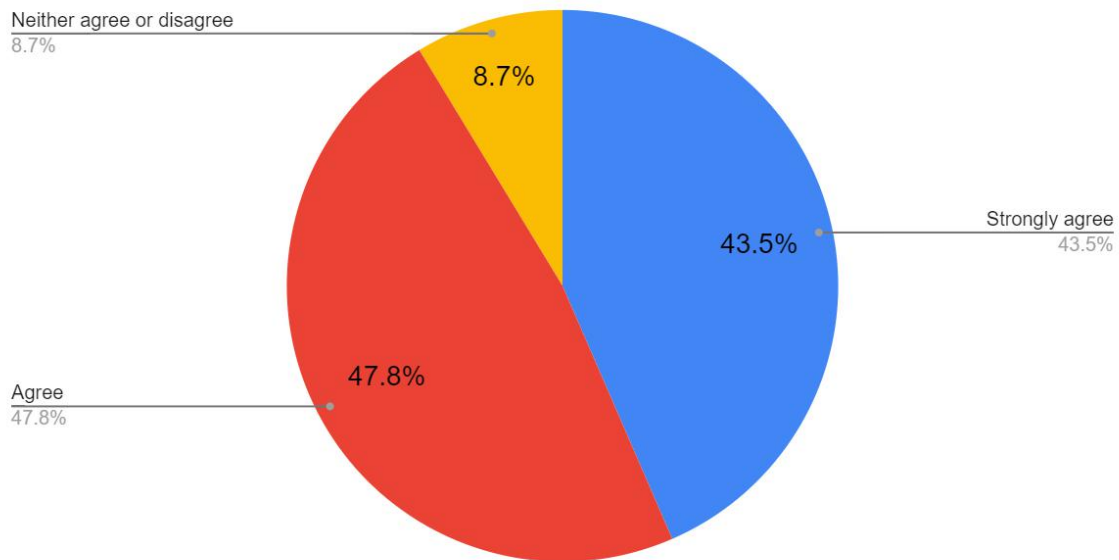


**Figure 30. Response of the respondents on whether Speaker 3 had high knowledge and experiences in the topics discussed**

*I have an increased confidence using my learnings from Session 3 for my studies.*

Out of 23 respondents, 47.8% agreed that they have increased confidence in using their learnings from Session 3 for their studies, followed by “strongly agree” (43.5%) and “neither agree nor disagree” (8.7%).

### I have an increased confidence using my learnings from Session 3 for my studies.



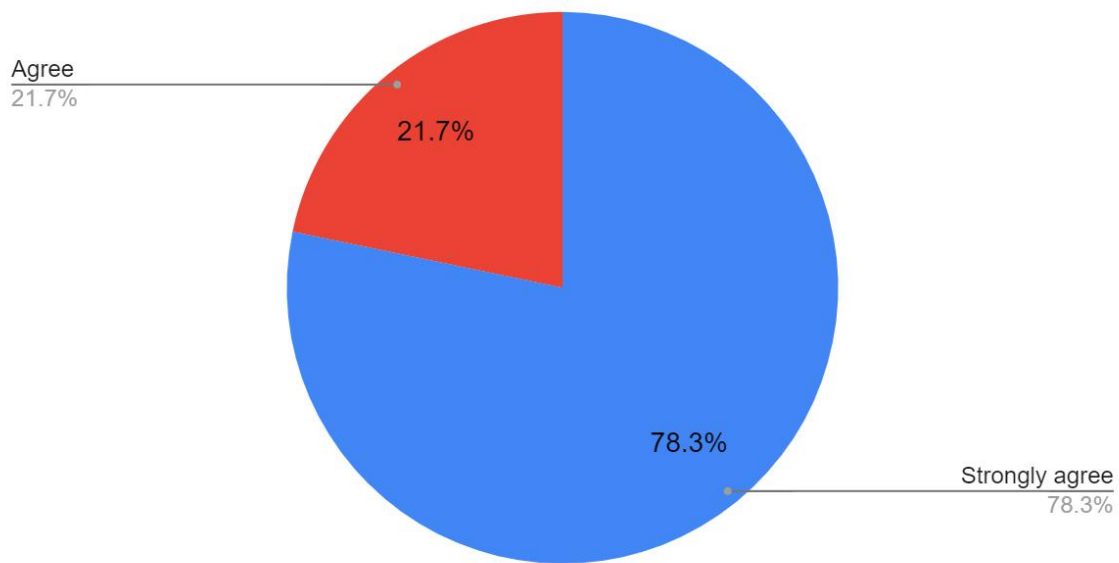
**Figure 31. Response of the respondents on whether they have increased confidence using my learnings from Session 3 for my studies**

**Speaker 4 | Vivien Fe F. Fadrilan-Camacho, MD, MPH, FPAFP**

*Speaker 4 communicated information and experiences clearly.*

Out of 23 respondents, 78.3% strongly agreed that Speaker 4 communicated the information and her experiences clearly, followed by “agree” (21.7%).

### Speaker 4 communicated information and experiences clearly.



**Figure 32. Response of the respondents on whether Speaker 4 communicated information and experiences clearly**

*Speaker 4 made the subject matter compelling.*

Out of 23 respondents, 82.6% strongly agreed that Speaker 4 made the subject matter compelling, followed by “agree” (17.4%).

