

CSI-HED MANUAL

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I. INTRODUCTION

THE CENTER FOR SOCIAL INVOLVEMENT

The ***Formation to Social Responsibility*** closely parallels Faith and Spirituality Formation since the students' growing personal relationship with Jesus Christ gradually develops an attitude of sensitivity to God's Presence and Action in themselves, their school, their local communities, the country, and the world.

The Center for Social Involvement (CSI), the social action arm of Assumption College, was established to en flesh the social optic of Saint Marie Eugenie's goal of education – *Social Transformation*.

CSI directs and facilitates the integration of social responsibility in Assumption education as one of its three (3) Pillars, through the implementation of programs and activities aimed to produce authentic witnesses of faith in action through community-based social transformation efforts geared towards sustainable social action. Following the Pastoral Spiral (See-Judge-Act-Celebrate) framework, the CSI program helps students, faculty and staff to reflect on current social issues and concerns and to respond to God's will as manifested in the signs of the times.

II. BACKGROUND:

The Center for Social Concern (CSC) was established in 1975 as a Center for Assumption students seeking a more meaningful and relevant education. It is an alternative response to the prevailing conditions existing in Philippine society, wherein the Center wishes to share with the students' faith in Christ, hope for the future, and a love for the people. The Center makes a preferential option for the poor - an option made and shared with them by immersing in their situation, and in the process, affirming a commitment to social transformation. This emphasizes that the call to active involvement is not only to learn to be seriously attentive to the social realities of today but also the blending of vision, principles, and courage in a personal commitment to lead and to serve.

In 2017, the Center for Social Concern was renamed the Center for Social Involvement – Higher Education Division (CSI-HED) to make it institutional and have a stronger impact on the community, highlighting the importance of being involved and not merely showing concern in all aspects.

III. RATIONALE

What makes “the beauty of a truly Christian society” for St. Marie Eugenie can be glimpsed through the signs of the Kingdom already at work. The Kingdom of justice, peace, and the universal reconciliation of men and women among themselves and with nature, prophesied by Isaiah, has become a reality in Jesus Christ The Kingdom is already here: it can be seen where men and women from communities, showing by their choice of solidarity, respect, willingness to share, that they are united in moving towards a common destiny

Yet the kingdom is still to come: St Marie Eugenie calls us to pray and work that it may come indeed: “We should pray to God that His Kingdom may come... There is...a social reign of Our Lord Jesus Christ that we can bring about and for which we should ask him. We are engaged in various apostolic works. Is our main concern in our work with the pupils that they pass their examinations, that they know more history or geography? No, our first concern is that the reign of our Lord be formed in them, that His Kingdom should come in them and that through our education in which the Christian spirit reigns in such a way that from birth the children are filled with all that should make them true Christians If through education we first form Christian girls and then Christian women and families, shall we not have contributed to the social reign of Jesus Christ?”

With the inspiration and passion of St. Marie Eugenie, the Center for Social Involvement would like to continue its advocacy to motivate and inspire the school community regardless of our differences and uniqueness. We can EXTEND God’s kingdom on earth.

IV. VISION AND MISSION

VISION

"Women of Faith, Women of Action" (SME)

An innovative Catholic college committed to excellent education forming women servant leaders for social transformation.

MISSION

Inspired by St. Marie Eugenie, we passionately form persons and communities of faith and action through a transformative education that nurtures faith and spirituality, pursues academic excellence for service and instills social responsibility, thus "forging character for life and life for God." (SME)

Philosophy of Assumption Education:

“To educate is to allow the good in every person
to break through the rock that imprisons it
and bring it to the light
where it can blossom and shed its radiance.”
- Saint Marie Eugenie

V. CSI-HED LOGO



Description:

- **Hands and the Color Golden Yellow:** represents the Center for Social Involvement – Higher Education Department (CSI-HED) which is full of optimism and embraces people and communities with warmth, always ready to extend a helping hand
- **Person and the Color Red:** represents external partners and communities, who are working passionately towards achieving their goals
- **Person and the Color Blue:** represents the AC Community who are open-minded and can be depended on in working towards achieving the goals of the partner communities through the CSI-HEDn
- **Hands linked together:** represents collaboration in promoting the common good

VI. FRAMEWORK



CSI adopts the SEE–JUDGE–ACT method as a practical, values-based approach to community engagement and social action. Each phase is people-centered, participatory, and documented to ensure accountability, learning, and sustainability.

