

# **Community Extension and Citizenship Education of San Beda University towards SDG's**

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## **Abstract**

The critical roles of the Higher Education Institutions (HEI) towards the achievement of sustainable development signifies the need to implement Education for Sustainable Development (ESD). Opportunities in applying ESD can be accomplished in different dimensions of the school to pursue the worldwide acceptance of the Sustainable Development Goals (SDGs). This formed a question for San Beda University (SBU) to describe its practices and programs towards the achievement of ESD. In this study, the community extension and citizenship education of San Beda University were specifically examined in its Community Engagement Center (CEC) and National Service Training Program (NSTP). The study employed a framework on the *Priority Sustainable Development Goals (SDGs)* of SBU and selected key features and strategies of ESD. After a critical assessment of the procedures, teaching methods, documents, and interviews, the results of the study identified the practices and programs including specific teaching activities. The results illustrate the level by which SBU utilizes SDGs towards sustainability. The conclusion provided recommendations to encourage increasing the commitment of SBU in integrating SDGs in instruction, research, and extension. The study is significant in providing

a preliminary assessment of the level of SBU engagement towards SDGs. It demonstrated the actions of how a university implements sustainable development. The study intends to contribute to the continuous implementation of ESD and improve the SDG performance of SBU as institutional change agent.

***Keywords:*** sustainable development goals, teaching, community extension, citizenship education

Sustainable Development Goals (SDGs) are a new universal set of goals and targets that came into effect on 1 January 2016 which aims to “end poverty in all its forms” by 2030 “and balance the three dimensions of sustainable development: the economic, social and environmental” (UN, 2015, p. 3). As part of the New Sustainable Agenda, SDGs succeeded and expanded the eight-millennium development goals (UN, 2015, p. 5) which were launched in 2001 and expired in 2015 with a primary focus on poverty and health only.

As the aim of the SDG, all the nations are called to integrate the 17 goals into their national program, plans and governmental policies and to exert work towards achieving the said SDGs. The 17 goals of SDGs are composed of 169 targets, include new elements such as inequality, climate change, sustainable consumption, economic, innovation, peace and justice.

### ***Evolution of SDG***

The concept of Sustainable Development (SD) was first published in global conference and under the report *Our Common Future* that appeared in 1987. The report presents a brief definition of SD as the “ability to make development sustainable—to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs”, the standard definition when judged by its widespread use and frequency of citation (Kates et al, 2005, p. 10). To systematically implement and measure the outcome of SD, the UN initiated and formulated SDG through a series of global and extensive conversations from 70 countries.

SDG included 11 thematic and 83 national consultations and door-to-door surveys, as well as an online survey where people were asked to highlight topics they would like to see approached in the goals (UN, 2015, p. 10). Indicators will be the backbone of monitoring progress towards SDGs at local, national, regional, and global levels (SDSN, 2015). As a requirement to achieve the challenging goals within 15 years, it is essential to incorporate the measurement scheme of the complete coverage of SDGs by utilizing framework structures and indicators to be monitored.

The targets must be attained and realized into actions and projects that help all nations to develop their implementation strategies, provide resources, measure their progress and guarantee the accountability of all organizations and persons involved. The mechanics of SDG monitoring are still continuously being worked out, but an emerging consensus based

on years of intensive global discussions, involving thousands of experts from UN organizations, academia, civil society, business and a large number of national statistical offices, suggests that the focus of SDG monitoring will be at national level (SDSN, 2015). The National Economic and Development Authority (NEDA), being the socioeconomic planning ministry of the Philippines, is in charge of coordinating the implementation of the SDGs using the process of overseeing the implementation of the Philippine Development Plan (PDP) 2017-2022 that is based on adopted 2030 Agenda (NEDA, 2019, p.4 & 6).

### ***Participation of the Higher Education Institutions (HEIs)***

To contribute to a definite legacy for tomorrow's generations across the world, the principles and action implementation of SDGs need to be disseminated to the youth. As embodied in the process of change, the UN (2015) has shown that if SDGs are to be achieved, various actors around the world need to be engaged in taking actions. The global aims have the potential to result in a paradigm shift for teaching, learning and understanding sustainability, as core to the functioning model. Therefore, the conceptualization and implementation of the SDGs opens opportunities for the participation of the HEIs.

As the significant influencers for the youth and future generation, the universities and colleges can work prominently and significantly in the long-term process of sustainability. Also, these HEIs are persuaded to communicate and provide annual reports of the implementation and teaching of SDGs in their academic functions. There are challenges in dealing with the interdependencies and functions of learning and teaching, research, and administration/governance. These are in fact areas of synergies for SDG implementation in the school. SDSN Australia/Pacific states that the opportunity for creating, establishing and communicating connections between these areas can be attributed by SDGs (2017). These SDGs also cover the solutions to economic, social and environmental challenges that universities can work out.

