Training Report

Capacity Building for Community-Based ESD

Education for Sustainable Development

April 23-26, 2019; Rumah Highlands Hotel, Nivel Hills, Lahug, Cebu City, Cebu Philippines 6000

This is a joint project of UNESCO Japan and UNESCO Bangkok in partnership with University of San Jose- Recoletos College of Education and co-assisted by the following universities: Cebu Normal University, Cebu Technological University and Philippine Normal University- Visayas

Prepared by:

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Prof. Ionell Jay Terogo, Documentation Manager
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PROGRAM AND REGISTRATION

After consultation with the ESD Fellows seconded by Resource Person Dr. Roberto Guevara, here is the program for the four-day Capacity Building for Community-Based ESD. Also, here is the list of registered participants of the event.

**Program**

### Programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1 (April 23, 2019; Tuesday)</strong> REFLECT</td>
<td></td>
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</tr>
<tr>
<td>8:00 A.M.</td>
<td>Registration and Settling Down</td>
<td>USJ-R Team</td>
</tr>
<tr>
<td>10:00 A.M.</td>
<td>Opening Program *Prayer and National Anthem</td>
<td>USJ-R Team</td>
</tr>
<tr>
<td>10:15 A.M.</td>
<td>Welcome Address</td>
<td>Rev. Fr. Leo G. Alaras, OAR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vice-President for Academics USJ-R</td>
</tr>
<tr>
<td>10:25 A.M.</td>
<td>Introduction to the Project</td>
<td>Dr. Jestoni P. Babia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean, USJ-R College of Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UNESCO ESD Fellow</td>
</tr>
<tr>
<td>10:15 A.M.</td>
<td>Introductory Activity *Creative Acknowledgment of Participants</td>
<td>ESD Facilitators</td>
</tr>
<tr>
<td>11:00 A.M.</td>
<td>Session 1: Overview of the ESD Concepts, Principles, and History</td>
<td>Dr. Jose Roberto Guevara</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professor, RMIT University School of Global, Urban, and Social Studies</td>
</tr>
<tr>
<td>11:30 A.M.</td>
<td>Session 2: Sharing of “Best Practices of Community Extensions in the Locality”</td>
<td>Dr. Jestoni P. Babia</td>
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<tr>
<td>12:30 P.M.</td>
<td>Lunch Break</td>
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<tr>
<td>1:30 P.M.</td>
<td>Session 3: Presentation of “Best Practices” per Institution</td>
<td>ESD Facilitators</td>
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<tr>
<td>3:00 P.M.</td>
<td>Coffee Break</td>
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<tr>
<td>3:15 P.M.</td>
<td>Continuation of Session 3: Presentation of “Best Practices” per Institution</td>
<td>ESD Facilitators</td>
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<tr>
<td>4:30 P.M.</td>
<td>Session 4: Deepening Activity on Action Principles and ESD Framework</td>
<td>Dr. Jose Roberto Guevara</td>
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<tr>
<td>7:00 P.M.</td>
<td>Dinner and Night Socials</td>
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<tr>
<td><strong>Day 2 (April 24, 2019; Wednesday)</strong> SHARE</td>
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<tr>
<td>7:45 A.M.</td>
<td>Registration</td>
<td>USJ-R Team</td>
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<tr>
<td>8:00 A.M.</td>
<td>Preliminaries *Prayer, Recap, Icebreaker, Insights</td>
<td>Participants Team 1</td>
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<tr>
<td>8:15 A.M.</td>
<td>Kahoot Activity</td>
<td>ESD Facilitators</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Speaker</td>
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<tr>
<td>8:30 A.M.</td>
<td>Session 5: Summary of Effective Community-Based Tools</td>
<td>Dr. Anna Santillana</td>
</tr>
<tr>
<td>10:00 A.M.</td>
<td>Coffee Break</td>
<td></td>
</tr>
<tr>
<td>10:15 A.M.</td>
<td>Session 6: Principles of ESD and Teaching and Learning Application</td>
<td>Dr. Jose Roberto Guevara</td>
</tr>
<tr>
<td>12:00 P.M.</td>
<td>Lunch Break</td>
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<tr>
<td>1:00 P.M.</td>
<td>Session 7: Reflection Activity Community-Based ESD's Contribution - What Kind of Education Do We Need for the World We Want in the Future</td>
<td>Dr. Jennifer Paño</td>
</tr>
<tr>
<td>2:30 P.M.</td>
<td>Coffee Break</td>
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<tr>
<td>2:45 P.M.</td>
<td>Session 8: Community-Based ESD - The Action Principles as a Community-Based ESD Analytical Framework</td>
<td>Dr. Ethel Abao</td>
</tr>
<tr>
<td>3:45 P.M.</td>
<td>Session 9: Needs Assessment</td>
<td>Dr. Jestoni P. Babia</td>
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<tr>
<td>5:00 P.M.</td>
<td>End of Day 2</td>
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**Day 3 (April 25, 2019; Thursday)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Speaker</th>
<th>Institutional Affiliation</th>
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</thead>
<tbody>
<tr>
<td>8:00 A.M.</td>
<td>Field/Community Visit to Argao, Cebu</td>
<td>Dr. Lynette Matea Camello</td>
<td>ESD Director, CTU-Argao</td>
</tr>
<tr>
<td>5:00 P.M.</td>
<td>Back to Cebu City</td>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Speaker</th>
<th>Institutional Affiliation</th>
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<tbody>
<tr>
<td>8:00 A.M.</td>
<td>Registration</td>
<td>USJ-R Team</td>
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<tr>
<td>8:15 A.M.</td>
<td>Preliminaries</td>
<td>Participants Team 2</td>
<td></td>
</tr>
<tr>
<td><em>Prayer, Recap, Icebreaker, Insights</em></td>
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</tr>
<tr>
<td>8:30 A.M.</td>
<td>Kahoot Activity</td>
<td>ESD Facilitators</td>
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</tr>
<tr>
<td>9:00 A.M.</td>
<td>Session 10: Debriefing by School and Revisiting of Plans</td>
<td>Dr. Jose Roberto Guevara</td>
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</tr>
<tr>
<td>9:45 A.M.</td>
<td>Session 11: Sharing of Insights on ESD</td>
<td>Dr. Jose Roberto Guevara</td>
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<tr>
<td>10:45 A.M.</td>
<td>Coffee Break</td>
<td></td>
<td></td>
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<tr>
<td>11:00 A.M.</td>
<td>Session 12: Plan Making Integrating ESD Concepts and Principles</td>
<td>Dr. Jestoni P. Babia</td>
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</tr>
<tr>
<td>12:00 P.M.</td>
<td>Lunch Break</td>
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<tr>
<td>1:00 P.M.</td>
<td>Session 13: Sharing of Revised Preliminary Plan and Consolidation of ESD Concepts</td>
<td>ESD Facilitators</td>
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<tr>
<td>2:00 P.M.</td>
<td>Closing Ceremony</td>
<td>USJ-R Team</td>
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<tr>
<td><em>Sharing of Commitment</em></td>
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<tr>
<td><em>Acknowledgment of Speakers</em></td>
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<tr>
<td><em>Giving of Certificates to Participants</em></td>
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<tr>
<td><em>Photo Ops</em></td>
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</tr>
<tr>
<td>3:00 P.M.</td>
<td>Home Sweet Home</td>
<td></td>
<td></td>
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### List of Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Contact Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aparente, Maria Elena A.</td>
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<td>09053569474</td>
<td><a href="mailto:ellen.ctu08@gmail.com">ellen.ctu08@gmail.com</a></td>
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<tr>
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<tr>
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<tr>
<td>Calojar, Adelyn S.</td>
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<tr>
<td>Calo, Jinger E.</td>
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</tr>
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<tr>
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<tr>
<td>Chua, Liza L.</td>
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</tr>
<tr>
<td>Concepcion, Jorelyn P.</td>
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</tr>
<tr>
<td>Costan, Emily C.</td>
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<tr>
<td>Coyoca, John Nicko M.</td>
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<td><a href="mailto:joanzacatalina@yahoo.com.ph">joanzacatalina@yahoo.com.ph</a></td>
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<tr>
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<tr>
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<tr>
<td>Navarro, Tizza Marie M.</td>
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<td>09777115763</td>
<td><a href="mailto:tizzanavarro@yahoo.com">tizzanavarro@yahoo.com</a></td>
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<tr>
<td>Pano, Jennifer D.</td>
<td>Cebu Normal University</td>
<td>09329569421</td>
<td><a href="mailto:jenniferpano571@gmail.com">jenniferpano571@gmail.com</a></td>
</tr>
<tr>
<td>Raganas, Jennifer C.</td>
<td>University of San Jose-Recoletos</td>
<td>4159500 loc 260</td>
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<tr>
<td>Remo, Mariel H.</td>
<td>CTU-Arango Campus</td>
<td>09334517166</td>
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<td>Santillana, Anna Liza G.</td>
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<td>09293394348</td>
<td><a href="mailto:santillana.aig@nu.edu.ph">santillana.aig@nu.edu.ph</a></td>
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<tr>
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<tr>
<td>Villaluz, Geraldine D. RSCI</td>
<td>University of San Carlos</td>
<td>09237014745</td>
<td><a href="mailto:guvillaluz2009@gmail.com">guvillaluz2009@gmail.com</a></td>
</tr>
<tr>
<td>Visitacion, Jacqueline B.</td>
<td>University of San Jose-Recoletos</td>
<td>4179500 loc 260</td>
<td></td>
</tr>
</tbody>
</table>
The Capacity Building for Community-Based ESD is led by UNESCO Bangkok Asia and Pacific Regional Bureau for Education and the University of San Jose – Recoletos Cebu College of Education and funded by UNESCO Japan. This is in cooperation with Cebu Technological University, Philippine Normal University – Visayas, and Cebu Normal University. The four-day session aims to convene community enablers from universities and educational organizations to capacitate them to develop ESD-centered community-based programs directed to students and to the community beneficiaries they are serving. The event was held last April 23-26, 2019 at Rumah Highlands Hotel, Lahug, Cebu City. It was attended by around 20 participants from eight (8) participating institutions.