1. SEE (Experience):

Begin with a real-life situation—something seen, felt, or experienced. This could be a personal story, a community issue, or a societal concern. The aim is to examine the context honestly and openly.

2. JUDGE:

a. Social Analysis:

Analyze the deeper causes and structures at play. Ask critical questions about social, economic, and political dimensions. Bring in the lens of Catholic Social Teaching and Scripture to interpret the reality.

b. Theological Reflection:

What does our faith say about this? Consider Church teaching, biblical insights, and the values of Jesus—justice, compassion, dignity. Let these principles guide your judgment about the situation.

3. ACT (Action):

Decide on a course of action based on your reflection. This might involve advocacy, direct service, raising awareness, or changing personal behavior. Importantly, action is not the end—it leads to new experiences and continued reflection.

VII. CSI PERSONNEL DUTIES AND RESPONSIBILITIES

A. CENTER FOR SOCIAL INVOLVEMENT HEAD

The Center for Social Involvement Head is in charge of planning, coordinating, and overseeing programs to facilitate the dissemination and integration of the division's formation to social responsibility.

Specific Duties and Responsibilities

The Head of CSI is expected to abide and uphold the following duties and responsibilities, as well as have the requisite qualifications:

1. Takes responsibility for the implementation of the CSI Program and the yearly Action Plan based on the Three-Year Plan:

- 1.1 Coordinates with all academic departments the integration of social responsibility in the curriculum;
- 1.2 Supervises, implements, monitors, and evaluates the CSI programs and activities
- 1.3 Consults with faculty members concerned on possible community or sectoral interaction, service, or immersion;
- 1.4 Networks with various government and non-government organizations/ institutions for the exposure, community outreach, and advocacy of the members of the School community;
- 1.5 Orients faculty and staff members and students on CSI Program;

- 1.6 Gives orientation sessions to participants on CSI-related activities;
- 1.7 Prepares modules and materials needed in the formation sessions;
- 1.8 Facilitates processing sessions and evaluation after CSI activity;
2. Represents the College in various CSI-related functions (i.e., meetings, seminars, forums, symposia, trainings, workshops, conferences);
3. Gives regular reports and accountability to the College Dean;
4. Maintains the confidentiality of documents, data acquired in the course of one's duty even after separation from the school; and
5. Performs other tasks and responsibilities related to this position.

Other Work Assignments:

A. NSTP Community Service

1. Facilitates module on Community Service and other CSI-related modules;
2. Assists and refers students to government or non-government organizations and institutions for community service;
3. Monitors students' community service in their area assignments; and
4. Evaluates community service portfolios submitted by students.

B. Student Formation Team (SFT)

C. Ensures the integration of social optic in student development formation modules by direct involvement in their conceptualization.

D. Assists in the Third Year Immersion Retreat which supports the Faith and Spirituality Formation Center in module development and facilitation of retreats.

E. In relation to the Consortium of Women Colleges (CWC), represents the School in the CWC-Social Action Committee; discharges specific tasks which includes direct participation in the conceptualization, implementation and evaluation of social action activities organized by the committee:

- meetings
- forums
- seminars
- workshops
- modules and other materials development; and
- outreach

Minimum Qualifications:

- Has a Master's degree in Community Development or Social Work
- Has five (5) years professional experience in social development, advocacy, pastoral or in non-government agencies

Term: 3 year, subject to re-appointment.

Accountable to the: College Dean

For: CSI Program and Activities

B. CENTER FOR SOCIAL INVOLVEMENT (CSI) PROGRAM OFFICER

The program officer reports directly to the Unit Head and is responsible for the preparation, coordination, implementation and evaluation of programs designated to her/him.

General Duties and Responsibilities

1. Assists in planning and conducting all other activities as required by the CSI;
2. Attends regular CSI meetings and formation sessions;
3. Represents the CSI Unit Head in meetings with external groups (NGOs, civil society groups, etc) when designated and;
4. Acts as the Community Involvement Committee (CIC);
5. Performs other related tasks as assigned.