### Speaker 4 made the subject matter compelling.

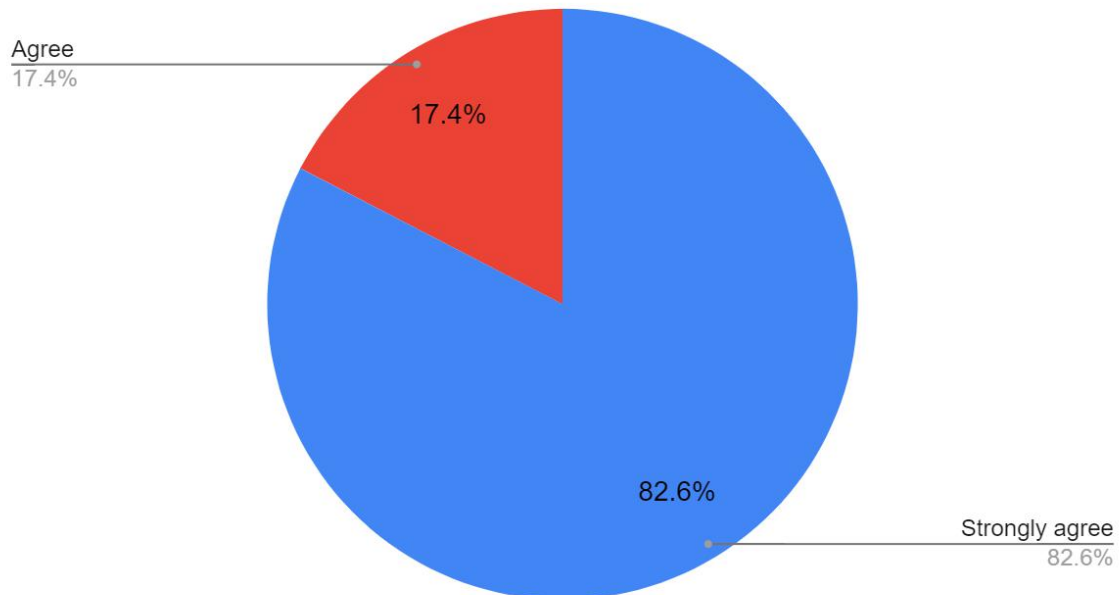


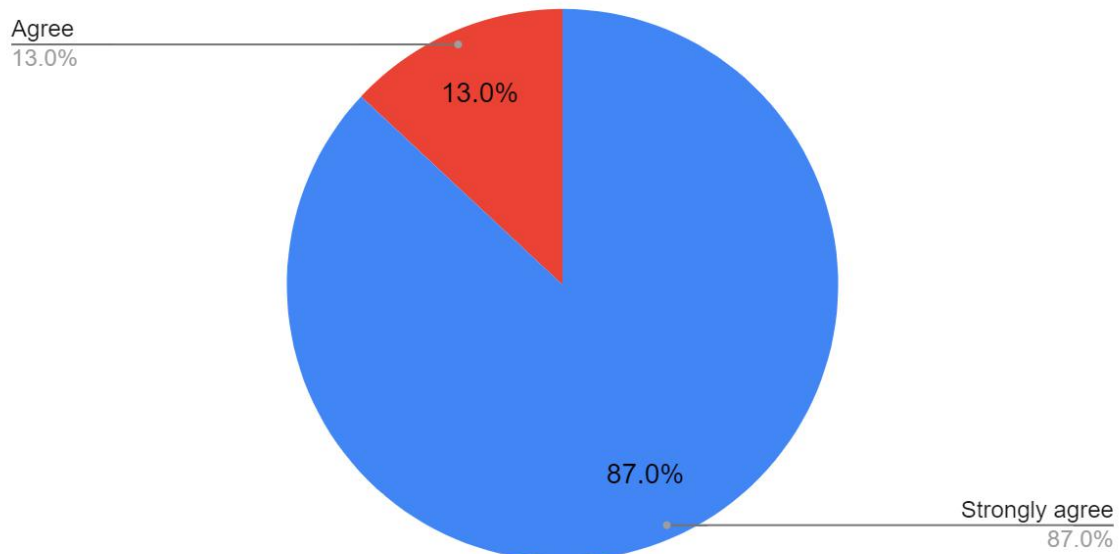
Figure 33. Response of the respondents on whether Speaker 4 made the subject matter compelling



*Speaker 4 had high knowledge and experiences in the topics discussed.*

Out of 23 respondents, 87.0% strongly agreed that Speaker 4 had high knowledge and experiences in the topic discussed, followed by “agree” (13.0%).

### Speaker 4 had high knowledge and experiences in the topics discussed.

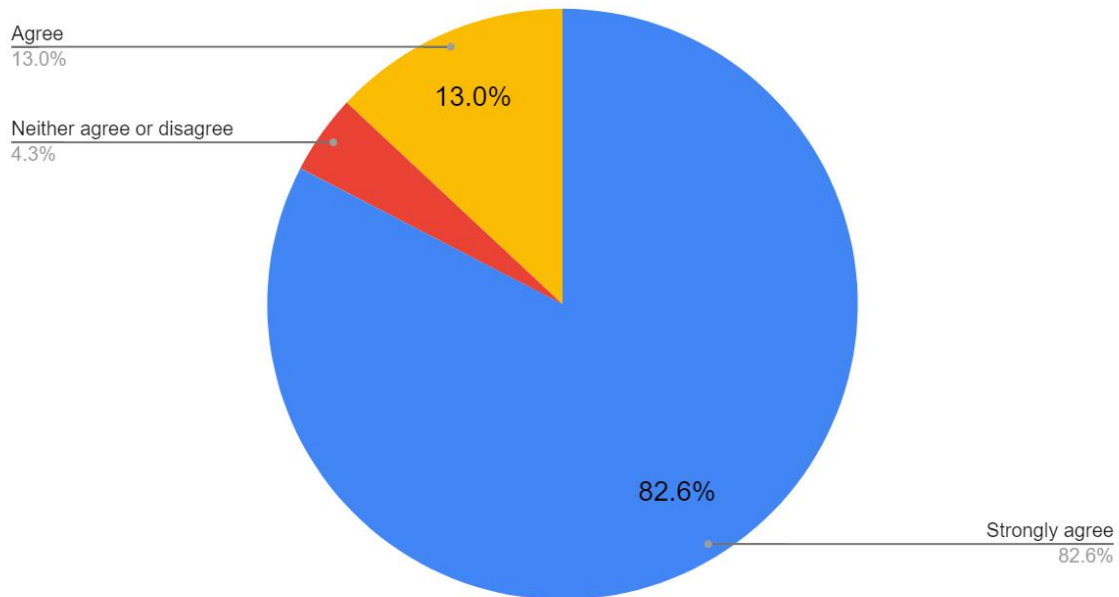


**Figure 34. Response of the respondents on whether Speaker 4 had high knowledge and experiences in the topics discussed**

*Session 4 was relevant for me.*

Out of 23 respondents, 82.6% strongly agreed that Session 4 was relevant for them, followed by “agree” (13.0%) and “neither agree nor disagree” (4.3%).

**Session 4 was relevant for me.**

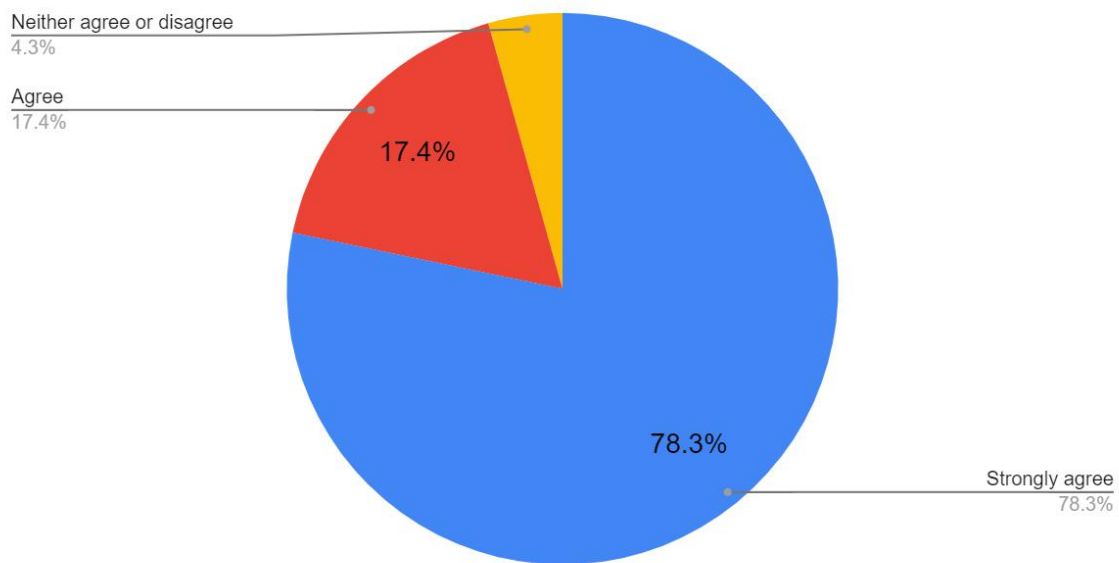


**Figure 35. Response of the respondents on whether Session 4 was relevant for me**

*I have an increased confidence using my learnings from Session 4 for my studies.*

Out of 23 respondents, 78.3% strongly agreed that they have increased confidence in using their learnings from Session 4 for their studies, followed by “agree” (17.4%) and “neither agree nor disagree” (4.3%).

### I have an increased confidence using my learnings from Session 4 for my studies.



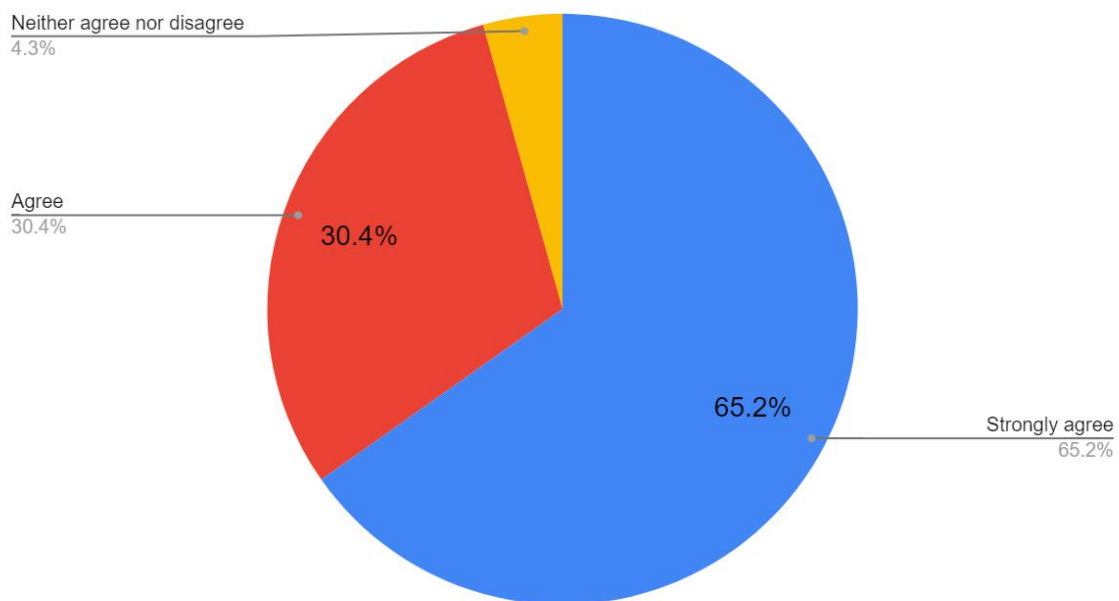
**Figure 36. Response of the respondents on whether they have increased confidence using my learnings from Session 4 for my studies**

## Workshop Design and Materials

*The objectives of the workshop were clearly stated.*

Out of 23 respondents, 65.2% strongly agreed that the objectives of the workshop were clearly stated, followed by “agree” (30.4%) and “neither agree nor disagree” (4.3%).