Several universities in Netherland conduct SDG-related courses with the main purpose of raising students' understanding of important outcomes of SDGs, and at the same time, qualifying students "to reflect upon their ethical positioning on sustainable development and SDGs" (Kopnina, 2017, p.2). Kopnina (2017) concluded the relevance of teaching SDGs in the educational process. Unfortunately, only a few HEIs have identified the potential benefits of strategically aligning the curriculum

with SDGs acknowledging the benefits and impact that their educative role will have on societal engagement with the goals (Leal Filho et al., 2019, p.287).

In general, there is a high-level impact that HEIs contribute to society. These should be seen as an essential driving force in the teaching process toward sustainable development and transformative change by exploring and developing the pedagogical methods and communicating the SDG principles. On SDSN Australia/Pacific (2017, p. 14), universities can provide students with the knowledge, skills, and motivation to understand and address the challenges of the SDGs. Specifically, these are done by SDG training in curriculum development, SDG inclusion to courses, creation of learning environment and real-world joint projects.

The achievement of SD requires the vital element of education, according to the agreement reached in the UN General Assembly. Several follow-up conferences stressed the necessity to improve educational systems and design learning programs for sustainable development to increase general understanding of how to promote and implement sustainable development (UNESCO, 2005, p. 9). HEIs are encouraged to regularly evaluate their teaching effort on SDG programs and other SD endeavors.

### ***Education for Sustainable Development (ESD)***

Realizing the education's crucial position in implementing SD, the UN General Assembly adopted a resolution on ESD that articulates the importance of concerted action of the school and emphasizes that the implementation of SDG will offer high quality life for all humankind.

Many definitions of ESD have been presented in the SDG literature. This created issues on the differences in the SDG priorities of HEIs. It ensures that ESD is being implemented in ways that are directly and locally relevant to the community and appropriate to the culture. This is where the community extension services of HEIs come in. Also, course subjects of the school concerning citizenship training and values formation must be directly involved as the core element in increasing awareness in implementing SDGs. This issue seeks consensus around the spectrum of vital principles covering the purpose of actions and projects under SDG that directly impact the community.

Education for Sustainable Development (ESD) is an approach of teaching (or learning process) based on the principles and concepts of sustainable development that prepare people of all walks of life to plan for, cope with, and find solutions for issues that threaten the sustainability of our planet (UNESCO, 2005, p. 7). Under the SDG, the principle also involves extensive learning and teaching activities covered in the undergraduate level, online learning, and executive/professional/adult education including the graduate school level. ESD also applies to learning activities of student clubs and societies and co-curricular tasks. As SDG grows in scale and importance, ESD is closely tied into the international discussions of universities.

The vital role of education in promoting and supporting SDGs implementation is attributed to the following principle (SDSN, 2017, p. 14): *Quality education leads to improved development outcomes for individuals, communities, and countries, meaning better access to gainful employment, better nutrition and health, reduction of gender disparities, greater resilience in disasters, more engaged citizens, and so on.*

Dela Serna (2015. p.6) explained that the Philippines has created policies and solutions for ESD implementation for the youth such as the National Environmental Awareness and Education Act of 2008, National Service Training Program (NSTP) and Sangguniang Kabataan. The country's efforts still need to be further bolstered especially in terms of curricula, transforming learning environments and building capacities of educators (Dela Serna, 2015. p.6). The HEI's pursuit of ESD in the country is progressing in its teaching delivery for the benefit of the students. There are quite a number of legal bases that direct the way it should be implemented in all levels of education and see to it that it should be implemented based on its purpose (Balanay & Halog, 2016, p.172).

### ***Initiatives of San Beda University***

SBU has been working and addressing several economic, environmental, and social challenges under the sustainability concern, involving complicated interconnection, uncertainty and differences of values. Since its foundation on June 17, 1901, as one of the leading HEIs in the Philippines, SBU continues to affirm the blending synergy of fides (faith), scientia (knowledge) and virtus (virtue) in its education mission. As part of the SBU's community extension and citizenship education function, the students are exposed to real world scenario which enables them to develop their capabilities and higher thinking skills, engage in deep reflection on social issues, learn through dialogues and convey ideas

with people, develop opinions and worldview and values sensitivity. The students can directly witness the community environment and experience the challenges in hands-on applications of SDGs. These experiences allow them to integrate with other people who may facilitate their change that will make them become more civic-conscious and socially responsible citizens (Labuguen et al, 2019, p. 12). The students, then, acquire academic learnings on civic responsibility and people skills. The service-learning programs are distinguished from other service programs by their intention to equally benefit the provider and the recipient of the service, as well as to ensure equal focus on both the service and the learning that is occurring (Albareda-Tiana, 2018, p. 475).

