UNIVERSITY OF SANTO TOMAS
UST-SIMBAHAYAN COMMUNITY DEVELOPMENT OFFICE

GUIDE IN WORKING AND ENGAGING WITH PARTNER INSTITUTIONS

There are some principles and several guides and requirements to be considered in the process of working and engaging with partner institutions[1] for development.

I. Some principles to live by

1. University of Santo Tomas (UST) as a Catholic University should live and be witness of Christian values and principles of Spirituality of Transformation, Holistic Development, Participation, Sustainability, Social Justice and Human Rights, Stewardship, Knowledge Generation, and Partnership and Linkages.

   These values and principles can be expressed through the following missions/roles:
   a. Formation of individuals (students, faculty and administrators), institutions and partner communities that adhere to the active participation, development, self-reliance, interdependency, and inclusion through an education, formation and organization that serves and proclaims the Good News.
   b. Strengthening of partnership, promotion, formation, organization and living the spirit of BEC's and holistic development.
   c. Facilitation and development of programs that empower and transform society and communities.
   d. Ensure and nurture volunteerism as a Christian response.
   e. Generation and utilization of resources for sustainability and self-reliance.

2. The TOMAS HELPS as the key strategies and program components of the University Community Development Program (UCDP) shall serve as means of solidarity and compassion with the poor and partners.

   To be able to concretize the integrity and holistic nature of the UCDP as a whole and also with the different academic units' community development plan with the partner communities, TOMAS HELPS should be realized based on the community situation/context as identified in the institutional research/es (institutional profile, situational analysis) and capacities of the college/faculty concern.

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[1] Institutions are those who are considered as centers, non-government organizations, government organizations, schools, and other support groups who are facilitating, and delivering programs, projects or services with marginalized either in a community-based or sectoral-based approach.

UST:S040-00-FO27

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The TOMAS (Training and Education for Capacity Development, Organizing for Empowerment, Management for Program Development, Advocacy/Research/Documentation and, Spirituality of Social Transformation) shall serve as key strategies in working with partner institution. The college/faculty may consider the following to concretize the TOMAS:

a. Organization and formation of BEC's;
b. Service to the institutions through the principles of Basic Ecclesial Communities, Community Organizing and Community Development;
c. Training and formation for students, parents, teachers, administrators, Dominicans, partner communities and other partner institutions;
d. Networking and partnership with Government Organizations, Non-Government Organizations, People's Organizations, Parishes, Arch/Dioceses and other groups;
e. Resource mobilization and generation;
f. Advocacy campaigns and promotion;
g. Research development and utilization;
h. Reflections, sharing and celebration;
i. Development and management of Programs (Planning, Implementation, Monitoring and Evaluation); and
j. And other strategies that can assist college/faculty.

While HELPS (Health, Education, Livelihood, Physical/Environmental and, Spiritual) shall serve as key programs to be delivered with the partner community/ies. The college/faculty shall consider their capacities to concretize the HELPS but they are highly encouraged to tap and work with other academic units, support service units and student organizations. The academic unit concern may link with other groups outside of the university possible for resources mobilization and development.

Program thrust or focus maybe fall into one or combination of two or all of the three: Community-based; Sectoral; and Non-formal education.

II. **Processes and Requirements in Working and Engaging With Partner Institutions**

1. Institutional Visit:

The Community Development Coordinator and a representative from the UST-SIMBAHAYAN Community Development Office:

a. Made an initial institutional visit and study; and
b. Initially meets the representatives of the institution to explain the objectives and strategies of the UCDP.

2. Courtesy call and/or meeting to the following, if necessary:
a. Parish priest;
b. Local officials;
c. Traditional leaders;

    d. Local organizations; and

    e. Others

3. Institutional Profiling

    a. Gather secondary information of the institution (institutional profile such as vision, mission, objectives, history, programs and services, structure, partners/beneficiaries, and other pertinent informations)

    b. Institutional profiling

    If all indicators are positive for possible partnership (from the above items), an institutional study/diagnosis/analysis may then be done. An institutional profiling must describe the institution according to following variables: Demographic; Socio-economic; Health; Environmental; Cultural; Political and leadership.

    The conduct of institutional profiling must satisfy the following considerations:

    b.1. Explain to the institution the purpose of institutional profiling;

    b.2. Actual conducts of profiling in the institution;

    b.3. Processing of research: analysis/interpretation; and write-up; and

    b.4. Presentation and validation with the institution.

Write the final documentation of the institutional profile.