Specific Duties and Responsibilities

1. Initiates and organizes division-wide involvement in local, national and global issues by:
 - a. Collaborating with the Assumption community for the academic integration of social action programs
 - b. Coordinating with various government and non-government institutions for the exposure, community outreach and advocacy programs of the school
 - c. Preparing the program proposal including budget allocation
2. Monitors efficient execution of the programs by:
 - a. Ensuring all logistical, human and material resources are in place
 - b. Ensuring designed programs are being implemented
 - c. Deepening the formation of the participants through Christian reflection that leads to personal transformation and social action
 - d. Conducting program evaluation
 - e. Preparing the liquidation report
3. Plans and conducts social action activities and processing sessions for students, faculty and staff following the Pastoral Spiral (See-Judge-Act) framework which emphasizes Christian reflection and responding to in social issues
4. Organizes and implements social action activities for the students, including but not limited to exposures, immersions, service learning and outreach, research and advocacy projects.

5. Timely response to critical concerns such as natural calamities or man-made disasters by mobilizing:
 - a. relief operations
 - b. fund raising
 - c. social media campaigns
 - d. advocacy projects such as voter education, walk for life, climate strike, etc.

Accountable to: CSI Head

For: CSI Program and Activities

Minimum Qualifications:

- Bachelor's degree in a related field
- Preferably Graduate of AB/BS in Community Development or Social Work
- At least one (1) year work experience in social development, advocacy and pastoral or in non-government agencies

Term: 1 year subject to re-appointment

VIII. CSI-HED FOCUS PROGRAMS

The CSI takes a participatory and community-centered approach in formulating and implementing community development programs. Grounded in the institution's mission of social transformation through education, CSI works closely with partner communities to assess their most pressing needs—whether in health, livelihood, education, or environmental sustainability. These insights guide the design of targeted immersion programs, outreach initiatives, and capacity-building activities that aim to empower communities while fostering a strong sense of social responsibility among students.

By aligning its programs with identified community priorities, CSI ensures that every engagement is both relevant and sustainable. Moreover, its initiatives reflect the principles of the United Nations Sustainable Development Goals (SDGs), particularly in areas such as poverty alleviation, quality education, health and well-being, and inclusive growth. Through collaborative planning, reflective learning, and sustained partnerships, CSI bridges the gap between academic formation and community development, creating meaningful impact for both students and the communities they serve.

1. Integration of Social Responsibility in the Curriculum

This program aims to develop in a student a Christian social conscience through subject-integrated social action activities focused on sectoral and community-based needs.

A. Integrated Summer Study Program (ISSP)

Integrated Summer Study Program (ISSP) aims to provide an interdisciplinary, relevant, and contextual academic experience by situating the learning process to the context of living with people in different cultural and marginalized communities, providing an opportunity to experience community living with other groups, deepening Christian faith and commitment of the youth, develop their leadership and organizational capabilities, and challenge them towards a simpler way of life.

It is a nine-unit interdisciplinary course that combines both classroom learning and community immersion with development projects. The academic units, which require a total of 42 hours of classroom attendance, consist of a Theology subject and two other major subjects of the discipline. A methodology includes screening, selection, and orientation of the participants during the preparatory phase; a two-week immersion in the community; process evaluation; academic classes, which comprise 126 class hours; and outcome evaluation. A grade point average (GPA) of 2 (with no failing marks) is required.

B. Subject-related Social Action activities

Academic subjects are seamlessly designed learning opportunities to demonstrate the various ways that students in their discipline can be socially responsible.

2. Advocacy Program

This program provides the College community with venues for conscientization and interaction with knowledge, and skills development towards an action-response to national and local concerns and issues. This is undertaken through:

- a. Advocacy and Information Campaign/ Seminars
- b. Leadership and Orientation Seminars

3. Community Outreach and Volunteer Program

The Community Outreach and Volunteer Program is the CSI's response to the emergent culture of volunteerism among the different sectors of the school community. This encourages the members of the school community to participate in community-based social transformation efforts and inspires them to become advocates of social change.

The following are the community outreach and volunteer programs of the School:

a. Serving on Saturdays (SOS)

This is a volunteer program for students, faculty, and staff whose main objective is to motivate the students to become effective and productive members of society through active participation in community-based activities such as tree nurturing, feeding programs, etc, by making them more aware of the different social realities and by allowing them to reach out to the communities beyond their own sphere.

b. Paskong Assumptionista

An annual volunteer activity that allows students to prepare for the coming of Christ through acts of service and friendship with various partner communities.

c. Relief Operations

The CSI coordinates activities in order to mobilize financial, material, and human resources to assist those in need. These drives may answer short-term and long-term projects such as calamity drives for flood, fire and earthquake victims.

d. Counseling Services

Trained counselors and psychologists from Assumption College provide free and confidential individual and group counseling services for mental health issues. It also provides capacity-building sessions for other counselors.