While there is ample literature on ESD, there is a pressing concern on how HEIs including SBU must be directly engaged with the SDGs. Thus, it is necessary to dwell on the question of how SBU could transform and bring the principles of sustainability and its related teachings to the students and other stakeholders.

SBU needs to align with the global agenda and explore mechanisms to help our nation achieve the SDGs. One interesting agenda of SBU is the learning opportunities of the students and the concern for underprivileged or poor citizens of the community. This leads to the questions on how does SBU implement its (1) extension services towards community partners in the Community Extension Center (CEC), and (2) academic function that focuses on civic and values formation education in its National Service Training Program (NSTP)? Furthermore, what are the types of academic engagement taking place, and are they really addressing all SDGs or just a few?

Although SBU is capable of developing its SDG engagements with the community and students, it is necessary to first conduct a self-assessment of its capacities and efforts to address the preparedness and weaknesses and thus effectively implement its endeavors towards SDG. This research addresses the disparity in the integration of the SDGs in the context of a university's engagement in its implementation. Stated explicitly, the research problem is, as follows:

*What are the practices and programs implemented by the Community Extension Center (CEC) and National Service Training Program (NSTP) of SBU towards the achievement of the Education for Sustainable Development (ESD)?*

This question forms the direction of this research study and supports the central aim of exploring how SBU embraces SDGs so that the practices, activities, projects, and programs in CEC and NSTP can be benchmarked with other academic functions.

In this aim of SBU to enable its education mission to achieve SD, the overall research objective is *to describe the engagement of SBU towards Education for Sustainable Development in its CEC and NSTP.*

The specific objectives are:

1. To describe the practices, extension services and programs of CEC.
2. To assess the benefits received by each community partner of SBU.
3. To describe the practices, programs, and curriculum integration in the NSTP.

To completely realize the institutional purpose of the school, SBU needs to determine its practices that serve its academic role in achieving SDGs through ESD. Most SDG related research endeavors pertain to overall sustainability assessment and/or specific SDG component framework of analysis which is applied for the entire university. This research is significant because of the rich content as we intensively analyzed deeply two specific functions of SBU.

Further, there is a need to determine the forms of SDG engagement as well as assess which SDGs lack implementation. This research is limited to qualitative assessment of SDG engagement of CEC and NSTP only. We are not quantifying the level of SDG implementation. We are not also measuring the satisfaction level of concerned stakeholder towards ESD implementation of San Beda University.

### **Conceptual Model and Operational Framework**

Our descriptive study in identifying the practices, activities, projects, and programs is primarily framed on the principle of ESD. The features of ESD that are included in the analysis are the following: (1) Interdisciplinary and holistic, (2) Values-driven: it is critical that the assumed norms are made explicit so that that can be examined, debated, tested and applied, (3) Critical thinking and problem solving, (4) Multi-method: word, art, drama, debate, experience, ... different pedagogies



which model the processes towards ... approach in which teachers and learners work together to acquire knowledge and play a role in shaping the environment, (5) Participatory decision-making: learners participate in decisions on how they are to learn, (6) Locally relevant: addressing local as well as global issues, and using the language(s) which learners most commonly use (UNESCO, 2005, p.18). ESD is holistic and transformational education where the HEI should address the learning content and outcomes, pedagogy, and the learning environment towards the implementation of sustainable development (UNESCO, 2017, p. 7).

This paper is also guided by the six (6) *Priority SDGs* that are articulated in the SBU's 2027 SMART plan. These are *SDG4: Quality Education*, *SDG8: Decent Work and Economic Growth*, *SDG10: Inequalities Reduced*, *SDG13: Climate Action*, *SDG16: Peace Justice Strong Institutions*, *SDG17: Partnership for the Goals*. The 6 *Priority SDGs* were selected and formalized in accordance to SBU's capabilities, resources and commitment to university projects and activities. In this study, the *Priority SDGs* served as a guide structure in determining the SDG practices, activities, projects, and programs.

Also, the practices were assessed based on selected ESD Strategy namely: (1) Advocacy and vision building, (2) Consultation and ownership, (3) Partnership and networks, (4) Capacity building and training, (5) Research and innovation, (6) Use of Information and Communication Technologies (ICTs), and (7) Monitoring and evaluation (UNESCO, 2005, p.28-29).