### The objectives of the workshop were clearly stated.



**Figure 37. Response of the respondents on whether the objectives of the workshop were clearly stated**



*The workshop content was relevant to my needs and interests.*

Out of 23 respondents, 78.3% strongly agreed that the workshop content was relevant to their needs and interests, followed by “agree” (21.7%).

### The workshop content was relevant to my needs and interests.

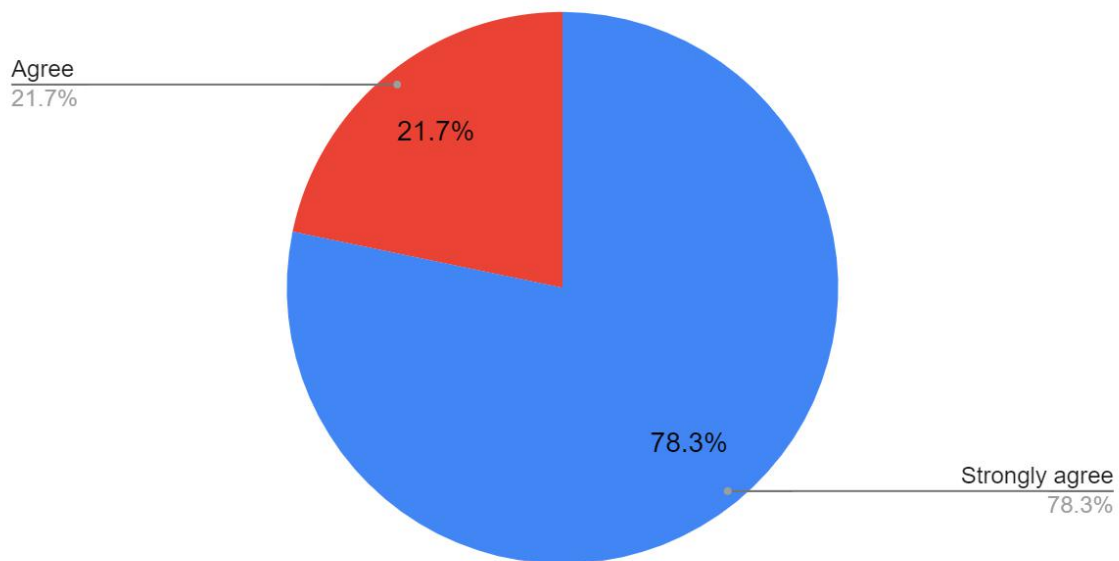
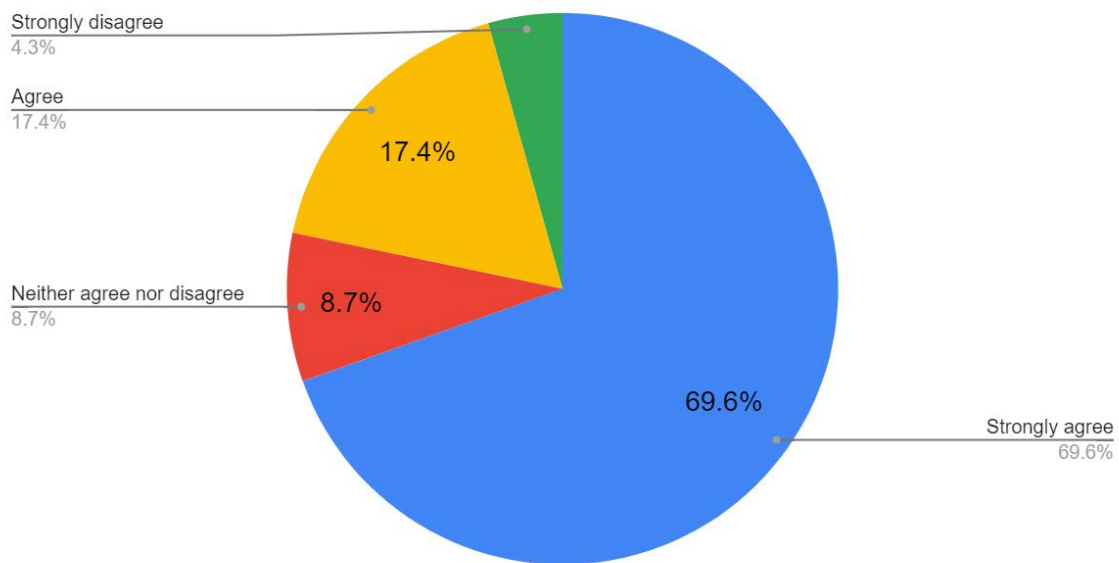


Figure 38. Response of the respondents on whether the workshop content was relevant to my needs interests

*The pacing of the workshop was appropriate for the content.*

Out of 23 respondents, 69.6% strongly agreed that the pacing of the workshop was appropriate for the content, followed by "agree" (17.4%), "neither agree nor disagree" (8.7%), and "strongly disagree" (4.3%).

### The pacing of the workshop was appropriate for the content.



**Figure 39. Response of the respondents on whether the pacing of the workshop was appropriate for the content**

*The handouts and other materials were helpful for understanding the workshop content.*

Out of 23 respondents, 73.9% strongly agreed that the handouts and other materials were helpful for understanding the workshop content, followed by “agree” (26.1%).