Day 1 (April 23, 2019; Tuesday)

Day 1: Reflect
Objective: To reflect on the participant’s key experiences and consolidate their understanding of the key concepts that inform and advance community-based ESD.

Day 1 of the Capacity Building for Community-Based ESD started with an Opening Program led by the USJ-R team. To welcome the participants, USJ-R Vice President for Academics Fr. Leo G. Alaras shared the university’s efforts on ESD long before USJ-R became a partner institution of UNESCO on such initiatives. He is proud that USJ-R is constantly on the loop towards global movement especially on sustainability efforts which is part of the Recolletó mission statements. Country Program Manager of this event and the Dean of USJ-R College and Graduate School of Education Dr. Jestoni P. Babia introduced to the body how the project was conceptualized. The Capacity Building which is happening at the moment, started when his proposal for Community-based ESD in Asia Pacific won in a grant call, funded by UNESCO Japan in partnership with UNESCO Bangkok. He included the ESD fellows in the loop as he visions out that it would be a great start for more ESD-based advocacies and activities if there will be meaningful collaborations with them, to begin with.

He also added that the group worked on a module entitled “Education for Sustainable Development in Teacher Education in South East Asia” which is a guide to teacher education institutions on the inclusion and integration of ESD in the curriculum and instruction. Dr. Babia then went on to join in ESD meetings and discussions in Japan and Bangkok in 2018 and met all other colleagues who are into sustainability efforts. After having a go signal from UNESCO Bangkok and UNESCO Japan, this project came into fruition – which is a year-long effort to really train, implement, follow up, visit, evaluation, and revise the ESD-based programs the participants will be creating in accordance to principles and frameworks to be discussed. The Philippine ESD fellows gathered to become the facilitators of the four-day training. The group also invited Dr. Jose Roberto Guevara, a professor of RMIT University Australia School of Global, Urban, and Social Studies. They met him in their meeting in Bangkok last 2017 and is a Filipino scientist and educator whose efforts in sustainability are recognized by the Australian university and UNESCO in the pacific region.
During the entire course of the training, the participants will be guided by the facilitators with the help of the modules which were prepared for the event. The entire training framework is listed in themes – Day 1 Reflect, Day 2 Share, Day 3 Field Visit, and Day 4 Act. Dr. Babia discussed that while the entire training is arranged in this manner, the participants will be able to realize its importance in the process of planning and implementing ESD-focused programs in the communities they serve, too.

The morning session was interesting with the creative introductions of participants. The participants from each institution were asked to introduce their names then use the first letters of their names or of their institution to recognize the communities that they serve. This will become a basis of the facilitators to know about the participants and the stories of their communities. Cebu Normal University (CNU) highlighted their Medellin Campus extension programs particularly on farming and poultry. University of San Jose – Recoletos (USJ-R) used the similarity of their names – the letter J – to describe their various community extensions. Cebu Technological University (CTU) introduced very early their advocacy in Argao Campus on hablon (cloth) weaving by local mothers with Nanay Jima as participant and a weaving trainer herself. Department of Education Cebu City Division (DepEd), Philippine Normal University-Visayas (PNU-V), University of Cebu (UC), University of the Visayas (UV) and University of San Carlos (USC) also had their shares of...
introductions to the group. Sir Robbie used these introductions to make the participants aware of what ESD is. CNU talking about the hacienda in Medellin relates with history as ESD roots itself from history to lead it to where it should be now. USJ-R was able to get a commonality among themselves which is a primal factor in ESD, too. CTU was able to identify its strength and focus which an ESD community enable must also do during project planning and implementation. DepEd zeroed in on its mission being a learner-centered institution which is also one of the goals in ESD – for the children. PNU-V shared its coastal life and how it helped fishermen create a name for themselves in which ESD has to make ripples and waves of change slowly but surely. UC campaigned for its extension service summarized as CARES which is also what ESD is about – to care for the environment, society, and economy. UV did sign language during its introduction which is a view of inclusivity and which ESD is also fighting for. USC reached out to a community far from its home which ESD also advocates for – reaching out to a less-fortunate community. Sir Robbie then was able to weave all these in his first talk and made the participants realize that ESD has been there all along; we just had a name for it now with better focus and direction.

The first day of the Capacity Building Training is dedicated to the Overview of ESD Concepts, Principles and History, Sharing of Best Practices, and a Deepening Activity on Action Principles and ESD Framework. The sessions of Day 1 aim to give an overview of ESD in detail, to allow participants to share best practices in community extension, and reflect on the action principles and ESD framework in consonance to their best practices. This will all be discussed in detail in the next paragraphs.
Session 1: Overview of the ESD Concepts, Principles and History

Duration of the session: 30 minutes

*Learning Objectives:* By the end of the session, the learners will have gained a basic understanding of the concepts, principles and history of ESD

*Methodology:* Lecture

*Contents:* Presentation by Dr. Jose Roberto Guevara

Link to the presentation file or teaching material used:
https://drive.google.com/drive/folders/1Gv1pqxmGLzrKpyStz8rGWDK6VZ403Di?fbclid=IwAR2n-mKAK2EiXOfmBg1AbzMAT-vV3yElzDXxAN-1kEZkdGG5qsdP2M_ql

Just like discussed earlier in the previous paragraphs, Dr. Guevara had been able to connect the responses of the participants in the creative introductions to discuss the overview of ESD concepts, principles, and history. As a reflection point, he also shared what he had gone through – from being a secondary science teacher, to theater actor/crew, to university instructor, to non-government officer – in lieu of how ESD also established itself as a concept and a field of its own. In history, ESD started as a plain idea in 1972 during the UN Conference on Human Environment in Sweden wherein people convened to talk about environmental issues and how humans affected the planet. The participants were able to relate with the Education for All movement in the 90’s and the Millennium Development Goals in 2000’s because these have been the bases of reforms and policies in the education field not knowing that ESD has been lurking in these legalities. Up to the present, ESD forms itself under the banner of the 17 Sustainable Development Goals which the United Nations through UNESCO have established. Also, ESD has three components under its umbrella – environmental, social, and economic. All three components must be thought side by side when trying to create a holistic ESD-based program for the community.

Day 1 of Capacity Building on ESD with Dr. Robbie Guevara of RMIT University
Dr. Babia presented the guidelines for the presentation of outputs guided by the following questions:

1. **What is the overall profile of the community extension work of your institutions? VMGO? Etc.**
2. **What are the best practices of your institutions in relation to community extension?**
3. **Why are they considered best practices?**

While the activity asks the participants to share their community extensions’ best practices, the task was to make participants reflect as to how they have incorporated ESD concepts and principles even before getting a good grasp of it. The facilitators dedicated the entire lunch break until 2:00 P.M. for the preparation of their presentations.

At 2:00 P.M., the institutions were asked to present individually their best practices on community extensions. The facilitators listened and gave questions and comments on how these institutions implemented the projects hopefully in line with ESD practices. Other participants were also very active in giving their comments and even suggestions to the implementation of such projects.

- PNU-V had its fishing community in Cadiz City as its main beneficiary for extension. With sustainability in mind, they taught the fishermen and their respective families livelihood programs aside from fishing, remedial school work for the children, and in the near future financial literacy and forming a cooperative. The students in the university were even asked...
to take part in the local rehabilitation of the community by planting mangroves and clearing the swamp lands for the fisher folks. Dr. Santillana then concluded that what they are doing is a sort of community organizing which is not quite an easy endeavor as a participant from CNU commented but a very sustainable and relevant extension work to commit to.

- USJ-R through its Institute of Non-Formal Education and Community Outreach Program (INFECOP) highlighted its decade-long extension with the female inmates in Cebu Provincial Detention and Rehabilitation Center (CPDRC). For most of the time, INFECOP organizes visits with members of the Josenian community to the jail center and hold programs and events during special occasions (Christmas and Valentine’s Day). Recently, the INFECOP with the collaboration of the skills and competencies of the College of Commerce of the university instituted a livelihood project for the inmates – a bakery – which the female wards prepared for themselves from scratch. From capital sharing, asset building, marketing, building of business, continuous progress, to budgeting and earning – all of these done by the beneficiaries after training. Another program is the Win on Waste Program which has been a staple of the university since early 2010’s. At present, the INFECOP is extending its services to encouraging communities in and out of the university and the Recollect establishments to visit the Recoletos Eco Park to reach 75,000 trees come 2022 in USJ-R’s 75th anniversary. Some comments and questions raised to Mam Joanna of USJ-R INFECOP were on how to make the bakery sustainable knowing that beneficiaries are transient and on the economic side of the WOW program/Recoletos Eco Park.