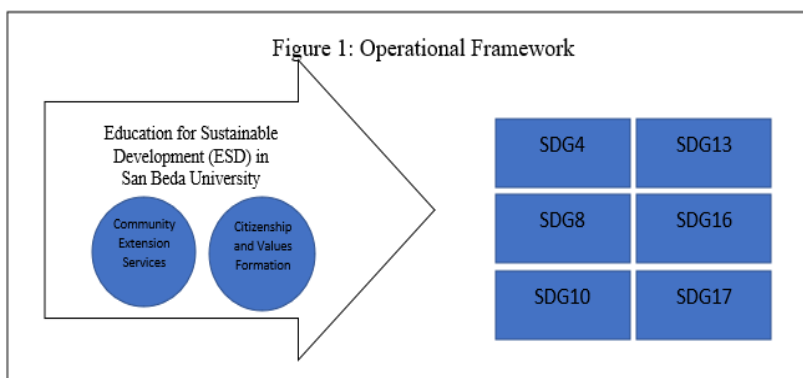
ESD does not only integrate contents such as climate change, poverty and sustainable consumption into the curriculum; it also creates interactive, learner-centered teaching and learning settings. What ESD requires is a shift from teaching to learning. It asks for an action-oriented, transformative pedagogy which supports self-directed learning, participation and collaboration, problem-orientation, inter- and transdisciplinary and the linking of formal and informal learning. (UNESCO, 2017, p. 7). Only such appropriate pedagogical approaches of HEIs will enable them to advance their key competencies for promoting and implementing SDGs.

**Operational Framework**

To attain the research objectives, we identified the ESD practices, services, programs and curriculum integration of SBU that contribute to the attainment of SD. As shown in Figure 1, we focused only on assessing (1) the university extension functions through CEC and (2) academic programs citizenship/values formation through NSTP. Each SDG indicated observations both for CES and NSTP as academic functional areas of SBU.

**Figure 1.**

*Operational Framework*



**Table 1.**

*ESD Practices and Programs Matrix*

	Community Extension Center (CEC)	National Service Training Program (NSTP)
SDG4: Quality Education		
SDG8: Decent Work and Economic Growth		
SDG10: Inequalities Reduced		
SDG13: Climate Action		
SDG16: Peace Justice Strong Institutions		
SDG17: Partnership for the Goals		

Table 1 shows the matrix tool for systematic identification of the said ESD practices and programs. This tool establishes the framework for the required methodology and approaches of this study that would enable data gathering across the domain of CES and NSTP anchored on key characteristics and strategy of ESD shown in the conceptual framework of this research.

### ***Proposition***

CEC and NSTP have moderate level of practices and programs towards ESD.

### **Methodology**

We performed descriptive analysis of ESD practices and programs in the Community Extension Center (CEC) and the National Service Training Program (NSTP) of SBU using Table 1 as a reference matrix tool. We apply documentary analysis by scrutinizing the office operation manuals, course catalog, reports, syllabus, electronic files books and other teaching materials. The semi-structured online interviews with faculty were also employed in order to gather primary data on teaching techniques of professors. This analysis was accomplished by classifying the practices in accordance with ESD characteristics and for simplicity in applying the *Priority SDG* of SBU. For a clear presentation, we divided the ESD practices and programs into two separate tables. The research study started last December 2020 during the pandemic period. Face-to-face interviews and field visits were not conducted to students and community partners due to prevailing lockdowns, restrictions, and safety protocol from COVID19 transmission. In assessing the benefits of the community partners, only the fundamental output based on faculty interviews and their observations were considered due to the limitation of field interview.

This research included assessment of school in-class and field activities, extension projects and teaching techniques/tools to address the priority SDGs within SBU. The context is anchored on the university's involvement in sustainable development based on how it was taught and demonstrated with the aim of economic growth, environmental awareness, and manifestation of ecological modernization. As two research authors of this paper, our background and teaching experience in NSTP course

subjects and active participation CEC, helped us in accomplishing the research objective in identifying the ESD practices and in providing recommendations for improving SDG involvement on the institutional level of SBU.

## **Results and Discussion**

### ***CEC Practices, Major Programs and Extension Services***

Community Extension Center (CEC) carries significant tasks to achieve SBU's primary extension functions and fulfill its corporate social responsibilities that contribute for nation-building. It is also the locus for sharing and bringing the knowledge and expertise of the faculty, students, and administrators of SBU to the community. CEC as an extension arm of SBU has a direct and indirect impact in enabling the principles and features of ESD.

As culled in the Operations Manual of CEC (CEC, 2016), six (6) major programs and services are identified which are all operational based on the knowledge and skills of the participating faculty and students as well as the needs of target beneficiaries in the community. Upon assessment, the following are the descriptions of the major programs and services of CEC and alignment to corresponding *Priority SDGs* of SBU is reflected as parenthetical text:

- 1. *Educational and Scholarship Programs (Priority SDG4: Quality Education)***: These are a mix of formal and informal education- related endeavors like educational assistance and scholarship, tutorial services, scholarships for TESDA skills training, alternative learning system and computer literacy programs.
- 2. *Livelihood Initiatives (Priority SDG8: Decent Work and Economic Growth)***: It includes capability training on business functional areas in basic financial/accounting, marketing, human resource and operations management, guidance in government registration, resource mobilization (funding agencies, manpower, sourcing of raw materials etc.) and establishment of the income- generating livelihood project.