### The handouts and other materials were helpful for understanding the workshop content.

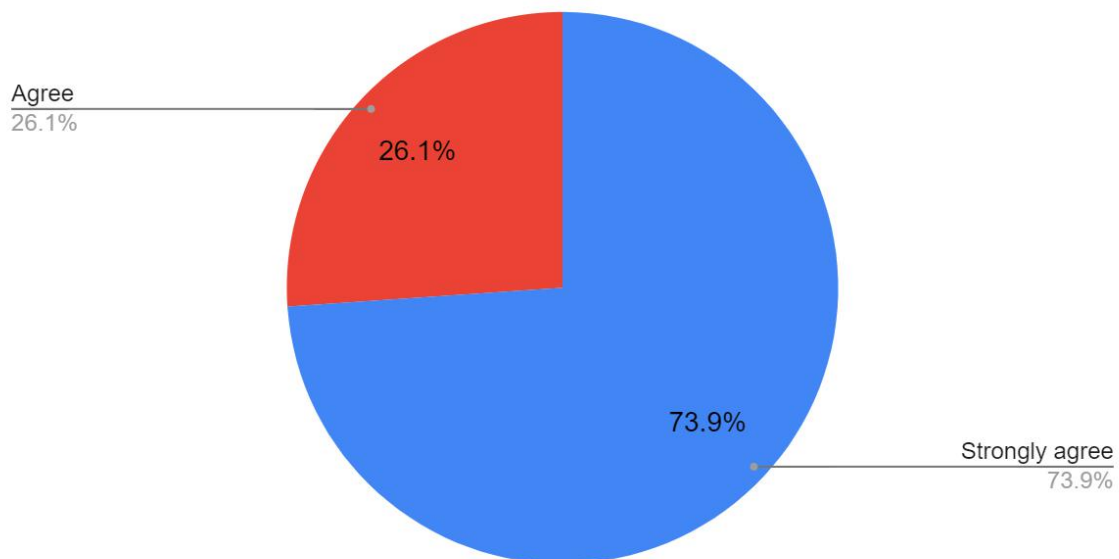
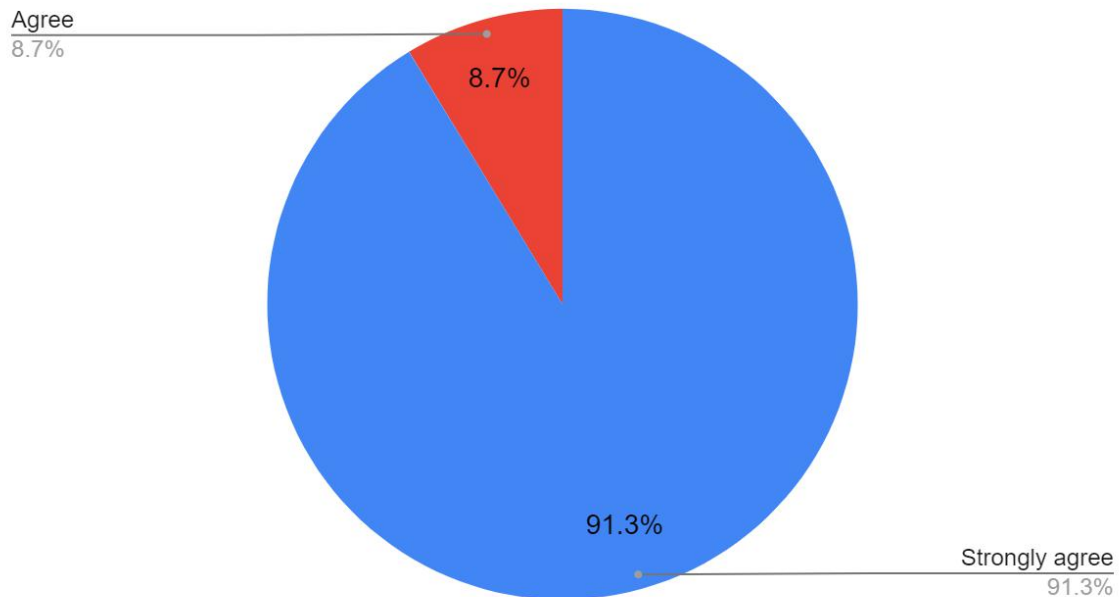


Figure 39. Response of the respondents on whether the handouts and other materials were helpful for understanding the workshop content

*The workshop activities were engaging and interactive.*

Out of 23 respondents, 91.3% strongly agreed that the workshop activities were engaging and interactive, followed by “agree” (8.7%).

### The workshop activities were engaging and interactive.



**Figure 40. Response of the respondents on whether the workshop activities were engaging and interactive**

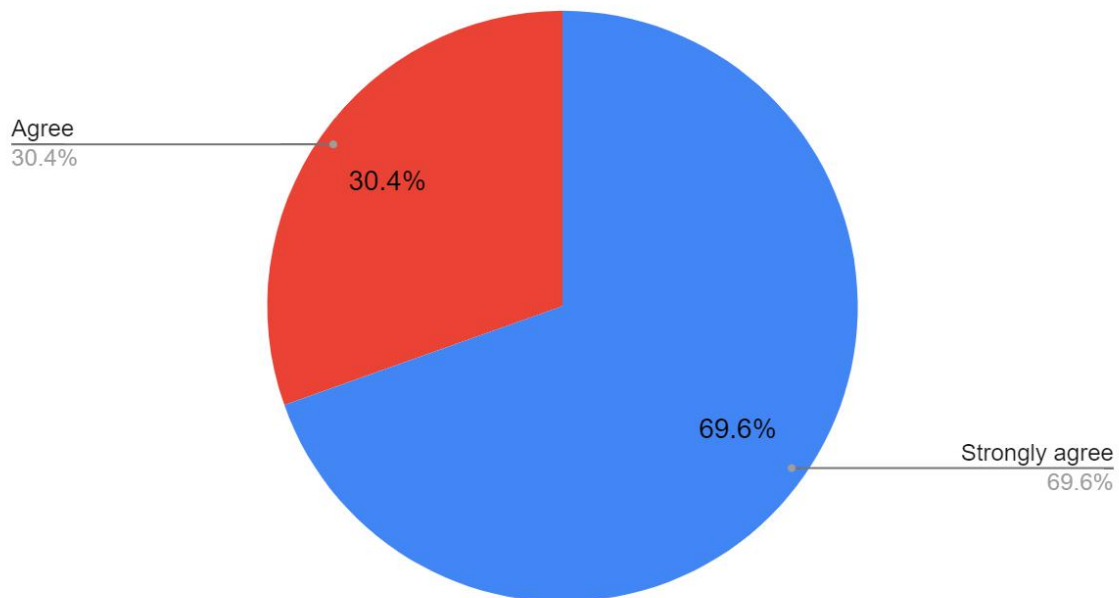


## Technical Aspects

*The audio-visual equipment used was of good quality.*

Out of 23 respondents, 69.6% strongly agreed that the audio-visual equipment used was of good quality, followed by “agree” (30.4%).

**The audio-visual equipment used was of good quality.**



**Figure 41. Response of the respondents on whether the audio-visual equipment used was of good quality**

*The microphones and speakers were clearly and easily heard.*

Out of 23 respondents, 65.2% strongly agreed that the microphones and speakers were clear and easily heard, followed by “agree” (26.1%), and “neither agree nor disagree” and “disagree” (4.3%).

### The microphones and speakers were clear and easily heard.

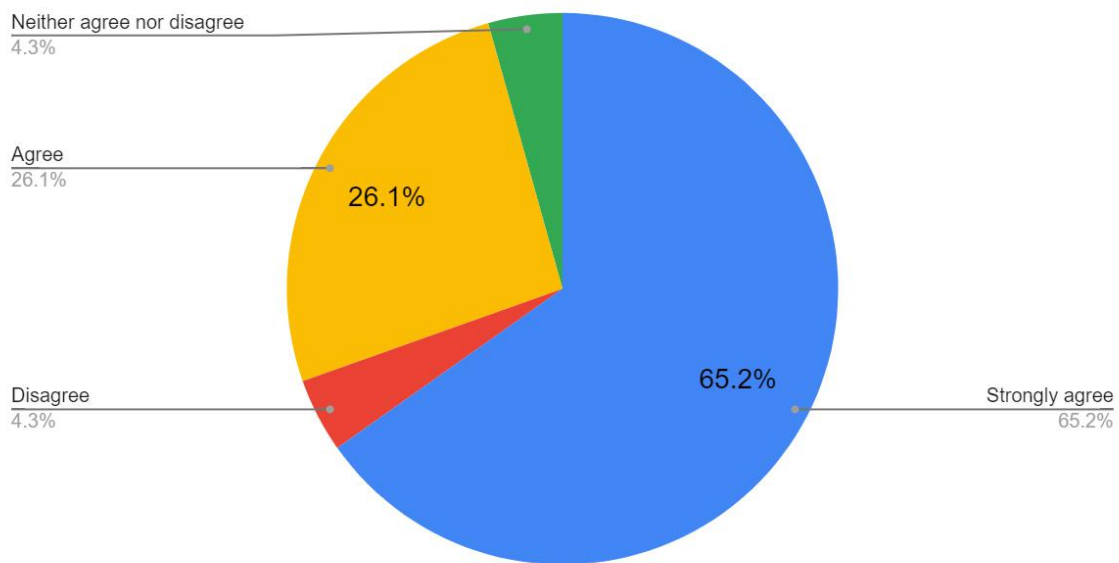
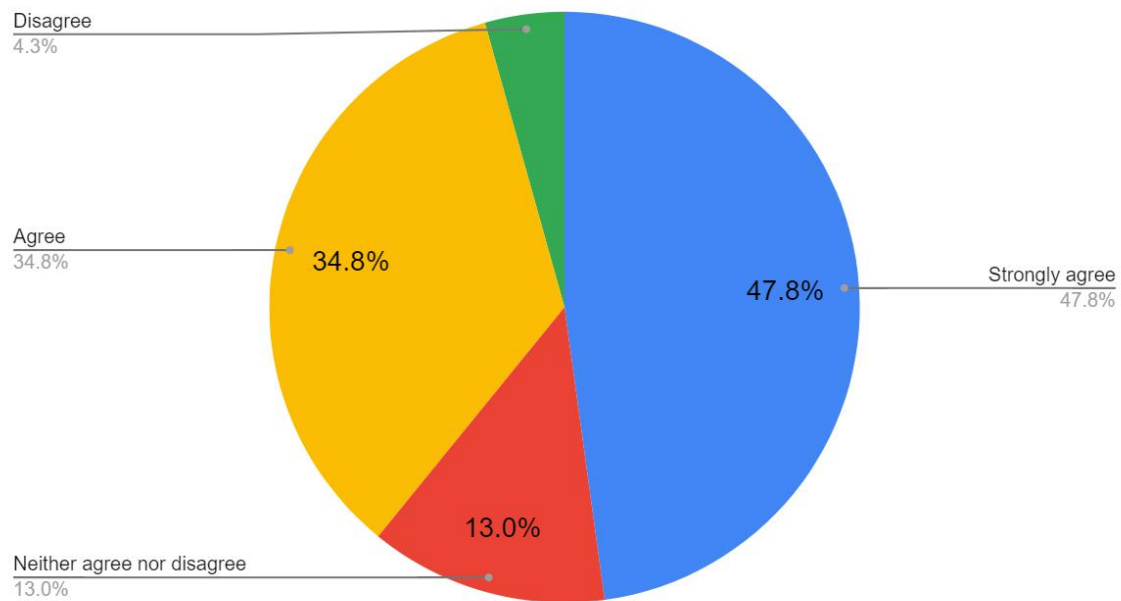