- USC Community Extension Services (CES) of the School of Education focused on its outreach to the indigenous community in Agusan del Sur. CES since the late 1990’s held one-time events to the rural community in Agusan del Sur with different levels of people given emphasis – mothers, children, livelihood workers, and stakeholders. Recently, they had a small Day Care Center which they created as an offshoot of their study in Early Childhood Care and Development (ECCD) and a combination study of the cultures and ways of the community under its priority program in the college – Culture and Arts Education. Sister Geraldine, one of the major workers of the program since its conception said that USC is very thankful with the SVD and SPIC communities (both religious communities affiliated with USC) for the generosity and support they have granted for years that is why the program has been sustained until the present. Future directions would be the training of the day care officials, teachers, and caretakers on creating materials for teaching and learning in the local language. Questions raised were on student involvement, success markers, language to use when in contact with the community, and other stakeholders. The team was pleased with the comments garnered.

- CTU Extension Program discussed Project Paglaum and emphasized Argao community’s activities. CTU was impressive in its hablon (weaving) program in which no matter how early it started has already created a great impact. The team presented the project in terms of its effects socially (livelihood for women), economically (income generating), environmentally (lessening of trash, not much waste procured by the livelihood program), and even educationally (teaching BSEd-TLE majors to make hablon as well). The program also has procured Digital Fabrication materials with the registration under DTI and DOLE and has thought about making a cooperative and a full-blown business about the program.
Questions raised were on employment, legal issues and implications, and the business being out of the auspices of CTU. Best practice which is commended by the body is the support of the local government (the mayor himself) on the project. The hablon products will also be used as uniform cloths of the employees of CTU in the entire province of Cebu.

- CNU College of Teacher Education representatives shared the extension thrusts of their college: poverty reduction, out-of-school youth, health promotion, biodiversity, and EHELP, a technology-based service. Best practices of CNU in terms of extension are established activities per college/department, COPAR framework – communication, participation, activity, and research, proposal training and submission, and social workers’ capability training. What the presenters shared as a challenge is students’ participation as a notarized waiver is needed. Also, community involvement is a challenge as local officials and government offices must be tapped first of their approval.

- DepEd Cebu City Division teachers identified that the agency already has its programs set for the school year so what they can do is to be of help in the effective implementation such as in early enrolment endorsement, Brigada Eskwela, water break habit, and elementary nutrition interventions. In Mabolo Elementary School went beyond those programs by creating an after-school program with the recycling of a dilapidated bus and making it to a learning resource center. The learning center is visited by educators and other schools as a model for extension programs especially with the effective partnership of stakeholders, rationale for students of competing with external factors such as internet cafes, and with the inclusion of Apple computers and applications for self-learning. Questions were about the need for external resources perhaps get to contact Zonta or Rotary Club, proper utilization of money, and doing an action research. Another concern was on the willingness of teachers, especially those beyond 40, to be part of these programs. The joke “beyond 40” started here as some participants reacted that not all senior teachers are like that.

- UC Community Awareness, Relations, and Extension Services (CARES)’ best practices went with the focus on caring for people, as their office name suggests. Their programs are very participatory in nature and involves everyone in the process – planning, implementation, and evaluation. Certain interventions to non-participatory people are given relevance but still could not deal a 100% certainty for them to work. Questions raised were on the process of choosing communities for beneficiaries and the connection of CWTS to community extension projects.

- University of the Visayas College of Education confessed that they can only talk about it in college level as their school’s HEART program is managed by someone else. Despite this, the representatives were able to present their literacy program in the nearby community Barangay Kamagayan. Their best practices are on allowing students to build initiative by organizing the project themselves and on asking support from alumni who are still active with such extension programs. They are aware that students will need more training on needs analysis, skills transfer, and community enabling as they do such activities with less supervision. That is why this program is an eye opener and an opportunity for UV to improve their community extension.
Session 4: Deepening Activity on Action Principles and ESD Framework

Duration of the session: 30 minutes

Learning Objectives: By the end of the session, the participants will be able to reflect and deepen ESD’s action principles and framework in relation to the best practices of their community outreach programs

Methodology: Lecture and Sharing

Contents: Dr. Robbie Guevara

Link to the presentation file or teaching material used:
https://drive.google.com/drive/folders/1Gv1pqxmGl2rKPyStz8rGWDK6VZ403D?fbclid=IwAR2nmKak2EiXOfmBgzMAT-vV3yElzDxAN-1kEZzdGGSqsdP2M_qI

After all the Best Practices presentations, Dr. Guevara gave bullet points to ponder for reflection – as the outcome of the day is to reflect: (1) how to network, (2) start small, (3) thinking always about sustainability, and (4) welfare of beneficiaries. Also, he shared about a technique which they will be doing as a qualitative method in research – Most Significant Change (MSC). He then told the participants that the next day will be on community enabling through community-based tools, teaching-learning ESD application, and needs assessment.

A debriefing with the facilitators was led by Dr. Guevara to lead the group with Day 2 and review on logistics and needs for the days to come.

At 7:00 P.M., the participants were presented a night of socials and dancing by the Adelante Dance Troupe and youth beneficiaries of USJ-R. Visayan songs, dances, and acting filled the night. At the end of the 30-minute show, the participants were brought to the dance floor to dance to the “I Love Cebu” song.
Debriefing of facilitators and preparation for Day 2-4 led by Sir Robbie

Participants danced with the USJ-R beneficiary children during the cultural night
Day 2: Share
Objective: To continue to develop the participant’s capacity as ESD Facilitators vis-a-vis (a) enhancing their own ESD practice and (b) sharing with other community educators/extension workers and the local community their understandings of ESD, drawing on the insights from Module Reflect.

SHARE

Day 2 of the Capacity Building for Community-Based ESD started with the Management of Learning (MOL) team led by CTU and USC – prayer, recap, and insights. Then, Dr. Babia led the Kahoot game of 10 questions Odd Man Out. The top 3 winners won a hablon each sponsored by Mam Lynnette of CTU. Sir Robbie then presented the key questions for the day: How would the understanding of ESD and the concepts acquired yesterday to start a learning process in one’s community? What are some of the effective approaches for sharing this understanding with others? How would you conduct monitoring and evaluation to improve and sustain the practice?

Share

Session 5: Summary of Effective Community-Based Tools

Duration of the session: 1:30 minutes
Learning Objectives: By the end of the session, the participants will be able to identify the various community-based tools, which are effective for sharing and learning delivery.
Methodology: Cooperative Learning Activity, Think-pair share
Contents: Dr. Anna Santillana
Link to the presentation file or teaching material used: https://drive.google.com/drive/folders/1nXtJQLD0yb7oWDwdC4cuAHJt_OPdzx7?fbclid=IwAR2nmKAg2EiXOfmBg1AbzMAT-vV3yElzDXxAN-1kEZzkjGGSqjsdP2M_qI

Dr. Santillana of PNU facilitated Session 5: Summary of Effective Community-Based Tools. Community-Based Capacity Building is defined as an important aspect of making community sustainable in itself. It is relevant because the evaluation process coupled with the implementation component helps ensure every measurable success is on sustainability. But how then can we measure success – through the tool.

The tool presented by Dr. Santillana is a very comprehensive tool which includes 10 features of focus: (1) Participation, (2) Leadership, (3) Community Structure, (4) External Supports: Funding Bodies, (5) Asking Why, (6) Obtaining Resources, (7) Skills, Knowledge, and Learning, (8)
Linking with Others, (9) Sense of Community, and (10) ESD Integration. The participants were asked to reflect on their community practices by answering the tool. Here are summaries to their answers focusing on what they can still improve:

- UC – External Supports and Participation
- USJ-R – Community Structures
- CNU – ESD Integration
- DepEd – Leadership and Community Structures
- USC – Obtaining Resources
- UV – External Supports: Funding Bodies and Skills, Knowledge and Learning
- CTU – Leadership
- PNU – ESD Integration

The participants were given a soft copy of the questionnaire as well to use the tool during their capacity building back to their organizations.

