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**TRANSACTIONAL AND TRANSFORMATIVE CORPORATE SOCIAL  
RESPONSIBILITY (CSR) INITIATIVES IN THE PHILIPPINE EDUCATION  
SECTOR: A TWO-CASE STUDY**

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May 31, 2024

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### TRANSACTIONAL AND TRANSFORMATIVE CORPORATE SOCIAL RESPONSIBILITY (CSR) INITIATIVES IN THE PHILIPPINE EDUCATION SECTOR: A TWO-CASE STUDY

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**“TRANSACTIONAL AND TRANSFORMATIVE CORPORATE SOCIAL RESPONSIBILITY (CSR) INITIATIVES IN THE PHILIPPINE EDUCATION SECTOR: A TWO-CASE STUDY”** is hereby accepted by the Faculty of Information and Communication Studies, U.P. Open University, in partial fulfillment of the requirements for the degree Program.

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## **Biographical Sketch**

The researcher, Judith Mae Sombilon, has a decade of experience in communication, spanning both corporate and non-profit environments.

She earned her Bachelor of Arts degree in Organizational Communication from De La Salle University Manila in 2014. Following her graduation, she began her career as an Organizational Communications Specialist for a private multi-industry company, where she engaged in a Corporate Social Responsibility (CSR) project that started her interest in social impact communication.

She then transitioned to an international non-profit organization for children, where she managed various communication campaigns for community development programs and spearheaded resource mobilization and advocacy efforts. At present, she works for a corporate foundation in the field of education, overseeing initiatives to improve access to quality education for underserved learners.

Working directly with community members, network partners, and external partners or agencies, she gained valuable experience mobilizing support for different causes and cultivating strong relationships with stakeholders, often bridging corporate partners and non-profit sectors to maximize impact and create sustainable change. This diverse background has equipped her with a unique skill set to effectively communicate the importance of social responsibility and drive positive outcomes for organizations and communities alike.

## Acknowledgment

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## **Dedication**

This research is dedicated to purpose-driven CSR practitioners and those who find value in meaningful work, sustainable practices, and a responsible and ethical corporate culture that leads to positive social impact.

It is also dedicated to CSR beneficiaries turned community partners and the sincere friendships and uplifting support we grow along the way.

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## Abstract

With the emergence of the Sustainable Development Goals (SDGs), businesses now incorporate societal development into their operations through Corporate Social Responsibility (CSR) initiatives. However, to prevent "SDG-washing" or superficial use of SDG language for marketing and public relations, it's essential to ensure genuine, relevant, and meaningful impact in addressing societal challenges. From a development communication perspective, CSR initiatives must create shared value for both the company and the communities involved. Yet, limited research exists on how community participation influences CSR outcomes.

This research explored two types of CSRs, transactional and transformational, to understand the nature, characteristics, and communication processes involved in the two approaches. Using thematic analysis, content analysis, and supporting data from a quantitative survey, the study identified distinct features of each.

Transactional CSRs are mostly short-term, targeting business gains with minimal beneficiary involvement, while transformational CSRs are participatory, community-centric, and focused on long-term, sustainable impact aligned with the SDG agenda.

Overall, the study highlighted that community participation in CSR initiatives is associated with achieving meaningful and sustainable results in addressing educational challenges. This study contributed to development communication literature by offering actionable insights for CSR practitioners, policymakers, and players seeking to enhance the impact of education-related CSRs.

**Keywords:** Corporate Social Responsibility (CSR); CSR Communication; Community Participation; CSR Value and CSR Outcomes

# Chapter I

## INTRODUCTION

### Background of the Study

Business organizations employ Corporate Social Responsibility (CSR) efforts to add strategic value to the company and sustainably contribute to society's development (Kloppers & Fourie, 2018; Shayan et al., 2022). The term "Corporate Social Responsibility" (CSR) refers to a concept in management that encourages businesses to consider broader societal and environmental issues in their "operations and interactions with stakeholders" (United Nations Industrial Development Organization, n.d.). However, most current practices on corporate social responsibility (CSR) focus on company-value creation, wherein CSR projects tend to lean towards being used as corporate tactics to increase financial performance, improve company image, and promote their own interests based on business models (Kumi et al., 2020) rather than having sustainable contributions to societal development as its priority, as observed by Heras-Saizarbitoria et al. (2021) in what was referred to "bluwashing or SDG-washing" (p. 325).