Figure 42. Response of the respondents on whether the microphones and speakers were clear and easily heard

*The internet connection was stable and reliable.*

Out of 23 respondents, 47.8% strongly agreed that the internet connection was stable and reliable, followed by “agree” (34.8%), “neither agree nor disagree” (13.0%), and “disagree” (4.3%).

### The internet connection was stable and reliable.

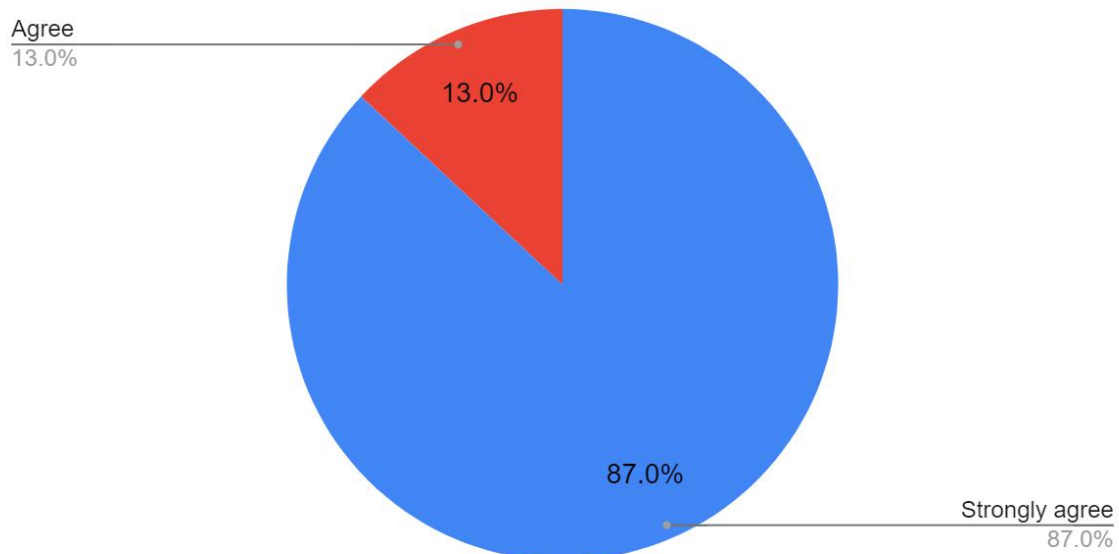


**Figure 43. Response of the respondents on whether the internet connection was stable and reliable**

*The digital resources (e.g., online documents, videos) were accessible and functional.*

Out of 23 respondents, 87.0% strongly agreed that the digital resources (e.g., online documents, videos), were accessible and functional, followed by “agree” (13.0%).

**The digital resources (e.g. online documents, videos) were accessible and functional.**



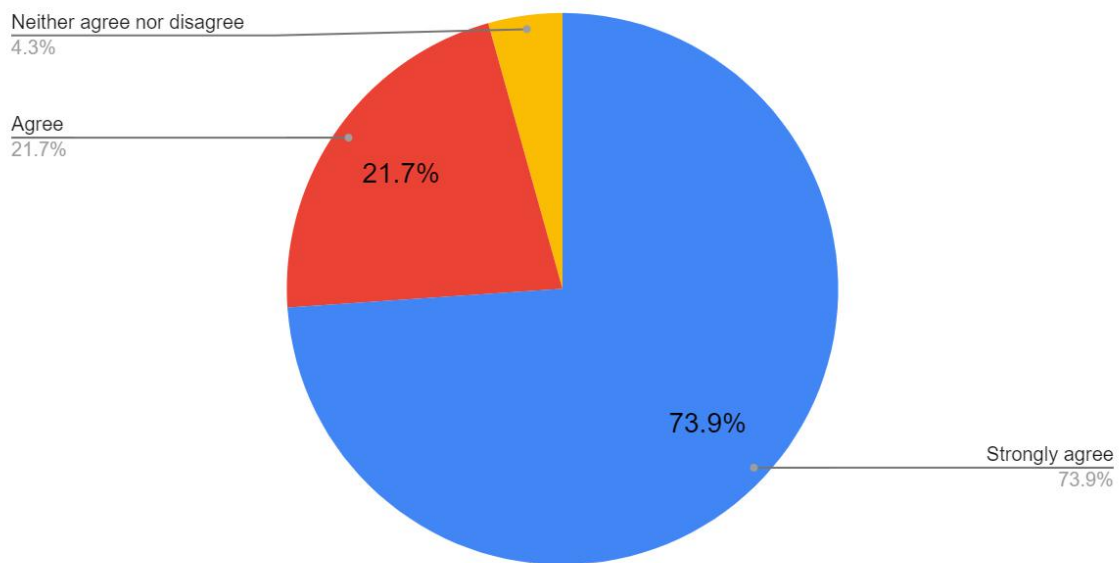
**Figure 44. Response of the respondents on whether the digital resources (e.g., online documents, videos) were accessible and functional**



*The integration of multimedia (e.g.m videos) enhanced the learning experience.*

Out of 23 respondents, 73.9% strongly agreed that the integration of multimedia (e.g., videos) enhanced the learning experience, followed by “agree” (21.7%) and “neither agree nor disagree” (4.3%).

### The integration of multimedia (e.g. videos) enhanced the learning experience.



**Figure 45. Response of the respondents on whether the integration of multimedia (e.g., videos) enhanced the learning experience**

## Workshop

*The workshop is relevant to my studies.*

Out of 23 respondents, 78.3% strongly agreed that the workshop is relevant to their studies, followed by “agree” (13.0%) and “neither agree nor disagree” (8.7%).