Dr. Santillana, checking the outputs using the needs analysis tool for ESD in one group

Participants brainstorming on the community-based tools that they will be utilizing
Session 6: Principles of ESD and Teaching and Learning Application

Duration of the session: 1:30 minutes

**Learning Objectives:** By the end of the session, the participants will be able to determine the principles of ESD and the teaching and learning application that can be utilized for successful ESD Integration in the communities

**Methodology:** Cooperative Learning Activity

**Contents:** Dr. Robbie Guevara

**Link to the presentation file or teaching material used:**
https://drive.google.com/drive/folders/1nXUQLD0ybW7oWDwdC4cuAHJt_OPdzx7?fbclid=IwAR2n-mKAk2EiXO5mB91AbzmMAT-vV3yElzDXzAN-1kEZxkdGGSqsdP2M_q1

Dr. Guevara, upon listening to the group’s outputs and presentation, presented the summary of gaps and priorities that every institution shall be providing attention with, in the next succeeding months. Those identified needs were presented in yesterday’s session. He further stressed that it is very essential to always look back to the idea of how ESD is contextualized for social transformation and change innovation. Below is the summary of Dr. Guevara’s presentation.

<table>
<thead>
<tr>
<th>University</th>
<th>Achievements/Gaps</th>
<th>Priority</th>
</tr>
</thead>
</table>
| UC         | - Adoption of extension as teaching  
- Reflecting on the value of longevity to support local communities  
- Politics as threat to sense of community | - Increase faculty, non-academic and student participation |
| USC - ECCE | - Local IP curriculum  
- Built capacity of Local Teachers  
- Multi-stakeholder resources contributed  
- Community youth pride | - Empower each Manobo mother to develop a BIG book  
- Partner with JPIC, and USJR give knowledge and skills |
| USJR Women’s Jail Bread/Pastry Project | Formation of community structure (self-help groups) | More participatory policy making  
Research capacity building for students and staff to support self-help groups |
| CTU - Hablon | Leadership (nearly there)  
ESD Integration (nearly there) | Development of formal and non-formal leaders  
Empowering community with knowledge and skills |
| CNU – E-HELP | 9 Areas – We are there  
10 ESD – Nearly there | Increase ESD awareness and capacity building of staff and local community |
| DepEd (E-Bus) | Noted observation: That unlike all other participants who provide support to communities, we are the recipient of community extension | No collaboration with community stakeholder  
Improve our L&T approach to increase student achievement (eg. Ipad Mini) |
<table>
<thead>
<tr>
<th>UV – Literacy Program</th>
<th>Strengthen use of EdTech Leadership Sense of community</th>
<th>External support Funding bodies to support</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNU - V</td>
<td>Less participation of faculty members in extension programs</td>
<td>Capacity-building of teachers on extension programs</td>
</tr>
</tbody>
</table>

Table 1: Summary of Achievements/ Gaps and Priorities per University

Afterwards, Dr. Guevara had a short sharing on the Principles of ESD and Teaching and Learning Application. The following principles are:

- Allows every human being to acquire knowledge, skills, values, and attitudes empowering them to contribute to sustainable development
- Entails key sustainable development issues into teaching and learning and requires innovative, participatory teaching and learning
- Grounded in rights-based approach
- Transformative education
- Relates to environment, social and economic pillars
- Encompasses formal, non-formal and informal education
- Aligned with Global Action Program

Then Dr. Guevara discussed major elements of a good community-based ESD training such as: holistic, ownership based, participatory, empowering and partnership. All these elements are essential in the conduct of the training success. The illustration is presented below:
Dr. Paño of CNU facilitated this reflective session which is kind of related to ESD for Pre-service teachers’ module. This session makes the participants realize the value of having a kind of education which is ESD related and therefore the community extensions the organizations do must also be reflected in their instructional practices. A big question for the session was “What was the desired change of the identified community change initiative?” With this, teams were asked to do the Triptych activity. The manila paper is divided into three columns: column A (situation that motivated the change initiative), column B (desired change of initiative), and column C (long-term vision of the community). They were encouraged to be creative in their triptychs and be ready for presentation and reporting.

- CTU went on with their hablon extension program and discussed its change initiatives. What motivated them are the hablon weavers themselves and how they can continue the culture and the livelihood these women bring to Argao. Aside from these, the need to upgrade technical skills, proportionate compensation, better working environment – physical space, and maintenance with the desire for SSS membership of these weavers motivate them to make this drive a sustainable one. Therefore, the desired change is an equitable labor practice and an efficient production of hablon. Long term vision of the project is continuous livelihood, social entrepreneurship, and a sustainable Argao using resources from the locality.

- DepEd’s E-bus was highlighted and used a bus illustration to share the change initiative. What motivated DepEd is its vision for quality and inclusive education for all along with concerns on high dropout rates, lack of facilities and resources, and quality and proficiency of teachers. The desired changes are to be moved by the wheels of collaboration and shared values. With all these considered, DepEd longs for a strong partnership with government and business sectors, a sustainable community structure, and a greater achievement of academic outcomes.

- UC illustrated pencils and erasers in their triptych to represent a cycle of refinement and revision along the process. The project highlighted is named as TAHAL (Tutorial and Holistically Attitudinized Learning) in which tahal is Cebuano for ‘sharpen’, thus the illustration. What motivated them on the TAHAL initiative is their desire to help the neighboring elementary schools especially with their poor academic performance while at the same time this could become an opportunity for the pre-service teachers to hone their pedagogical skills. The desired change is at least a satisfactory result in the National Achievement Test which is an objective measurement of success. While doing this long term, UC College of Teacher Education envisions a greater spirit of volunteerism, enhanced academic performance in both the beneficiaries and the pre-service teachers in the college, and a better attitude towards giving help towards the needy.
USJ-R on the other hand looked at the greater scheme of INFECOP and not just on one project currently undergone by the office. What motivates INFECOP are a Catholic-driven and purposeful life for everyone and poverty reduction among members of the beneficiary communities. The desired change will bring for an enriched set of knowledge, skills, attitudes, and values not just to the beneficiaries but to the Recollect community serving. A long-term vision of entrepreneurial ability among the beneficiaries plus a sustainable livelihood program which can be replicated to other future beneficiaries are envisioned.

CNU looked at the triptych activity as a way to bring all colleges together in one heart, thus the illustration. The motivations towards the initiated projects are again reflected in their unified themes: EHELP (Environment, Health, Empowered Communities, Low Literary Level, and Poverty Reduction). Their desired change is shown through disaster risk trainings, entrepreneurship capacity building, livelihood trainings, peace education, health care education, and sharing expertise among one another. The long term goal is not a destination but rather an empowering adventure which will likely help achieve economic, environmental, and social progress.

UV focused on its literacy program in Barangay Kamagayan with its motivation for change towards the needs of its children and parent beneficiaries including those with special needs. Their desired changes are values integration, technology training, and entrepreneurship for funding of the project (for children school age), livelihood trainings like cosmetology and sewing (mothers) and carpentry (fathers), arts and music literacy and access to medical resources and assessment (for children with special needs). Long term vision would be for the children beneficiaries to have a scholarship and parents to have a sustainable job while inviting other community beneficiaries.
While sharing, the facilitators gave suggestions as to how to improve or redirect their change initiatives for the better. For example, USJ-R was encouraged to be more project-specific and replicate such procedure to other projects with other persons in-charge in the university. UV was asked to go bigger with their motivation and perhaps relate it with the university and/or college’s vision/mission and goals. USC on the other hand was not able to complete the entire task but was able to share that their desired change was to incorporate that sense of community to students while imbibing ESD practices so that the school community will be an important stakeholder in their project with Agusan. The participants took notes and were told to continue what they started in the planning and ESD integration during Day 3 and 4 of the training.

### Session 8: Community-Based ESD – The Action Principles as a Community-Based ESD Analytical Framework

**Duration of the session:** 1:30 minutes  
**Learning Objectives:** By the end of the session, the participants will be able to discuss the action principles in ESD and how will this relate to their community outreach practices.  
**Methodology:** Round robin technique  
**Contents:** Dr. Jennifer Pano  
**Link to the presentation file or teaching material used:**  
https://drive.google.com/drive/folders/1nXuQLD0ybw7oWDwdC4cuAHJt_OPdzx7?fbclid=IwAR2nmKAk2EiXOjfmBg1AbzMAT-vV3yElzDXxAN-1kEZzdGGSgsdp2M_ql
Dr. Abao of CNU had an interactive talk on Action Principles which also became a review of all things discussed until Session 1. This was done through sharing type of task and round robin technique. As an activity, the participants were asked to be in new groups to discuss the action principles through these questions:
A. What actions were identified to address the identified community problem?
B. Who else was involved in conducting the listed activities? How were the other stakeholders motivated to participate?
C. What measures were taken to develop the capacities needed by the key actors?
D. How were the identified actions of the change process related to other current community initiatives?
E. Was the community initiative sustained? If yes, how?
F. Aside from the intended change, what were the other aspects of the community that you think may have been affected by the initiative?

The team was gathered again for Dr. Abao’s short talk on Action Principles while relating the previous topics on ESD principles. The gist of her talk centered on the use of the questions above to help in taking action towards a planned ESD-based community initiative.