With the rise of the Sustainable Development Goals (SDGs), there has been a current shift in CSR practice, with projects aiming to be more sustainable and transformational in nature rather than just transactional. This "transformative process of change," as described by Kloppers & Fourie (2018), is heavily linked to empowerment and the participatory approach. However, while most existing studies commonly explore how a firm's business shareholders, customers, and employees help drive and shape CSR projects, not much is known about the involvement of

societal stakeholders and how their participation helps shape sustainable CSR programs. Especially in transactional CSR initiatives that focus mostly on creating value for the corporation, community members are seen as beneficiaries instead of stakeholders involved in the decision-making process. As described by Bloomfield et al. (2021), transactional CSR initiatives refer to CSR projects that focus more on the company's image-building and brand promotion, such as one-time donations and one-time volunteering, as opposed to transformative CSR projects that implement sustainable initiatives for its stakeholders.

Considering the contexts above, this study investigated the involvement of societal stakeholders, particularly through community participation and dialogue, and how this affects the implementation of transformational CSR projects.

As a communication study, the research borrows the ideas of Paulo Freire's dialogical communication (1970, as cited in Servaes, 1996) as a premise wherein dialogue is seen as an active, two-way, open-exchange process of sharing ideas and opinions towards the creation of shared values and meanings. In the context of CSR, this was analyzed on how dialogue between the community and the company can foster the creation of shared meaning and mutual value toward transformational CSR projects that are more impactful and sustainable.

To help understand the concept of community participation and the degree of dialogue, the study also drew upon the ideas presented by Arnstein's Ladder of Citizen Participation (1969), especially as adapted by Wilcox (1994/2003). Adopting the idea that community participation ranges from the level of "information, consultation, deciding together, acting together, and supporting," (Wilcox,

1994/2003), the study analyzed how the degree of community participation affects the nature of CSR implementation and its outcomes.

Ultimately, the study aimed to provide a deeper understanding of how varying degrees of societal stakeholder involvement may lead to creating either strategic value for the company or contributing value to the sustainable development of communities and society. It sought to help address the existing knowledge gap on CSR communication and practice by focusing on societal stakeholders as drivers of CSR interventions, especially in the education sector. The study then aimed to contribute to CSR literature beyond merely being a business strategy; rather, the study aimed to provide insight into how CSR may be used as a participatory and transformative tool for sustainable development.

As suggested by Kumi et al. (2020), there is a need to look into how the “lack of community involvement in project design and implementation” (p. 188) leads to CSR initiatives that often fail to contribute value to community development and sustainability. With this, the study sought to understand how involving societal stakeholders through dialogue can make CSR more participatory. This is also in line with the recommendations of Heras-Saizarbitoria et al. (2021) to consult both internal (corporations) and external (societal stakeholders) actors in the CSR process. Thus, taking these into consideration, the study used Freire’s theory on dialogical communication and its proposition that the mutual exchange of ideas is essential to making societal stakeholders active participants in the CSR process.

## **Statement of the Problem**

It is common for companies to use CSR initiatives to promote their image and build trust and patronage for their brand and products. As such, the sentiments of a company's shareholders, employees, and customers are often taken into consideration in shaping CSR projects. In such cases where increasing value for the corporation is the sole objective, beneficiaries are usually at the receiving end, with little to no participation in the project process. This presents a problem for CSR practice as there is no genuine engagement or empowerment of the communities being served, which can lead to a lack of sustainable impact in the long run. It is important for companies to prioritize meaningful involvement and collaboration with stakeholders to ensure that CSR initiatives are truly beneficial and impactful for all parties involved. Considering the ideas stated above, the study delved into a different and more participatory approach to CSR projects by understanding how beneficiary or community involvement helps shape the outcomes of CSR interventions.