### The workshop is relevant to my studies.

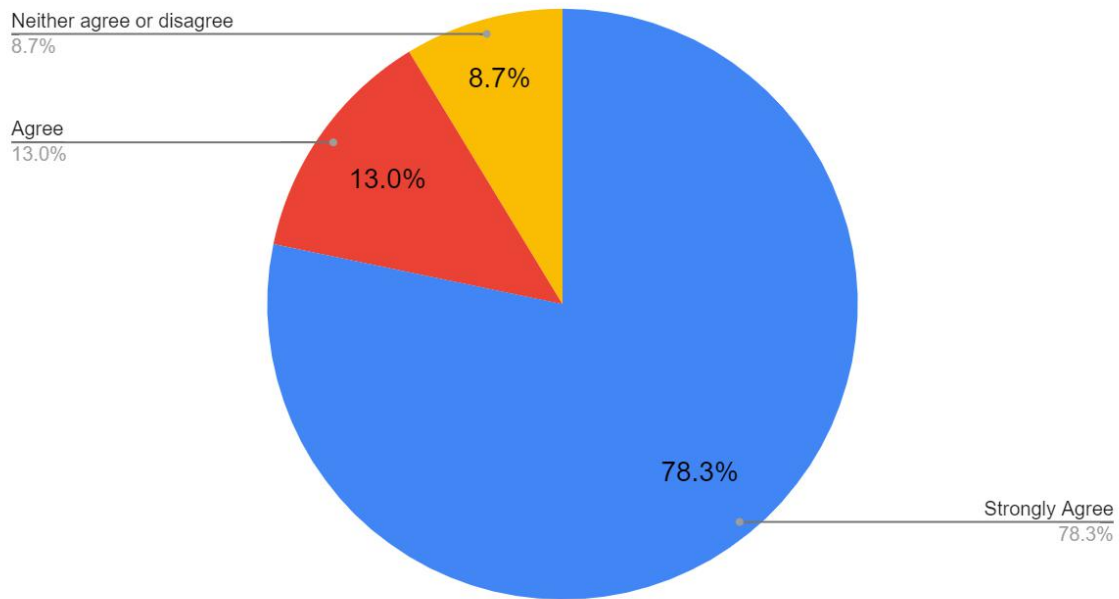
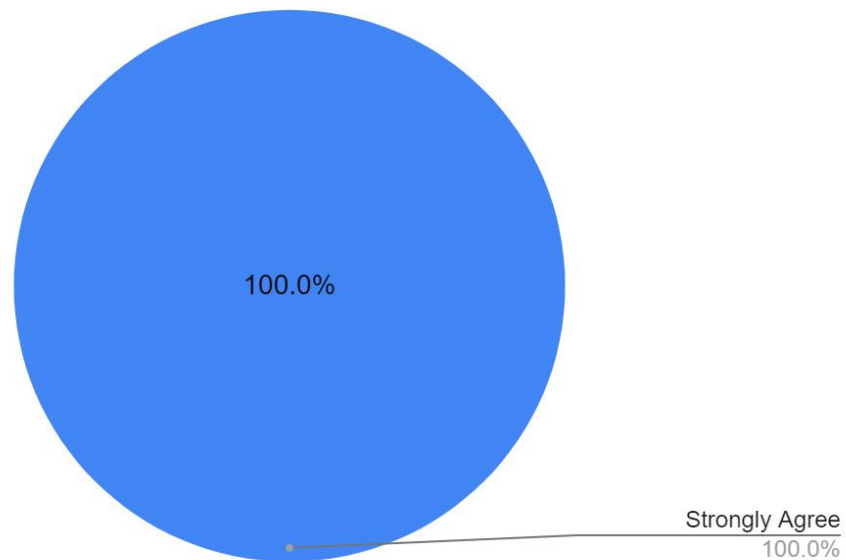


Figure 45. Response of the respondents on whether the workshop is relevant to my studies

*The workshop provided me with opportunities to network and engage with people from different backgrounds.*

Out of 23 respondents, 100.0% strongly agreed that the workshop provided them with opportunities to network and engage with people from different backgrounds.

**The workshop provided me with opportunities to network and engage with people from different backgrounds.**



**Figure 46. Response of the respondents on whether the workshop provided me with opportunities to network and engage with people from different backgrounds**

*The workshop was well-organized.*

Out of 23 respondents, 82.6% strongly agreed that the workshop was well-organized, followed by “agree” (17.4%).

### The workshop was well-organized.

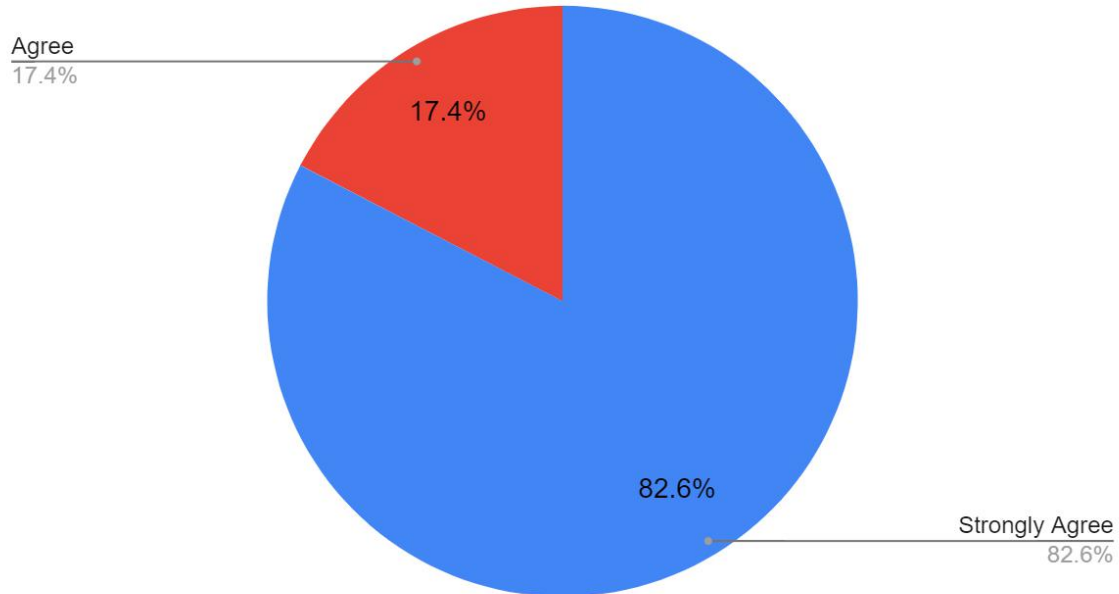


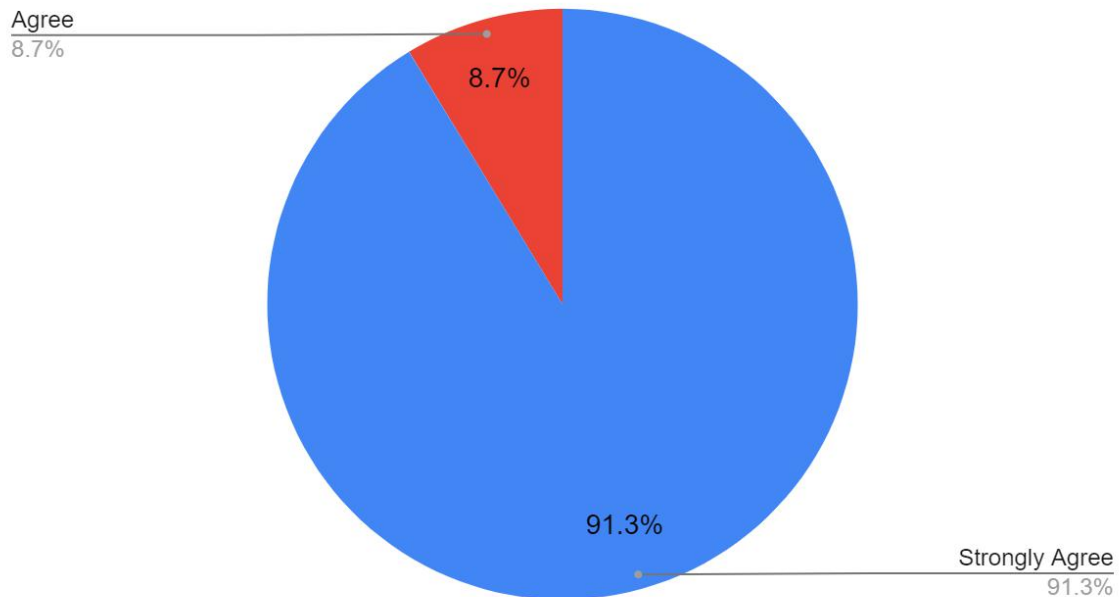
Figure 47. Response of the respondents on whether the workshop was well-organized



*It was worthwhile for me to attend the workshop.*

Out of 23 respondents, 91.3% strongly agreed that it was worthwhile for them to attend the workshop, followed by “agree” (8.7%).