3. ***Legal and Paralegal Services (Priority SDG16: Peace Justice Strong Institutions)***: These are free consultation on legal counseling, legal advice, and court representation of senior law students under the guidance of their lawyer-mentor.
4. ***Health and Environment (Priority SDG13: Climate Action)***: These pertain to medical missions, blood donations and related projects in collaboration with local government units and concerned institutions. Environmental concerns involve the collaboration of all the SBU stakeholders (colleges, student organizations, service personnel, alumni, faculty, monks, and administrators).
5. ***Spiritual Life, Morals and Values (All Priority SDGs)***: These are engagement in the work of apostolate and evangelization of SBU. Partner communities undergo spiritual exercises which include participation in Sto. Nino Procession, Eucharistic masses and recollections.
6. ***Disaster Risk Reduction and Management and Gift Giving (Priority SDG10: Inequalities Reduced)***: These are initiatives that render immediate services to victims of typhoons and calamities. They bring SBU stakeholders together to help affected individuals to secure their basic needs. Trainings to reduce the risks of disaster are also being conducted in Bedan community and partner communities. Gift giving activities are done whenever possible where various colleges and student organizations are giving their shares and tokens to the service personnel and members of the partner communities, institutions, and the less privileged citizens.

The six services and programs also serve as learning avenues for the students, faculty and administrators in their academic undertakings including SDG engagement. To answer Objective #2 of this study, we observed that the residents of the Community partners have benefited from the major programs and services of CEC. Essential assessment based on observation of the faculty on key benefits includes the following: adoption of alternative livelihoods and acquisition of other related business skills, empowerment and other learnings from justice/peace, spirituality and wellness activities provided by CEC.

**Table 2.***SDG Practices and Programs Matrix of CEC*

<b>SDG</b>	<b>OCEC Practices and Programs</b>
SDG4: Quality Education	<p data-bbox="422 382 1126 502">Donation of IT facilities to public school teachers, army reservist and youth that promote and encourage inclusivity in learning; Partnerships with public school such as Balatong Elementary School in Pulilan Bulacan and V. Mapa High School in Manila</p> <p data-bbox="422 535 1126 750">Lakbay aral of CEC staff and active SBU faculty to social enterprises, specialty stores and organic shops in different provinces to benchmark the practices; Learnings are applied to current and future projects livelihood projects for the community. (Examples are visits to mushroom growers in Silang Cavite, Gawad Kalinga Enchanted Farm in Bulacan, Little Shepherd in Baguio).</p> <p data-bbox="422 782 1126 934">Collaboration and support in the educational programs of San Beda College Benedictine Educational Foundation Inc. (SBCBEFI) on providing scholarship grants and educational assistance to deserving youths in the partner communities, employees, SBU students and other partners.</p> <p data-bbox="422 967 1126 1182">Training sessions on Business Clinic Program (BCP) and Health, Environment, Advocacy Literacy Spirituality (HEALS) of CAS which aim to enhance and develop literacy and education of community members in the partner communities. These include seminars and trainings on livelihood development, financial literacy, bookkeeping, computer literacy, water survival, spirituality, environment, etc.</p>

**Table 2.***Continued*

<b>SDG</b>	<b>CEC Practices and Programs</b>
SDG8: Decent Work and Economic Growth	<p>BCP training livelihood sessions and monitoring of community products; Continued assistance in marketing and profitability. Supporting the Kankanais as indigenous people (Igorot subtribe) in Sitio Pactil, Barangay Monamon Sur in Bauko, Mountain Province by providing avenues for new products (mushroom growing and potato chips making)</p> <p>Support in RENPER conference on poverty alleviation spearheaded by SBU's Linkages and International Affiliation (LIA)</p> <p>Collaboration with SBCBEFI for other CSR projects in relation to poverty alleviations and creating opportunities for development of less privilege members of other communities</p> <p>Consultative meeting that aims to aligns training and other activities that conform to equity for women beneficiaries in community partners</p> <p>Conducting socio-economic assessment of the partner communities and impact assessment of CEC projects; Economics professors critically explain the role of small enterprises including those of community partners in economic growth.</p> <p>Support to the Social Enterprise and Economic Development (SEED) program of LIA</p>
SDG10: Inequalities Reduced	<p>Conference and discussions on justice and inequality per implementation of Legal Aid Bureau of the College of Law. This includes other multidisciplinary perspectives (legal, political, ethical). Topics includes Street Law, LABvocay in partner communities and other site.</p> <p>Collaboration with CAS Student organizations in conducting seminar workshop on awareness of HIV/AIDS and Voters education</p> <p>Providing an inclusive, safe working, and supportive learning environment for socially and economically disadvantaged individuals.</p> <p>Donation Drive to rural areas and Aeta indigenous group</p> <p>Sustainable procurement practices by prioritizing products (locally produced indigenous product) of small enterprises whenever SBU have conference and events; This can served also as souvenirs for guest speakers and visitors.</p> <p>Supporting the indigenous Kankanais people in Sitio Pactil through the formation of people's organization to advocate for their cause.</p>