4. National Situationer (NatSit)

A National Situationer (NatSit) is incorporated into the Tuesday Assembly as a key event, where students, faculty, and staff can engage with current national issues. This session focuses on issues like socio-political concerns, environmental challenges, or public health matters, ensuring that the AC-HED community is informed and can discuss the nation's status and challenges.

A reflection is followed after the NatSit where students can share their thoughts, analyze the situation, and discuss possible actions or solutions. This reflection provides an opportunity for deeper understanding and personal growth, as well as fostering a critical mindset on national issues.

CSI Programs for Faculty and Staff

I. KAPIHAN

KAPIHAN is a series of formation sessions for faculty and staff (in some occasions students are encouraged to join) on relevant social, cultural, political, and environmental issues. It aims to integrate inspiring faith in action advocacies and volunteering projects and encourages everyone to actively participate in social programs organized by the school.

II. Faculty & Staff Immersion

This is an outreach activity where faculty and staff are “immersed” in a community of a particular sector of society. This first-hand experience on learning about a social situation aims to deepen one’s social consciousness, move people to action, and learn the value and discipline of “community living.” In addition, it has also been an effective way of nurturing the spirit of volunteerism.

VIX. COMMUNITY ENGAGEMENT PROCESS

A. Planning Phase (SEE & JUDGE)

Grounded in the Assumption tradition of discernment, this phase ensures that all projects begin with reality-based understanding, deep listening, and co-responsibility.

1. Community Mapping (Human-led, participatory, on-site)

- Students and faculty immerse themselves in the community to observe conditions, resources, and challenges.
- Stakeholder consultations with barangay leaders, parish workers, NGOs, and community members are conducted.
- Guided by the **See** stage of See–Judge–Act: recognizing the reality of the community.

2. Needs Assessment (FGDs, listening sessions, data gathering)

- Facilitated through focus group discussions, interviews, and listening sessions with community members.
- Issues are discerned and analyzed in light of faith, values, and Catholic Social Teaching (**Judge** phase).
- Students are trained to listen before acting, ensuring that priorities come from the community itself.

3. Project Design (Co-creation with stakeholders)

- Programs are developed collaboratively with community members, faculty, and students.
- Partnership agreements are formalized to establish clear roles and responsibilities.
- Budget allocations and logistical support (transportation, schedules, materials) are secured.
- Reflects Assumption's vision of collaborative leadership and inclusivity.

B. Implementing Phase (ACT)

This stage is where plans are put into action through faith-driven service, teamwork, and shared responsibility.

4. Implementation (Students, faculty, and communities working together)

- Corresponds to the **Act** stage of See–Judge–Act.
- Activities are executed jointly, ensuring that action is participatory and empowering, not one-sided.
- Faculty mentors guide students while communities actively take part, ensuring solidarity and co-ownership.
- Logistics (transportation, safety, materials) are closely managed for efficiency and accountability.

C. Evaluation Phase (REFLECTION & SUSTAINABILITY)

Assumption's educational tradition emphasizes reflection as integral to learning and transformation.

5. Monitoring (Regular check-ins, documentation, and reflection)

- Continuous visits, progress tracking, and consultations ensure responsiveness to community needs.
- Documentation (journals, reports, photos) strengthens accountability.
- Reflection circles and debriefings allow students to process experiences in faith and values.

6. Evaluation and Exit (Shared accountability and sustainable turnover)

- Results are evaluated together with stakeholders to measure impact.
- Sustainability plans are crafted so that communities can continue the initiatives independently.
- Partnerships may be renewed, adjusted, or closed respectfully with proper turnover.

- Embodies the Assumption mission of empowering communities and forming graduates who are socially responsible leaders.

Here's the diagram of the process:



Each cycle ends with a joint evaluation and spiritual debrief. Lessons learned feed into the next SEE–JUDGE–ACT cycle, strengthening partnerships and deepening Assumption education for social transformation.

X. CHOOSING PARTNER COMMUNITIES

True to its mandate in working with communities in need, the Center for Social Involvement – Higher Education Department (CSI-HED) partners with rural and urban communities towards achieving goals geared towards social transformation.

Criteria in Choosing a Partner Community for CSI:

- Must be registered with the Securities and Exchange Commission (SEC)
- Must be recognized and endorsed by the Local Government Unit (LGU)
- Must have an adopted community located preferably in Makati or Metro Manila and easily accessible to commute; wherein the partner institution provides social intervention for its community members
- Must have an open line of communication with the adopted community for easier coordination
- Must be open to the implementation of various social interventions (with prior approval) in their adopted community

Selection of a Suitable Immersion Site

- The immersion venue must be parish-based or if not, the members of the partner community must be active parish goers.