4. Planning
Formulation of a Three-Year Partnership for Community Development Program Plan

    a. At the college/faculty level
    The college/faculty should come-up with a three-year community development plan based on their needs and capacities for community development engagement and also with the context of the partner institution identified in their institutional researches. The plan may realize in a yearly basis within three-year development plan.

    This plan should have clear program objectives, outputs, strategies, components and resources allocation (TOMAS HELPS) to ensure integral nature of the program. The UST thru college/faculty concern must mobilize its faculty members, departments and student organizations to be part of the program. The partner community/ies should have also clear structures, roles, functions and participation.

    b. At the level and with the partner institution/s
    The partner institution/s, together with partner college/faculty concern, must come-up with three-year institutional community development plan based on the needs and context of the institution.

Just like with the partner college/faculty's plan, institutional community development plan should have clear program objectives, outputs, strategies, components and resources allocation (TOMAS HELPS) to ensure integral nature of the program. The partner institution/s should have clear structures, roles, functions and participation. The partner institution/s is/are highly encourage to come-up a plan where they will implement it as their own and not merely dependent on the university. The plan may realize in a yearly basis within three-year development plan.

Write the final documentation of the institutional community development plan.

5. Memorandum of Agreement (MOA)
A MOA signed between the university/college and partner institution. The basis of the MOA is the three-year institutional community development program plan.

The formal acceptance of the plan and the MOA formalizes the partnership between the institution and the college/faculty, only then will a community be recognized as university partner institution.

A formal letter from the Dean, as noted by the Regent, to the UST-SIMBAHAYAN acknowledging the institution as their unit's partner institution formalizes the partnership between the academic community and the institution.

6. Implementation of the CD Program Plan
After the planning process, it is time to implement, fulfill and realize the target of the plan. There must implementation of the plan. Implementation refers to the application, operations and execution of the plan.

7. Monitoring of the CD Program Plan Implementation
Part of the UCDP strategies is to monitor (as one of the elements of the Management aspect of TOMAS) its CD program plan implementation. Monitoring is relevant to the CD program because it will ensure, check, supervise and examine if the program plan is being implemented in a correct and substantial ways, means, time, direction, and processes. Monitoring shall make the college/faculty and partner institution/s keeping in touch with realities. Essentially, monitoring results shall contribute for the transference into action (direct, redirect or change of course).

In monitoring, there shall be substantial fields of observation:
a. Monitoring of Results: What have we achieved? How much have we achieved? What have we planned? What have we unplanned?

b. Monitoring of Process: Why have we (not) achieved something? How did we achieve it? What are the furthering or facilitating factors? What are the hindering factors? These things are internal in nature.

c. Monitoring of Impact: What long term impact does our work have? What are the desired effects that we set/plan? What are the undesired effects that happened?

d. Monitoring of Context: What strengthens or hinders our work? What are the opportunities coming from larger society/environment? What are the threats coming from the larger society/environment?

The UST-SCDO shall provide monitoring scheme and tool to guide the different colleges/faculties in doing this task.

8. Evaluation

Evaluation is an appraisal or valuation of what have been achieved by the college/faculty and partner community/ies / in an specific period of time. The objectives of the evaluation can be to:

a. Scrutinize the five criteria and aims of a CD plan: sustainability, relevance, efficiency, effectiveness and impact;

b. Examine collaboration or partnership in detail;

c. Verify the impacts, objectives or efficiency and thereby account for them;

d. Answer specific questions associated with project or program context;

e. Draw lessons for the next phase of the project/program; and

f. Prepare information

Evaluation can be self-evaluation and/or external evaluation.

9. Phase-out

The partnership between college/faculty and partner institution/s shall be given an initial of three-year period. This period shall be covered and stated in the Memorandum of Agreement (MOA) and/or Memorandum of Understanding (MOU). Possibility of extension or renewal of partnership shall be based on the monitoring and evaluation results.

There are several points to be considered in phase-out:

a. Clear vision, mission and goals, medium-term plan/3-year, yearly plan;

b. Existing active and critical institutional structures (institutional organization; Basic Ecclesial Community; committees; sectoral groupings);

c. Owned and managed the development programs as one of the output in partnering with UST;

d. Established institutional community development programs of their own;

e. Integrated the requirements of being disaster–resilient, grounded on human dignity and human rights, gender-sensitive and, environmental friendly;

f. Engaged in partnership and local governance for local development; and

g. Others based on context of the community and dynamics of engagement.