**It was worthwhile for me to attend the workshop.**

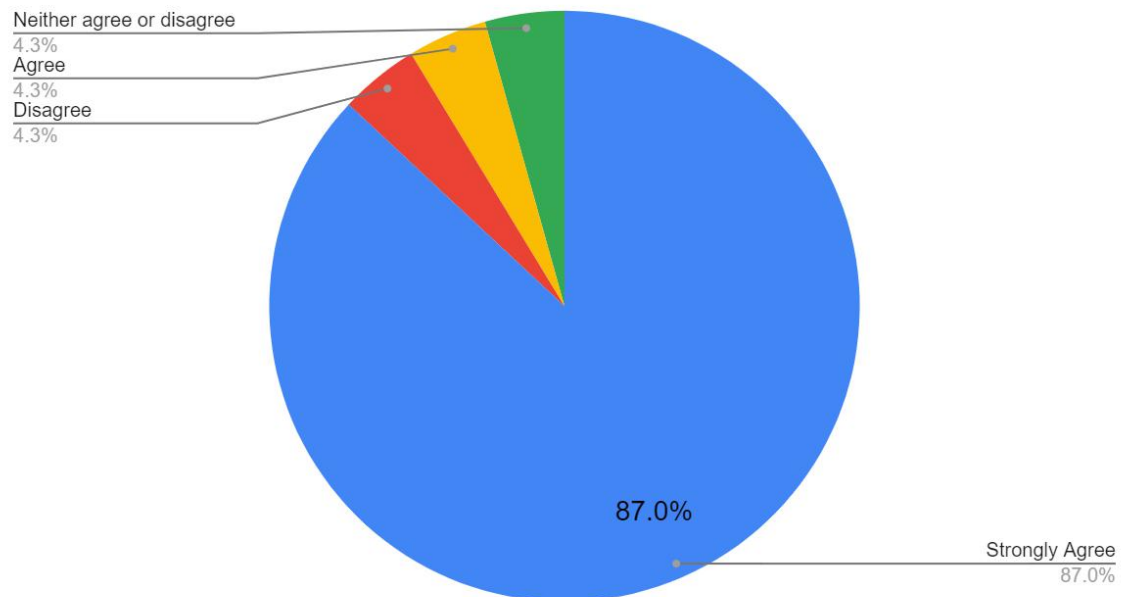


**Figure 48. Response of the respondents on whether it was worthwhile for them to attend the workshop**

*I am satisfied with the duration of the workshop.*

Out of 23 respondents, 87.0% strongly agreed that they are satisfied with the duration of the workshop, followed by “neither agree nor disagree,” “agree,” and “disagree” (4.3%).

**I am satisfied with the duration of the workshop.**

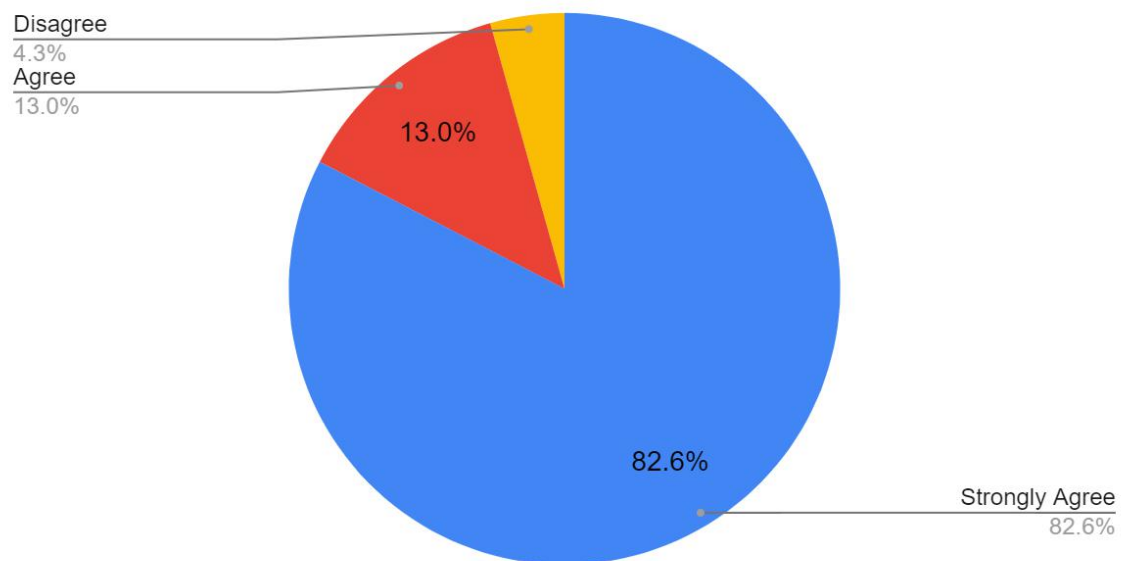


**Figure 49. Response of the respondents on whether they were satisfied with the duration of the workshop**

*I am satisfied with the mode of learning used (ex. presentation, fieldwork).*

Out of 23 respondents, 82.6% strongly agreed that they are satisfied with the mode of learning used (ex. presentation, fieldwork), followed by “agree” (13.0%) and “disagree” (4.3%).

**I am satisfied with the mode of learning used (ex. presentation, fieldwork).**



**Figure 50. Response of the respondents on whether they were satisfied with the mode of learning used (ex. presentation, fieldwork)**

*I have the confidence to use the knowledge gained from the workshop to my studies.*

Out of 23 respondents, 60.0% strongly agreed that they have confidence to use the knowledge gained from the workshop to their studies, followed by “agree” (26.1%) and “neither agree nor disagree” (13.0%).