- The immersion site is connected to Assumption College or is referred to by a person who shares the same values and culture of the school.
- The immersion venue must be accessible to the barangay hall/municipal hall, parish/church, hospital/health center and police station.
- The immersion site must be peaceful, safe, clean, orderly, drug-free, and crime-free.
- The immersion site must be relevant (culturally, historically, academically and spiritually), and be aligned to the objectives of the immersion program, and the mission/vision of the school.
- The immersion venue must have a place where students and teachers can discover and appreciate the uniqueness of the community, and its people, and at the same time, can share their time, talents/skills to the partner community.
- The immersion site should have an evacuation center to go to in case of emergency.

APPENDICES

Partner Communities

A. Community: Barangay San Lorenzo

Location: Makati City

Contact Person: Kagawad Isabel Po

Overview: One of the barangays in Metro Manila. It is home to Legazpi Village, San Lorenzo Village, and Makati's central business district (Ayala Center, condos, and offices). It also includes a significant marginalized sector, particularly househelpers (kasambahays), drivers, and seniors. Programs for these people include media and financial literacy, health, and social services.

B. Community: San Juan Nepomuceno School

Location: Malibay, Pasay City

Contact Persons: Sr. Sheryl Reyes r.a. (Superior of the Malibay Community)
Ms. Rowena Arsitoy (Principal)

Overview: A Center for Transformative Education of the Assumption, established in 1969, where its main purpose is to serve street children near the Malibay area who lack access to formal education. Until today, the school has provided a specialized curriculum addressing the needs of children in marginalized communities.

C. Community: Barangay 175 and 181

Location: Malibay, Pasay City

Contact Persons: Kap. Romeo F. Mislos (Barangay Captain in 175)
Kap. Anthony Pelagio (Barangay Captain in 181)

Overview: All these barangays are part of Zone 17, situated in Malibay area in District 2, Pasay City. The barangays are flood-prone and tightly packed areas. Many residents work as house helpers, drivers, construction workers, vendors, and services, while some are small business owners of sari-sari stores.

D. Community: Barangay Barangka Ibaba (formerly known as Jubilee Learning Center)

Location: Mandaluyong City

Contact Person: Gng. Epifania Basister (Nanay/ Caretaker of the feeding program)

Overview: The barangay is considered the smallest barangay in Mandaluyong City. It has approximately more than 2,775 young children aged 0-14 years old (Source: 2020 Census). There are severe and moderately underweight children recorded in the city and some children who lack faith-based education.

E. Community: Sto. Niño de Paz -Greenbelt Chapel

Location: Greenbelt, Makati City

Contact Person: Fr. David T. Concepcion

Overview: The chapel is committed to its ministry of pastoral care. It enhances its ability to care for its members by providing counseling services through trained lay counselors.

List of Organizations



- A. Dugong Alay Dugtong Buhay Inc.** is a non-stock, non-profit, non-government organization, whose main objective is to organize bloodletting events to provide immediate, safe & FREE blood supply to needy hospital patients. This is in coordination with the heads of the blood bank of more than 15 reputable partner hospitals. For 20 years, our advocacy of saving lives is also ingraining in the Filipino consciousness the importance of preparedness, as a Way of Life.



- B. EARTHREACT (Earth Recovery Action)**, a non-profit environmental organization founded in 2020 and committed to the propagation of native trees for reforestation and climate action in the City of San Jose del Monte (CSJDM), Bulacan, including the development of a Carbon Forest, which requires sustained efforts in tree planting and tree nurturing.



- C. Philippine Red Cross (PRC)**, a premier humanitarian organization in the country, committed to provide quality life-saving services that protect the life and dignity especially of indigent Filipinos in vulnerable situations. The PRC plays a crucial role in disaster preparedness, response, and recovery efforts. They train volunteers, develop emergency response plans, and work with local communities to build resilience to disasters.



- D. Down Syndrome Association of the Philippines Inc. (DSAPI)** is a non-profit organization dedicated to supporting families and individuals affected by Down syndrome. Founded in 1991, DSAPI provides a platform for parents to connect, share experiences, and access resources related to Down syndrome, including genetic counseling and special needs education. They also advocate for the rights and inclusion of people with Down syndrome in the Philippines.