Session 9: Needs Assessment

Duration of the session: 30 minutes
Learning Objectives: *By the end of the session, the participants will be able to conduct needs-based assessment anchored on the priorities and gaps that they experienced in the implementation of the community outreach initiatives*
Methodology: Lecture and Assignment
Contents: Dr. Jestoni P. Babia
Link to the presentation file or teaching material used: [https://drive.google.com/drive/folders/1nXtoQLD0ybw7oWdwcCuAHtj_OPDxz7?fbclid=IwAR2n-mK8k2EiXOJmBq1AbzMAT-vV3yElzDxAN-1kEzSddGGSqjQsP2M_q1](https://drive.google.com/drive/folders/1nXtoQLD0ybw7oWdwcCuAHtj_OPDxz7?fbclid=IwAR2n-mK8k2EiXOJmBq1AbzMAT-vV3yElzDxAN-1kEzSddGGSqjQsP2M_q1)

This session was shortly facilitated by Dr. Babia and at the same time, gave a wrap-up session on what happened during the day. The needs assessment was based on the framework that he created in relation to what came out from the entire session. The session should have looked back on how the participants contextualized ESD using...
the community-based capacity building tools. Then, the participants identified the gaps, priority and capacity-building approaches. From there, the participants will begin to envision ESD vis-a-vis societal and educational transformation, reflective of their change initiatives and motivation for change. Once the vision is build up, then the participants will identify the community and university needs, specifying the following components: (1) Objectives, (2) Strategies in Integrating ESD, (3) Activities, with whom, (4) support/resources needed and (5) timeline. The activity conducted was in a form of an assignment.
I. **Objectives:**
The field or community visit activity aims to:

a. immerse all participants to the community of Argao;

b. be acquainted with all the practices of the various communities based on the diverse economic and social activities of the people in Argao Province;

c. converse with the local people (city mayor, habloneras, torta owner, and tableya owner) about the flourishing industry and sustainable programs in the community.

d. reflect on the current realities and challenges of Argao people in terms of economical, environmental, cultural and political aspects of community development.

Facilitated by: Dr. Lynette Camello

Link to the activity:
https://drive.google.com/drive/folders/13sXmA2PeUxd3DQMUsmgdFpxwFFmeLZDj?fbclid=IwAR0lctWmjO_dxK0eD_lndwfu_ozguW9KxwOUdHUuQzoexvbMzGDp-i24

II. **Programme or Series of Activities**

-The activities set both by the CTU-Argao and the local government of Argao were coordinated well by Dr. Lynnette Matea S. Camello, the ESD Director of the Cebu Technological University-Argao Campus. She arranged the schedules of personnel involved in the field visit from the city mayor to the habloneras and torta and tableya owners. Per destination of the group were planned accordingly by the team. The following were the destinations:

A. THE CABECERA de ARGAO

B. THE ORIGINAL HABLONERAS

C. THE CTU HABLONERAS

D. THE GUILANG’s TABLEA

E. THE TORTA of ARGAO
III. Community Destinations

First Stop- The “Cabecera de Argao”

The first stop of the team was in the “Cabecera”. Here, it has been highlighted the historical and cultural aspects of Argao. The team was divided into two to visit the old church, the museum, and the Cabecera. The historical church of Argao is called the St. Michael Archangel Parish, which was built in 1782 and finished in 1798. This church has a good number of religious artifacts that remained until the present. The altar (retablo) of the church is still the original altar before Spanish time. Aside from the unique murals, the church still has another treasure, the Spanish era pipe organs which were built between 17th to 19th century.

Beside the church is also the “Balay Lungsod sa Argao” which is their museum where visitors can take a tour and see the antique collection of the church and its equipment during the Spanish time. They were able to
preserve the first silver altar, wooden cabinets, religious relics of saints, golden chalice and etc. For safety, the visitors and tourists coming were not allowed to take photos inside the museum.

After the museum visit, the participants went to the Casa Real to have a dialogue with the mayor of the municipality, Hon. Dr. Stanley S. Caminero. This historical place exemplifies the government building architecture with stone masonry in the first level and exclusively timber construction on the second floor. This is the oldest existing town hall in the Cebu Province, which is highly romanticized as “bahay na bato” during Spanish era. The local chief executive presented various programs to preserve the cultural heritage of the municipality. Furthermore, the mayor advocated in making his programs a sustainable one in his community. The Argawanons were made to embrace changes in order for them to be disciplined in various aspects from small industry up to individual development like the “no smoking policy” in his vicinity. Moreover, the municipal mayor had programs in mangrove preservation within seashores and for environmental purposes.

Meetup with Mayor Caminero at the Bahay na Bato in the Cabecera
The Second Stop - The Original Handloom Weaving with Manang Auring

With the second stop, the ESD Community-based Project participants were brought to the original habloneras of Argao with Manang Auring as their head. Here, the participants saw the original equipment used by the habloneras in producing cloth. It has a rigorous process and meticulous knotting of thread in order to produce the cloth. The processes were easy to observe but so difficult to be done by ordinary people. The habloneras treated everyone in the community as a family. They worked together and earned together. Each has a special task to do in order to finish the final output. They also have avid clients who buy their products and sustain their little industry and community. Majority of the handloom weavers are getting older already and plan to train their children to pass on the activity to next generations.

Based on the photos above, it is very evident that the participants were so curious on how they make it. Even with the threading process, they utilized old equipment made of bamboo still.
Third Stop- Cebu Technological University- Argao Habloneras and Community Projects

The third stop of the group was in CTU Argao were all the participants were mesmerized with their hablon products. There was a short fashion show showcasing the finished dresses and attires using the hablon cloth of the CTU habloneras. The habloneras community was already an organized community of mothers who have skills in handloom weaving. While doing their jobs, they are also earning of it. They were very proud of their products as a manifestation of their identity as Argawanon. This cloth is weaved with love and passion. The community, preserve best the Argawanon’s pride, skills and culture. It has been enhanced when the CTU-Argao also hired fashion designers to teach the habloneras on fashion designing and advanced designs in making the hablon. They were able to make a lot of products already out from the hablon cloth namely: bags, certificate holders, sarong, beach towels, pillowcases, Filipiniana attire for women, Barong for men, wallets, and many more.

These photos show the varied designs using the hablon cloth.
These are some of the creative products of CTU-Argao habloneras, which are very attractive in nature and in demand trends nowadays to both young and older ones.

**Fourth Stop- Tableya Making**

The fourth stop of the group was a visit at Guilang Tableya in Argao. The locality before was famous of its huge plantation of cacao that inspired the owner, Guilang, in starting a small business for the community to produce “sikwate” as a “painit” early in the morning. As practice by Argawanons, before heading to the farm,
they loved to drink “sikwate” paired with ripe mango and/or “puto” every morning. However, at present, the Guilang Tableya bought their cacao seeds from Davao since the community has less cacao trees anymore in the vicinity.

After the short orientation, the participants were made to taste the original and homemade tableya of Guilang’s Company. After tasting, we were oriented on the history of the establishment of the company since 1948 and grew over time and until at present. The original process of roasting the cacao seeds was made manually instead of using machines in order to maintain the high aroma effect on their products in which most buyers prefer to taste. But, they are now on the process of enhancing their packaging using papers to comply the requirements of the municipality on environmental sustainability.
After the tour, all participants bought some products to be brought at home. The price is just right on the weight of Tableya to be bought. And it has premium and classic products to choose from.

**Fifth Stop- Torta de Argao Making**

The final destination of the group was in the Torta Making of Argao’s delicacy. The Torta sa Argao is a source of pride in the place due to its sweet and tangy pastry that is considerably larger than a typical cupcake. Some basic ingredients of their delicacy are egg yolk, pork lard, sugar, salt, and fresh tuba. The tuba or fermented coconut is used in place of yeast. It is typically cooked using a native oven called hudnonan or a hot clay furnace. Some people say the Torta sa Argao is similar to the ensaymada, but the addition of its key ingredient, the tuba, gives the treat and its distinctive flavor.
IV. Reflection

With a long day visit in varied communities evolving in local community of Argao, the following are the salient remarks and reflection of the participants:

1. Argawanons were able to preserve their historical and cultural heritage during Spanish regime up to present. Their relics and church sculptures were a manifestation of the centennial and historical civilization of people in Argao.
2. The original habloneras led by Nanay Auring must be given much attention by the local government so that they can receive appropriate aid to improve their environment conducive for production.
3. The original habloneras must not think that the CTU habloneras were their competitor in terms of hablon production.
4. CTU habloneras are now well-established. Workers gain pride and self-fulfillment based on the products they produced.
5. In Guilang’s Tableya, the owner must take into consideration the health condition of his employees especially the man doing the roasting process of the cacao seeds.
6. The Tableya Company must design appropriate processes on community wellness of residents within the parameters of the roasting house most especially from smoke and fire during the roasting process.
7. Also, there should be appropriate health research on the extent of roasting the cacao seeds containing high level of carcinogens.
8. In Torta de Argao, an advanced research must also be conducted to address health issues based on the identified ingredients specifically on the level of lard used in producing the torta.
Day 4 (April 26, 2019): Friday

Day 4: Act

Objectives:
1. Reflect and share the experiences acquired by the participants during the visit in CTU-Argao
2. Create a revised Plan of Action where ESD is integrated
3. Share the revised Plan of Action to all participants

Link to the activity: https://drive.google.com/drive/u/2/folders/1Fy624HlxCHtxlqzLXjUEIkb9lLR1vzgt?fbclid=IwAR2n-mKAK2EjXOjzb1AbzMAT-vV3yElzDXxAN-1kEZzkdGGSqsdPZM_ql

The last day session began with a prayer, recap, icebreaker and sharing of insights. Then the debriefing by school including the revisiting of plans were also administered. The participants were instructed that the revised plans should be based on the identified achievement and/or gaps, priorities and capacity building approaches.