### I have the confidence to use the knowledge gained from the workshop to my studies.

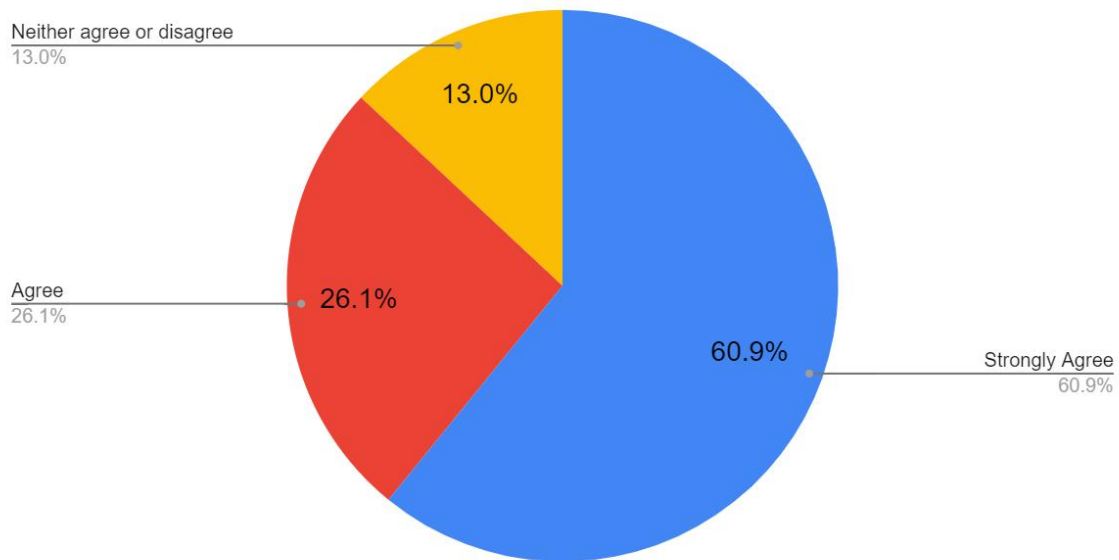


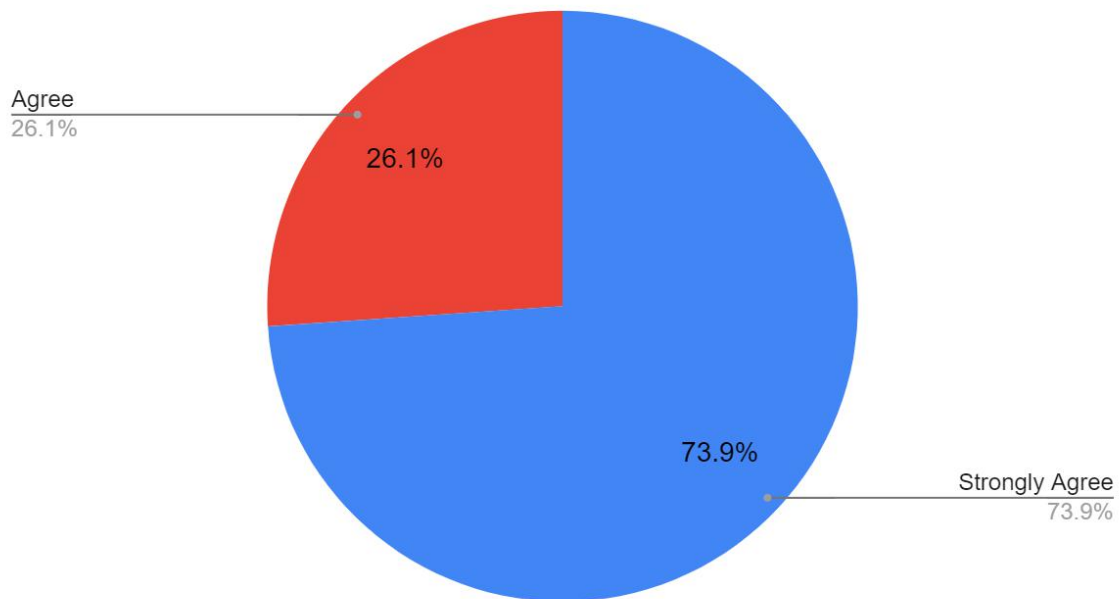
Figure 51. Response of the respondents on whether they have the confidence to use the knowledge gained from the workshop to their studies



*Overall, I am satisfied with the workshop.*

Out of 23 respondents, 73.9% strongly agreed that they are satisfied with the workshop, followed by “agree” (26.1%).

**Overall, I am satisfied with the workshop.**

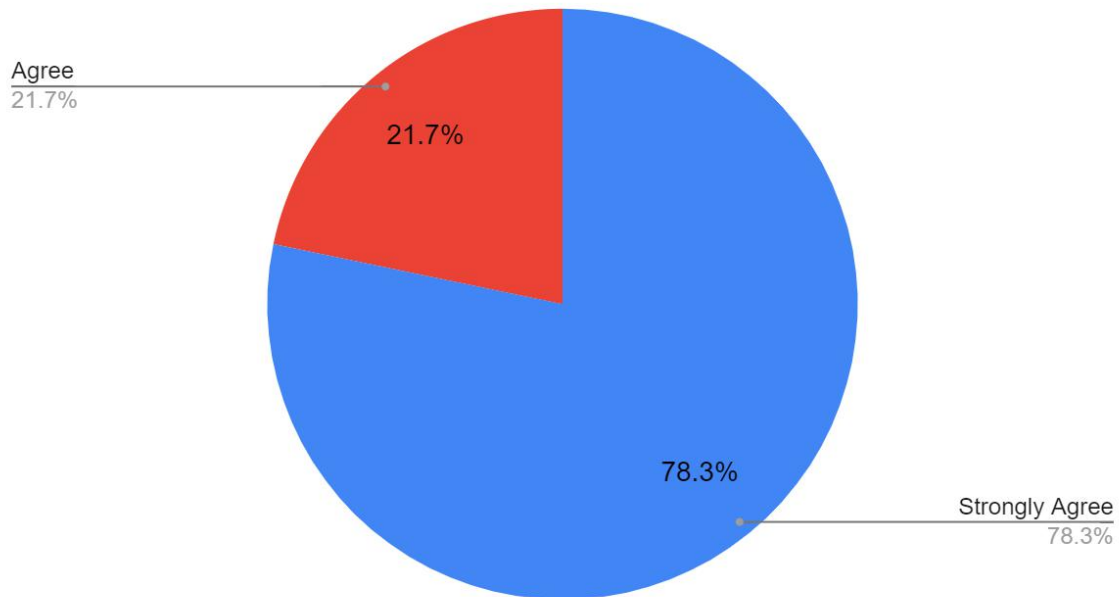


**Figure 52. Response of the respondents on whether were satisfied with the workshop**

*I would like to attend similar workshops in the future.*

Out of 23 respondents, 78.3% strongly agreed that they would like to attend similar workshops in the future, followed by “agree” (21.7%).

**I would like to attend similar workshops in the future.**



**Figure 53. Response of the respondents on whether they would like to attend similar workshops in the future**

*I will recommend this workshop to my classmates.*

Out of 23 respondents, 73.9% strongly agreed that they will recommend this workshop to their classmates, followed by “agree” (21.7%) and “neither agree nor disagree” (4.3%).

### I will recommend this workshop to my classmates.

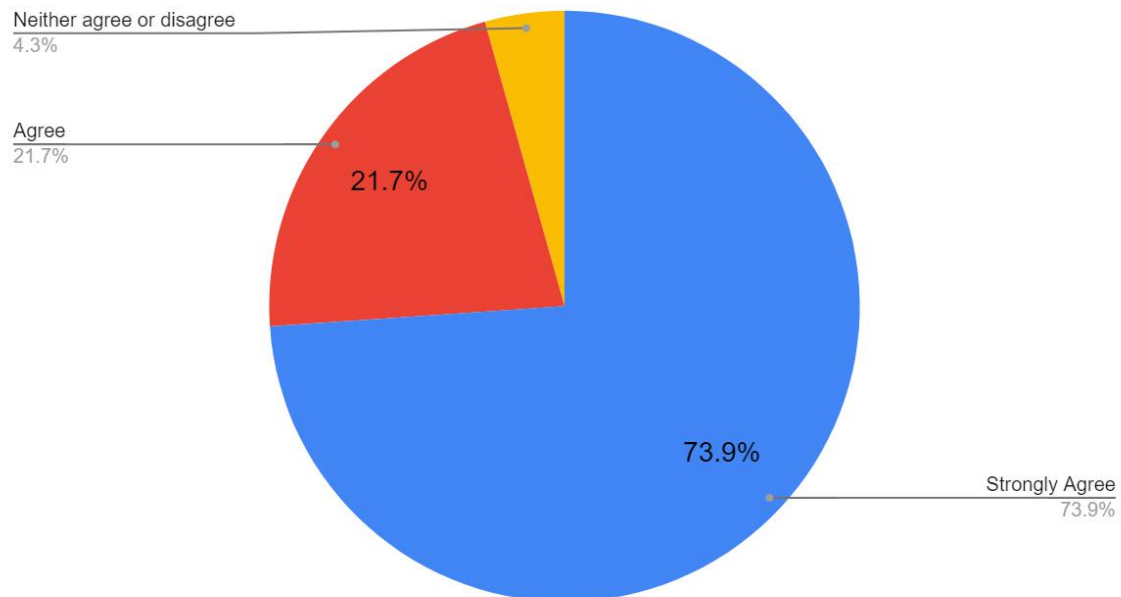


Figure 54. Response of the respondents on whether they will recommend this workshop to their classmates

•



IACSC 2024  
IUPW 2024

### IUPW Report

© School of Urban and Regional Planning, University of the Philippines

Published in December 2024.

Edited & Designed by the UP SURP Office of Research and Publication.  
Directed by Dr. Prof. Ma. Sheilah G. Napalang.

Published by the School of Urban and Regional Planning, University of the Philippines.

In cooperation with Yokohama City University, Hasanuddin University, University of the Philippines Manila, and the International Academic Consortium for Sustainable Cities.

Special thanks to the United Libis Homeowners Association and Barangay East Canumay.