**Table 2.***Continued*

<b>SDG</b>	<b>CEC Practices and Programs</b>
SDG13: Climate Action	<p>Establishing climate change adaptation and mitigation strategy frameworks whenever CEC conducts strategic planning activities.</p> <p>Increasing maintenance and calibration of CEC equipment, machines and transportation vehicle in order to prevent too much carbon emission and prevent failure function</p> <p>Campaigns and engagement of CEC staff and student leaders in all sustainable campus activities</p> <p>Tree planting projects in Sitio Pactil in Maintain Province and Tungtong Falls in Rizal Province</p> <p>Practicing ethics and sustainability principles to CEC buying policies, procedures and activities</p> <p>Participation in Manila coastal cleanup and cleaning programs in Mendiola</p> <p>Collaboration and planning and execution of activities pertaining to environmental and sustainability in general with the Natural Science Department; Example activity is the Turtle release project (Pawicare)</p> <p>Engaging students in recycling and upcycling activities in collaboration with student organizations</p>
SDG16: Peace Justice Strong Institutions	<p>Discussion of generational justice, fair participation and human rights in decision-making processes through COL-LAB; Satellite offices of COL-LAB in different sites for free legal and para-legal services.</p> <p>Participating of CEC in developing strategies, plans, policies and procedures of SBU that ensure safe campus against conflict and violence for all staff, students and visitors</p> <p>Participation of CEC that ensures the purchasing policies and procedures of SBU that clearly indicate prohibiting firms that engages to exploitation of people</p> <p>Organizing multicultural and inter-religious activities on campus (same with NSTP)</p>



**Table 2.***Continued*

<b>SDG</b>	<b>CEC Practices and Programs</b>
SDG17: Partnership for the Goals	The global partnership is implemented and discussed in the context of sustainable development and its paradoxes  Building external and internal capacities, systems and culture that openly supports development, enhancement, and maintenance of partnerships.  Participation in SEED program which could elevates students' awareness and realities towards social issues.

CEC has implemented initiatives that have created the practices and programs grouped accordingly based on *Priority SDGs*, as presented in Table 2. Before the establishment of a centralized sustainability office in SBU last 2019, CEC has no formal program yet for SDG engagement. The pillars and elements of SD, however, are already being addressed since 2010 since concerns for the society and humanity have been part of the mission identity in the different programs and services of CEC.

**Table 3.***CEC Learning Methods*

<b>Learning Methods</b>	<b>CEC Educational Activities</b>
Video Presentation	Documentary films and/or short videos that demonstrate specific skills for livelihood training and spirituality topic
Written Assignments and Final Term Paper	No assignment for single day activity
Lectures and Literature	Daily lecture for adult participants (for activities that are more than one day)
In-Class Discussions and Presentation (facilitator/ teacher or student led)	Discussion and reporting for adult participants
Demonstration	Demonstration of skills especially for livelihood projects and disaster preparedness; Excursion and field work

Based on assessment, we identified varieties of designed or deployed learning methods being employed that strongly indicate that

ESD is being implemented in CEC (see Table 3). In the CEC projects and activities, multi pedagogical methods are identified that promote participatory learning towards SD. For CEC activities being conducted in an open space environment like Manila Coastal Clean Up and Blood Donation, the concept of ESD is still indirectly integrated through educational methods of live demonstration or showcasing of advocacy which create the conditions for learning among SBU students and other stakeholders.

During our semi-structured interviews of CEC staff and faculties involved, they mentioned the fairly good implementation of ESD as described in the presence and documentation of practices aligned to *Priority SDGs*. However, the active faculty expressed their concerns that effective monitoring and evaluation of ESD implementation in CEC needs improvement. The use of ICTs for communication purposes of the CEC projects and activities are needed in order to fully communicate the SDG concerns.

### ***National Service Training Program (NSTP)***

NSTP of SBU was institutionalized in 2002 in compliance with the Republic Act 9163 that aims at enhancing civic consciousness and defense preparedness in the youth by developing the ethics of service and patriotism (Labuguen et al, 2012). All baccalaureate degree programs in SBU include NSTP for two semesters as part of the graduation requirement. Objectives of NSTP are directly associated with SD as this course subject aims to develop student consciousness and commitment to social change and nation building (SBU, 2014, p. 215).