Before the session began, Dr. Camello presented the reflection questions during the field visit. Participants were given metacards and asked them to fill it in with their answers based on the following questions:

- **Blue**- Are there any parts that are not clear to your or that you want more information about?
- **Pink** - Are there any parts that you liked or appreciated?
- **Yellow**- Are there any suggestions for improvement that you wish to give for the field visit?
- **Green**- What lessons or insights from the field visit would you apply in your own community extension projects?

Generally, the participants were able to draw out insights pertaining to how rich ESD is in CTU-Argao. Based on their sharing, some parts which are not clear to them, includes the benefits of the hablonera (the weavers of hablon) such as government incentives, Social Security System (SSS) among others.
They also tackled the occupational health safety of the habloneras and the tablea makers, since the charcoal plus the cacao being cooked will produce more carbons that can cause cancer and all other related critical illnesses.

What they liked most during the visit was the interaction that they had with the habloneras in the community including their actual experiences in making the hablon. A number of them mentioned that the way how to weave the hablon is highly as intricate as it may seem. They also liked how rich the culture in Argao, and how CTU helped in maintaining and preserving the culture of the Argaoanons.

Meanwhile, the suggestions that the participants were able to draw out for improvement was that the working conditions of the habloneras must be looked into by providing them the necessary incentives being enjoyed by regular Filipino employees.

Further, the lessons and insights that they’ve learned was that, for a successful ESD integration, there should be a strong partnership with the communities and other organizations, so that all other directions in present and in the future towards a successful and meaningful ESD integration will be achieved. The culture of volunteerism must also be captured towards successful networking and partnerships.

**Session 10 and 11: Debriefing by Schools and Revisiting of Plans & Sharing of Insights in ESD**

**Duration of the session: 45 minutes**

**Learning Objectives:** By the end of the session, the participants will be able to contextualize their experiences in visiting Argao in reviewing and revisiting their own plans since the first day of the workshop.

**Methodology:** Lecture

**Contents:** Dr. Jose Roberto Guevara

Link to the presentation file or teaching material used: [https://drive.google.com/drive/u/2/folders/1Fy624HlxCHtxLqzLXjUElkb9iLR1vzgt?fbclid=IwAR2n-mKAk2EiXOfmBg1AbzMAT-vV3yElzDXxAN-1kEZzkdGG5qjsdP2M_ql](https://drive.google.com/drive/u/2/folders/1Fy624HlxCHtxLqzLXjUElkb9iLR1vzgt?fbclid=IwAR2n-mKAk2EiXOfmBg1AbzMAT-vV3yElzDXxAN-1kEZzkdGG5qjsdP2M_ql)

Dr. Guevara presented the summary of the first three days of the workshop: REFLECT-SHARE process, following examples provided for the participant’s experiences towards ESD. He further stressed that in informing the participants’ shared plan, the following approaches might be utilized:

- **Learner–centered Approach**
- **Action-oriented Learning Approach**
- **Transformative Learning Approach**

These approaches will be helpful in enhancing ESD in the communities as well as in sharing with other community educators the understanding of ESD, drawn from the module REFLECT. Further, in reflecting ESD, specifically drawn out from the participant’s experience in CTU-Argao, can be experienced based on the following cycle: **Concrete experience** (doing/having an experience); **Reflective Observation** (reviewing/reflecting on the experience) then **Abstract Conceptualization** (concluding/Learning from the experience) and **Active Experimentation** (planning/trying out what someone has learned). Then the cyclical condition continues all throughout.
Dr. Guevara also shared in his talk that the Social, Economic and Environmental aspect of ESD in CTU-Argao can be identified when the municipality founded a cooperative of coal producers who takes care of the timber land, with identified biodiversity areas, without forest denudation. However, this scenario as per Dr. Guevara, is more than that of the conceptual relationship of ESD but is more about tension and learning opportunities. He also added that CTU’s ESD component can be described as HOPE: *Holistic, Ownership-based, Participation/partnership* and *Empowering*.

Dr. Robbie also provided a very concrete yet reflective connection of CTU-Argao’s ESD implementation to that of the Action Principles of Community-based ESD.

In the previous days of the workshop, Dr. Robbie mentioned that in order for the **ESD Vision** to succeed, there should be a strong government policy that can support community-based learning. This vision must be supported with *content development, provision of resources, networking and partnership* and *capacity building tools*. With all these at hand, the action principles in community-based ESD should therefore achieve the following components: *Engaging, Enabling, Embedding, Sustaining, Transforming* and *Responding*.

Below, presents the summary of Dr. Robbie’s insights with the participant’s visit to CTU-Argao vis-a-vis the Action Principles:

- In the **Engaging** component, CTU is highly connected with the LGU Community that truly supports their community-based outreach initiatives;
- In the **Enabling** component, CTU’s main goal is for the community to learn through their hablon and other design products that will empower community engagement;
- In the **Embedding** component, CTU’s curriculum embeds the principles and practices of ESD in daily life;
- In the **Sustaining** component, where achievements are beyond short-term project timelines, CTU and LGU policies are consistent to their mission of empowering and helping communities grow financially;
- In the **Transforming** component, CTU’s strong ESD integration begins by putting and reviewing their insights learned and connect it with their future practices, and;
- In the **Responding** component, the emergence of community issues vis-a-vis its impact for sustainable development, is reflected in their local product called the hablon.
All these interrelationships with the components can be best achieved if there is a good POLICY that governs ESD success. In the context of CTU-Argao, their policies are reflective to the environmental laws and occupational health safety. Dr. Robbie, in his remarks, also added that the community-based learning in CTU was achieved due to reciprocal learning among students, staff and the community. He also stressed out that Content Development was achieved through design heritage of the hablon, while the Resources were provided by Department of Trade and Industry and the Local Government Unit. The Capacity-building was achieved through training and mentoring and the Networking and partnership was done by CTU itself.

Dr. Guevara then stressed out that based on the case study of CTU, the main challenge of the ESD practitioners in the field is not to merely embrace it but to contribute to its growth, adaptation and achievement. However, this holistic, integrated and transformative perspective has not been as easily embraced – conceptually due to disciplinary silos that reflect on how we structure our institutions and measure our achievements. Therefore, specific interventions such as extension proposal writing including baseline study, research extensions etc. can be achieved to share successful ESD stories in the community.

Dr. Guevara also summed up the Capacity building needs analysis highlighting the capacity building tools and approaches that every participant has shared. The summary of these approaches is found below:

<table>
<thead>
<tr>
<th>University</th>
<th>Achievements/Gaps</th>
<th>Priority</th>
<th>Capacity- Building Approach</th>
</tr>
</thead>
</table>
| UC         | Adoption of extension as teaching  
- Reflecting on the value of longevity to support local communities  
- Politics as threat to sense of community | Increase faculty, non-academic and student participation | Curriculum Dev Approach  
- New ESD Course  
- Extension as Teaching |
| USC         | Local IP curriculum  
- Built capacity of Local Teachers  
- Multi-stakeholder resources contributed  
- Community youth pride | Empower each Manobo mother to develop a BIG book  
- Partner with JPIC, and USJR give knowledge and skills | Develop capacity of 5 core teachers in USC, who in turn will train the local trainers |
| USJR Women’s Jail Bread/Pastry Project | Formation of community structure (self-help groups) | More participatory policy making  
Research capacity building for students and staff to support self-help groups | Organise groups to discuss about current and needed policies to support the project. Research training |
| CTU - Hablon | Leadership (nearly there)  
ESD Integration (nearly there) | Development of formal and non-formal leaders  
Empowering community with knowledge and skills | Community-based Training on  
- Org Dev (Team-building & Policy-making)  
- Financial Mgt Training  
- Entrepreneurship Training  
Extension Team Training on the same topics as above via
Table II. Capacity-building tools based on the gaps and priorities identified in Community-based ESD

<table>
<thead>
<tr>
<th>University</th>
<th>Achievements/Gaps</th>
<th>Priority</th>
<th>Capacity-building approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNU – E-HELP</td>
<td>9 Areas – We are there 10 ESD – Nearly there</td>
<td>Increase ESD awareness and capacity building of staff and local community</td>
<td>How?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- on-going mentoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Technical assistance</td>
</tr>
<tr>
<td>DepEd (E-Bus)</td>
<td>Noted observation: That unlike all other participants who provide support to communities, we are the recipient of community extension</td>
<td>No collaboration with community stakeholder</td>
<td>Invites these groups (eg church and youth) to introduce each other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improve our L&amp;T approach to increase student achievement</td>
<td>Trainings to be conducted by Apple</td>
</tr>
<tr>
<td>UV – Literary Program</td>
<td>Strengthen use of EdTech Leaders</td>
<td>External support</td>
<td>CBE – link with them to do training</td>
</tr>
<tr>
<td></td>
<td>Sense of community</td>
<td>Funding bodies to support</td>
<td>IT Training</td>
</tr>
<tr>
<td>PNU - V</td>
<td>Less participation of faculty members in extension programs</td>
<td>Capacity-building of teachers on extension programs</td>
<td>Participatory Skills Training for teachers to conduct extension</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Service learning inclusion in the curriculum</td>
</tr>
</tbody>
</table>

In the approaches presented, majority of the participants’ action is geared towards community partnerships and skills building. To achieve this, these universities should directly work together in groups that have also the same ESD vision as theirs. Training and mentoring are among the strategies that they want to build alongside with the partnerships that they will strengthen. Dr. Guevara also connected Dr. Pano’s talk on the second day on the Community-based Capacity-building analysis and vision, to the problems that the universities have identified with, in relation to their ESD-based community initiatives, and in what interventions, short and long terms goals must be done to best meet the solutions to these challenges.

**University of San Carlos College of Education**

<table>
<thead>
<tr>
<th>University</th>
<th>Achievements/Gaps</th>
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<tbody>
<tr>
<td>USC - ECCE</td>
<td>- Local IP curriculum</td>
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<td>- Built capacity of Local Teachers Multi-stakeholder resources contributed</td>
<td>- Partner with JPIC, and USJR give knowledge and skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Community youth pride</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the problem?</td>
<td>Decline of local IP culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Want to share and continue their IP culture even for the younger generation who have become globalised citizens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
<td>Create a core group of USC-SED trainers on Bloom software, multiply the skills for documenting their own stories. Empowering day care teachers in Agusan del sur and Talaandig of Malaybalay Bukidnon to create their own story books for early readers on indigenous folktales.</td>
<td>Short-term: To let the youth find out about their own cultures To be able to read the stars to indicate the local knowledge about when to plant. So the youth can hold themselves if they know their own identity.</td>
<td>Long-term: Image of peace and sustainability (Mindanao is a site of long-term conflict) Long-term vision: Weighing scale – all genders have their roles Gantanan – Environmental sustainability Soil painting – using the soil</td>
</tr>
</tbody>
</table>
**University of San Jose- Recoletos**

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<th>Achievements/Gaps</th>
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<tbody>
<tr>
<td>USJR Women's Jail Bread/Pastry Project</td>
<td>Formation of community structure (self-help groups)</td>
<td>More participatory policy making Research capacity building for students and staff to support self-help groups</td>
<td>Organise groups to discuss about current and needed policies to support the project. Research training</td>
</tr>
<tr>
<td>What is the problem being addressed? There was a livelihood program in the jail but it was not giving the inmates much to provide for their personal needs.</td>
<td>Person –centred approach Initiative: Bakeshop and operation of what has been called “Heart Bakeshop”</td>
<td>Short-term: Knowledge they gained: Graduates of senior high school Entrepreneurial skills Ethical Values Bread and pastry production Attitudes Plus their ability to become good citizens and with environmental stewardship</td>
<td>Their long-term vision: We wish to come up with a sustainable livelihood program.</td>
</tr>
</tbody>
</table>

**University of Cebu**

<table>
<thead>
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<tr>
<td>UC</td>
<td>- Adoption of extension as teaching - Reflecting on the value of longevity to support local communities - Politics as threat to sense of community</td>
<td>- Increase faculty, non-academic and student participation</td>
<td>Curriculum Dev Approach - New ESD Course - Extension as Teaching</td>
</tr>
<tr>
<td>What is the problem? Poor academic performance</td>
<td>Intervention: TAHAL Program (Tutorial and Holistically In tandem with Pare-teacher Program Agents of change: University: Deans CARES Directors Non-teaching staff Student volunteers Admin support Partner School: School principal and Dept Heads of the Schools Parents</td>
<td>Short-term aim: Consistent high level of NAT Performance</td>
<td>Long-term: UC CTE – promotion of voluntarism Our student volunteer have high academic performance Honed pedagogical skills</td>
</tr>
</tbody>
</table>
### Cebu Technological University

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<td>CTU - Hablon</td>
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<td>Community-based Training on Org Dev (Team-building &amp; Policy-making)</td>
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<td>- Technical assistance</td>
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</table>

**Original Situation:**
Dying weaving industry (2016)

**Now: Desired change of initiative**
- Equitable labor compensation
- Efficiency in production of increased productivity
- To increase their income to benefit their lives

**Change initiative:**
Hablon sa Cebu

**Long-term vision of the community:**
We hope that we will experience a sustainable source of livelihood, stable source of income.

**Long-term vision of the CTU:**
Social enterprise with CTU as marketing agent only

**Immediate needs Addressed:**
- Need for proportionate payment for complexity of output
- Need for better working environment
- Need for maintenance of tools and equipment

**Not yet:**
- Upgrade tech skills
- Design SSS membership

**Longer-term Response:**

**Operational policies:**
- Computation of wage according to minimum wage
- Variation of labor rate vis-à-vis fabric design
- Access to maintenance personnel
- Provision of water dispenser lights, electric fans, shades

### Cebu Normal University

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<td>Poverty</td>
<td>Empowering Adventures</td>
<td>Livelihood training</td>
<td>Community Vision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To empower the communities</td>
</tr>
</tbody>
</table>
## Department of Education

<table>
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<tr>
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<td>DepEd (E-Bus)</td>
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<td>Invite these groups (e.g., church and youth) to introduce each other</td>
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<tr>
<td></td>
<td></td>
<td>Improve our L&amp;T approach to increase student achievement (e.g., iPad Mini)</td>
<td>Trainings to be conducted by Apple</td>
</tr>
<tr>
<td>Approach</td>
<td><strong>Challenges:</strong> Road bumps Drop out Lack of Facilities and Resources Quality of proficiency of teachers</td>
<td><strong>Partners:</strong> (Windows of the bus) Government and business Sector Community Structure Academe</td>
<td><strong>Long term goal:</strong> Quality Education</td>
</tr>
<tr>
<td>(Wheels)</td>
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<tr>
<td>Collaboration</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Shared value</td>
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</tbody>
</table>

## University of the Visayas

<table>
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<tr>
<td>UV – Literacy Program</td>
<td>Strengthen use of EdTech Leadership Sense of community</td>
<td>External support Funding bodies to support</td>
<td>CBE – link with them to do training IT Training</td>
</tr>
<tr>
<td>HEART</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children who are out of school</td>
<td>Technology training Values integration Entrepreneurship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School ages (3-11) (12-16)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>Mothers – sewing and cosmetology Fathers - carpentry</td>
<td>Income generating (Livelihood) Products that we can sell to UV</td>
<td></td>
</tr>
<tr>
<td>Children with Special Needs (from adapted Barangay)</td>
<td>Conservatory of Music and School of Design Occupational Therapy to assess the children</td>
<td>To help with arts and music Access to assessment (resources for occupational and speech therapy and medical assessment)</td>
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</tbody>
</table>
Session 12: Plan Making Integrating ESD Concepts and Principles

Duration of the session: 45 minutes

Learning Objectives: By the end of the session, the participants will be able to present their concrete plans integrating ESD Concepts and Principles.

Methodology: Presentation
Facilitated by: Dr. Jestoni P. Babia
Link to the presentation file or teaching material used: https://drive.google.com/drive/u/2/folders/1Fy624HlxCHtxlqzLXjUElkb9jLR1vzgt?fbclid=IwAR2n-mKAK2EiXQfmg1AbzMAT-vV3yElzDXxAN-1kEZzkdGG5qsdp2M_qI

Dr. Babia, presented the session objectives that will serve as the basis for the monitoring and evaluation of plans for the next project phase. He carefully reviewed back the needs assessment analysis as basis for the formulation of the plans vis-à-vis the capacity building approaches identified from the priorities and the gaps.