The citizenship education in SBU is an instrumental platform for teaching SDG since NSTP of SBU focuses on Civic Welfare Training Service (CWTS) (SBU, 2019, p. 1). Among the important topics under CWTS are education, entrepreneurship, health, environment, safety and other activities contributing to the general welfare of the society and the better life of community members.

### ***Integrated ESD in the NSTP curricula***

The NSTP syllabus conforms to ESD concepts which include lessons, learning methods, and learning outcomes including development of knowledge, skills, attitudes, and values (SBU, 2019). The NSTP

subjects use various mixed content as they contain more applied instructions as compared to pure theoretical teaching. The subjects are designed to raise awareness on social and reflexive thinking on civic consciousness.

All students enrolled in NSTP1 and NSTP2 have a background in different disciplines in business, legal management, science, nursing, and IT courses. Some NSTP faculty connect the special topics to the course of the students. Example, legal management students tackle topic issues on Justice, Peace and Sustainability. For nursing students, the health awareness topics are prioritized. For business courses, the faculty focuses on livelihood and poverty alleviation. Most faculties provide topics on sustainability, the pillars of sustainable development, poverty and economic growth as well as environmental management concerns.

The elements of SD have already been included to topics under NSTP1 and NSTP2 at varying extents in the curriculum, as reflected in NSTP Course Syllabus A.Y. 2019 – 2020.

- 1. *Sustainable Development and the Sustainable Development Goals (All Priority SDGs)***: In Week 12, this topic showed a learning outcome that “The students will be able to discuss sustainable development and examine the situation of the Philippines.”
- 2. *Social Issues on Environmental Education: Climate Change and Disaster Preparedness and Management (Priority SDG#13: Climate Change)***: These are separate topics on week 10 - 11 and emphasize a major pillar of Sustainability. There is a Special Topic: Laudato Si.
- 3. *Social Issues on Dimensions/Pillars of Development and Peace (Priority SDG#16: Peace Justice and Strong Institutions)***: These are separate topics on week 6 - 8 and emphasize Peace Education.
- 4. *Value Formation –Filipino Values based on the Constitution from the Course Syllabus A.Y. 2020-21***. Core Values are: MakaDiyos (*All Priority SDGs*), MakaTao (*Priority SDG#10, 16*), MakaBayan, MakaKalikasan (*Priority SDG13: Climate Action*). This pertains to the introductory topic on citizenship

education and civic consciousness. The lesson explains the core values of NSTP that matches alignment to *Priority SDGs* of SBU: The core values of NSTP is values-driven which is a feature of ESD. The lesson includes explanations and immediate real-world examples and the role of youth in nation building. It also aims to enable students to make a positive relationship with society at large, health, natural environments and promoting their sustainable use.

The details of identified practices and programs under NSTP are reflected in Table 4.

**Table 4.**

*SDG Practices and Programs Matrix*

SDG	NSTP Practices and Programs
SDG4: Quality Education	<p>Book Donation Drive</p> <p>Literacy seminars managed by students conducted in the communities during immersion. Common topics include livelihood, health, and personal hygiene.</p> <p>Discussion of illiteracy as one of the social issues in class</p> <p>Faculty meetings, project monitoring and feedback gathering with CEC staff and NSTP faculties for coordination with community partners for immersion projects under NSTP2</p> <p>Training seminar of NSTP faculties on Lau Dato Si</p> <p>Tutorial services provided by students specific for the children in the community during immersion. Topics include basic math arithmetic, reading proficiency, etc.</p>
SDG8: Decent Work and Economic Growth	<p>Critically querying the students on the importance of economic growth in community partners during immersion.</p> <p>Consultative meeting of students with members of the partner communities to develop the profitable livelihood with alignment to the principles of SD.</p> <p>Discussion about concerns and challenges in economic growth and environmental issues. Reading materials are assigned in class as case study.</p> <p>Discussion of topics on entrepreneurship as one of the elements for socio-economic growth for community development</p> <p>Demonstration of product as business livelihood during immersion.</p>

**Table 4.***Continued*

<b>SDG</b>	<b>NSTP Practices and Programs</b>
SDG10: Inequalities Reduced	<p>Discussion of topics and workshop on empowering the women through seminars and mentoring during community immersion</p> <p>Encouraging students to donate for victims of natural calamities</p> <p>Exposure of NSTP students to different sectors of the society eg Elderly, Children, Women, Farmers, etc as part of their immersion for NSTP 2.</p>
SDG13: Climate Action	<p>Student competition that encourages creativity in upcycling, zero waste and innovation in environment related project.</p> <p>Topics on climate change is included in lectures and discussion; Special guest lecturers are invited to discuss the major bottlenecks in environmental management</p> <p>Participation of NSTP mentors on climate change seminar with greater emphasis on social equality, generational and ecological justice in relation to climate change; The vulnerable communities and risk areas in developing countries were assessed.</p> <p>Partnering with Pasig River Rehabilitation Commission in their Annual Run for Ilog Pasig which aims to promote the program and to raise funds for the program</p> <p>Engaging the students in all SBU sustainable campus activities (same with CEC)</p> <p>NSTP mentors includes the topic on environmental management as one of the social issues; NSTP mentors are commonly requiring reaction paper and/or report presentation as one of the major requirement of the subject</p>
SDG16: Peace Justice Strong Institutions	<p>Discussion of topics that promote policies and eliminate the deals in arms, human trafficking, violence and modern slavery for legal management students.</p> <p>Drug Prevention Awareness and Campaign</p> <p>Emphasis in lecture and classroom activities that ensure that the policies and cultures of the institution clearly indicate the 17 good citizenship against violence, bribery, dishonesty, crime and terrorism actions.</p> <p>Organizing multicultural and inter-religious activities on campus (same with CEC)</p> <p>Ensuring that all staff and students have access to justice and information about their rights in the first topic in NSTP</p> <p>Involving the students, service personnel and other stakeholders in school governance decisions of SBU</p>

**Table 4.***Continued*

<b>SDG</b>	<b>NSTP Practices and Programs</b>
SDG17: Partnership for the Goals	Promote awareness within NSTP 1 and 2 to work with the local community challenges in collaboration with LGU and barangay officials.  Meeting with leaders with community partner of CEC as one of the immersion sites

Table 4 presents classroom, student activities, and immersion projects about SDG and the key principles articulated in each of the *Priority SDGs* including the three pillars of sustainability. Thus, more students are served which enable them to shift and transition towards embracing SD.

**Table 5.***NSTP Learning Methods*

<b>Learning Methods</b>	<b>NSTP Educational Activities</b>
Video Films	Documentary films and case studies on environment, poverty, drugs addiction and other social issue case studies and values formation
Written Assignments and Final Term Paper	Weekly individual and/or group assignment; Essays reflection paper; Group Project Conceptualization
Lectures and Literature	Weekly lecture and reading materials for students; Seminar with guest speaker/s
In-Class Discussions and Presentation (facilitator/ teacher or student led)	Students were asked to explain sustainable project case analysis and activities; Student led activities include student debates.
Demonstration	Community Immersion; Demonstration of products with upcycling application; These are conducted via seminar. field work and immersion.

The assessment of Learning Methods for NSTP shows that NSTP applies more ESD principles since this course offering is instructional in nature, as reflected in Table 5. This shows that ESD ideals have then been implemented already in the NSTP.

Written assignments and group projects were intended as assessment of student learning per objective of NSTP. We have taken note that group activities and other learning methods are aimed to engage students in discussions that allow reflection, imaginative and critical thinking on issues and paradoxes that characterize the larger scope of sustainable development.

### ***Answer to the Proposition***

Based on the identified SD practices and programs of CEC and NSTP of SBU based in each *Priority SDG*, we have observed the high level of integrated SDG teachings and demonstration beyond the moderate level that we stated in our proposition.

### **Conclusion**

Based on the descriptive assessment on Sustainable Development Goals (SDG) involvement, we found that San Beda University (SBU) has high engagement in the Education for Sustainable Development (ESD) endeavor. We observed the essential role of community extension through the Community Extension Center (CEC) and citizenship education through the National Service Training Program (NSTP) in implementing Sustainable Development Goals (SDG) practices, activities, projects, and programs which are aligned to the *Priority SDGs* of SBU. This study responds to the pressing concern on whether SBU has started contributing towards and/or teaching SDGs, although several faculty members expressed their concern on other improvements needed.

This research is a preliminary study regarding the level of implementation on how SBU seriously works on the Sustainable Development Goals (SDGs). The Education for Sustainable Development (ESD) assessment in SBU is a vital driving force, a source for specifying ways to improve and to identify for future changes in the management of CEC and NSTP. Also, this research hopes for the continuous implementation of ESD and to improve the SDG performance of SBU and other HEIs. This study contributes to the current state of knowledge by describing the practices and actions on how HEIs could increase their implementation of ESD and sustainable development in general.

We recommend for SBU to further engage in incorporating the SDGs not just in extension services and citizenship education, but also in all academic programs and school operations whenever possible. This future move will entail capacity building and training, administrator commitment in cross-curricular, and multidisciplinary practices of the entire institution. Field visits to community partners are also recommended for extensive analysis of the impact of CEC and NSTP projects.



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