He then asked the participants to fill in the desired information required in accordance with the following components: Objectives, Activities, With Whom, Resources Needed and the Timeline. Then, reports and presentations took place, followed by series of questions and meaningful discussions among the participants.
Below constitutes the report of every institution:

### GROW LIBRARIES

<table>
<thead>
<tr>
<th>OBJECTIVES:</th>
<th>WHAT: ACTIVITIES</th>
<th>WITH WHOM: WHOM TO INVOLVE &amp; WORK WITH</th>
<th>HOW: SUPPORT RESOURCES NEEDED</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development &amp; Sustainability of INDIGENOUS Culture, Environment &amp; Food Security</td>
<td>Train ECCD - Early Child Care Day Teachers - Grow Libraries</td>
<td>AGUSAN DAY CARE TEACHERS</td>
<td>Human &amp; Technical Support</td>
<td>MAY-JUNE-JULY</td>
</tr>
<tr>
<td>GROW LIBRARIES for the Community - Agusan Del Sur., Bukidnon</td>
<td>Train for BLOOM Software</td>
<td>TALAANDIG SCHOOL FOR LIVING TRADITIONS</td>
<td>Financial Support for Logistics</td>
<td></td>
</tr>
<tr>
<td>Training and Educating Teachers</td>
<td></td>
<td>SED FACULTY CORE GROUP JPIC</td>
<td>Interdisciplinary Partnerships</td>
<td></td>
</tr>
<tr>
<td>Introduce ESD in all Teacher ED courses to prepare Teachers &amp; Students to be part of being future Trainers.</td>
<td></td>
<td>NETWORK w/ UJSR on BLOOM SOFTWARE - to capacitate ECCD Teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Long Term:**

SO THE COMMUNITIES WILL BE EMPOWERED SOCIALLY, POLITICALLY, ECONOMICALLY AND SPIRITUALLY - DATU VIC SAWAY (2018)
“GINIKANAN KO, GIYA KO: A Compass of HOPE for Student-Destitute
The E-HELP Model”

Proponents: Ethel L. Abao, Jennifer Pano, Tizza Marie Navarro, Grace Malaga

Description: Parents are the first teachers and role models for their children and therefore have a strong influence on their growth, development and learning. Cognizant of their vital role, the proponents believe that they should be provided appropriate knowledge, skills and attitude to effectively perform their roles in guiding children towards holistic development. This project is a product of the two projects that are already completed the Parenting and Friend Ko. Teacher Ko, whose objective is to uplift the quality of life of their children through education.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>What Activities</th>
<th>With whom: Whom to involve and work with</th>
<th>How: Support/Resources Needed</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equip the parents with the Knowledge, skills and attitude in guiding their children towards quality life (Education, Health, Environment, Livelihood, Peace)</td>
<td>• Community Organization and Planning • Networking and Collaboration of the LGUs, Department of Education (Naga Division), Dept. of Social Welfare and Dev't., NGOs and</td>
<td>• Mayor and the Council • CNU Admin • Naga Division Superintendent • DSWD Personnel • Barangay Officials (chosen barangay) • Project Proponents • Community Leaders</td>
<td>• Financial Assistance from UNESCO •</td>
<td>June - community organization and planning of the project July - Networking with LGU and Need Assessment August - Project Launching and Orientation of the beneficiaries</td>
</tr>
<tr>
<td>Conduct training and seminars relevant to address their varied needs.</td>
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</tbody>
</table>

Mentor the parents as the program progresses
Monitor and evaluate the effectiveness of the project

International Organization
• Need Assessment
• Project Launching
• Implementation of the project
  ➢ Conduct of the Seminar and Training Workshop
• Monitoring and Evaluation

• Parents

September - Implementation of the Project
October - Monitoring and Evaluation
<table>
<thead>
<tr>
<th>Objectives</th>
<th>What: Activities</th>
<th>With Whom: Whom to involve and work with</th>
<th>How: Support/Resources Needed</th>
<th>When</th>
</tr>
</thead>
</table>
| Produce decodable and leveled books for early grade readers using thematic approach. | Training on Bloom Software in Developing Decodable and Leveled Books             | • CHED  
• USAID  
• URC  
• Global Reading Network  
• Summer Institute of Linguistics  
• DepEd  
• (COEs and CODs in Teacher Education) | • Funding Support (CHED 3M grant)  
• Human resources  
• Pedagogy Specialist  
• Technology Specialist  
• Illustrators | Vis-Min- April to October 2019  
Luzon- May to November 2019 |
| Capacitate COE and CODs in Teacher Education in developing decodable and leveled books | | | | |
| Design process learning kits on decodable and leveled books integrating ESD | Capacity-Building on Design Process Learning Kits Integrating ESD | • Ramon Aboitiz Foundation Inc. (RAFI)  
• MERALCO Foundation  
• Coalition for Better Education  
• DepEd | • Financial Support  
(NGO Funding, CHED Funding)  
• Human resource  
• Process Learning Kits  
• trainers  
• Teacher and community-writer participants | June- August 2019 |
| Field test/ validate the designed learning process kits  
Distribute learning kits for community and school use | | | | |
| Implement the Diploma in Professional Education major in ESD | Conduct of Diploma in Professional Education major in ESD | • Okayama University  
• UNESCO-Indonesia  
• (Other international partner universities- for confirmation)  
• MERALCO and RAFI?????? | • Invited International and Local Professors  
(Prof. Robbie, Dr. Fuji, SEAMEO through Dr. Ethel Agnes) | August- April 2020 |
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<th>Needs of the Community</th>
<th>Needs of the Institution</th>
<th>Strategies for ESD Integration</th>
<th>Resources</th>
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<td>1. Capacity building in contemporary weaving</td>
<td>• Capacity-building • Curriculum integration</td>
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<td>2. SSS membership</td>
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<td>3. Organizational development</td>
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<td>DTI, Great Women, Holicow, Casa Gorordo, Dexter Alazas, LGU, PTO, UP</td>
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University of Cebu

**Extension Programs of the College of Teacher Education**

1. Para – Teacher Program
2. TAHAL (Tutorial And Holistically Attitudinized Learning) Program

**Para-Teacher**

**Intended Outcomes:**
- Trained para-teachers.
- Community service-oriented students, faculty and staff able to conduct research and para-teacher training.

**Impact Indicators:**
- Increase in the level of academic performance of the children.
- Reduction of illiteracy rate in the barangay.

**TAHAL**
(Tutorial And Holistically Attitudinized Learning)

**Intended Outcomes:**
- Community service-oriented students, faculty and staff able to conduct research.
- Well-equipped Teacher Education students and faculty in productive teaching methodologies.

**Impact Indicators:**
- Increase in the adopted schools’ performance in the Division, Regional, and National Achievement Tests.

**Para-Teacher**

**Intended Outcomes:**
- Trained para-teachers.
- Community service-oriented students, faculty and staff able to conduct research and para-teacher training.

**Impact Indicators:**
- Increase in the level of academic performance of the children.
- Reduction of illiteracy rate in the barangay.

**TAHAL**
(Tutorial And Holistically Attitudinized Learning)

**Intended Outcomes:**
- Improved academic performance of pupils in the adopted schools.
- Higher ranking of the adopted schools in the DAT, RAT, and NAT.
The participants were given a Google Form of the Evaluation Sheet of the four-day capacity building training. It contains five questions in which they are asked to rate their agreement of the capacity training in terms of (1) quality of training, (2) training and coaching support, (3) deeper understanding of concepts, (4) project staff, and (5) outcomes of the training – planning and ways forward. They are also asked to give comments to express their learnings on the training. Fifteen responses were submitted and most of the results were under Strongly Agree (5) and Agree (4) – about 85% higher – which means that the respondents strongly agreed with the quality, coaching support, deeper sense, hospitality of the project staff, and the outcomes of training. Furthermore, the additional comments were filled out which would signify their engagement on the capacity building training. Some comments were on the helpfulness of the training in their work as community-enablers in their respective institutions while others gave suggestions to other institutions (i.e. suggestion on CTU Argao’s Hablon project).

Here are the details of the evaluation results:

**Evaluation Sheet - Capacity Building for Community-Based ESD**

**Overall, I found the training of high quality and useful to me as a community-enabler.**

- 14 responses (93.3%) rated 5
- 1 response (6.7%) rated 4

**Training and coaching support for the Community-Based ESD planning and implementation enable me to easily use these concepts in the present and near future.**

- 13 responses (86.7%) rated 5
- 2 responses (13.3%) rated 4
Training and coaching for ESD allowed me to grasp deeper into sustainable development goals, community enabling, and teacher education initiatives.

15 responses

Project staff effectively supported me during my capacity-building process.

15 responses
The plans that have been developed during this capacity building are of high quality and will be highly useful to community enablers and beneficiaries

15 responses

Additional Comments

- The training/workshop was comprehensive, I've learned a lot especially how to identify entrypoints in the integration.
- I learn so many things.
- I like how the activity was structured. Main highlight for me was the trip to Argao. It is a unique way of deepening our knowledge with the concepts presented.
- Kudos
- A lot was learned and shared, validated some concepts and reinforces our mission as teachers
- Iâ€™m extremely grateful to be part of such an amazing advocacy. It inspires me to be of great help to the community I belong. Furthermore, I look forward to be working with the rest of the participants of the training in building and empowering communities.
- The entire seminar was well prepared...I Commend and salute the entire team who made this possible..I have gained so much knowledge in the said seminar. It enlightened me more about how to be environmentally responsive and has given me more idea about Sustainable Development...
- The training is very helpful to me as a fresh graduate and so much lessons have been taken.
- we wish to replicate the whole training in our institution
- So much learnings from the program.
- Congratulations for the job well done, USJR team facilitators
- I suggest that CTU community service with Hablon weavers empower the women to won their own weaving materials and capacitate the weavers with management skills to manage their own weaving industry because the weaving knowledge is an indigenous knowledge owned by the women of Argao themselves but as I observe
they have ended up to be workers of the LGU and CTU. The project intervention to the women of Argao is not educationally sustainable because it does not respect indigenous knowledge rights.

• Very informative, enthusiastic facilitators and relevant and essential inputs
• I really appreciate the content, it gave me the in depth knowledge that i can't get from the internet. There should be a follow up of it that will tackle on the classroom implementation.
• I hope that there will be other trainings to boost the previous one and may it will not take too long to wait. Thank you!