The research explored the phenomenon of community participation with the premise of "facilitating dialogue that can lead to successful participation" (Wilcox, 1994/2003), and how it leads to either a CSR objective that is more transactional (company-focused) or more transformational (focused on sustainability and community development). Given the grounds above, the study aimed to answer the following research questions:

1. How are transactional education-focused CSR projects employed?
2. How are transformational education-focused CSR projects employed?

3. How do transactional and transformational CSRs vary in terms of approach, characteristics, and nature?

### **Objectives of the Study**

By answering the stated research problems, the study targeted the following objectives:

1. Explore the transactional approach to education-focused CSRs
2. Compare the transactional approach to the transformational approach of CSR interventions
3. Understand the nature and characteristics of the two types of CSR approaches (transactional versus transformational)

### **Significance of the Study**

While there are existing studies on CSR programs, most are still focused on using CSR as a business strategy and driving value more for the corporation's gain. Not many studies analyze how community participation allows societal stakeholders, specifically beneficiaries themselves, to be involved in CSR initiatives that directly affect them. This research then aimed to contribute to addressing this gap in CSR literature wherein community participation or beneficiary involvement is currently understudied.

Rather than examining CSR as a business concept, this research presented another angle on investigating CSR initiatives, particularly under the lens of communication. The study was pursued to present an explanation as to how CSR interventions may help meet the actual needs of the community and contribute to

bringing about sustainable change by having beneficiaries participate in the CSR project process. Hence, the findings of this research added to the scarce existing body of knowledge on Philippine CSR practice from the perspective of societal stakeholders and communication.

The study provided a new lens into looking at CSR practice, taking into account its less explored components of stakeholder or community participation and sustainable development. The significance of this study lies in its ability to provide useful information that CSR implementers may incorporate and consider when planning to go beyond transactional CSR and into transformational CSR projects that aim to meaningfully contribute to the SDGs and a community's sustainable development. The results intend to help Philippine companies, especially those in the education industry, to do more meaningful projects that are co-created with beneficiaries and thus are aligned with the needs and values of their societal stakeholders.

Overall, the study looked into how the two different approaches to CSR (transactional and transformational) approach CSR implementation and how societal stakeholders may be engaged in CSR intervention through community participation, specifically through the process of dialogue.

### **Scope and Limitations of the Study**

This study aimed to understand the nature, characteristics, and approaches of CSR implementation, especially among transactional and transformational CSRs in the education sector. The scope of the study was specifically narrowed down to two case reports of two CSR projects that are education-related—one transactional in nature and the other involved in more transformative CSR projects.

Given the study's possibly narrow focus in terms of scope and sample size, the research paper had various limitations that must be acknowledged. First, the two presented cases may not be fully representative of CSR projects across several industries and areas since the study only focused on projects specific to the education sector and the areas where the two identified CSRs are implemented. Given so, the study acknowledged the limitation that it may not be fully representative of the overall population of Philippine CSRs.

The study also recognized the limitations of using a two-case study method. Bound by the researcher's budget, logistical, and resource constraints, data gathering methods were limited to interviews with directors of two CSR organizations, and content analysis of their CSR materials to gather beneficiaries' insights. To provide more supporting context on the nature and types of CSRs, a quantitative survey was employed, yet it was limited to 8 participating respondents. While it provided more contextual information on the nature of CSRs, it did not establish statistical correlation nor generalizability. Such limitations should be taken into consideration and future studies aimed to widen this scope are further recommended.

## **Chapter II**

### **REVIEW OF RELATED LITERATURE**

Corporate Social Responsibility, commonly referred to as CSR, has been practiced by businesses for over a century. While the goal of CSR is to provide positive value to the community wherein businesses operate, most CSR initiatives and literature today still focus on the value gained by corporations from implementing CSR efforts instead of the value gained by community stakeholders. As Shayan et al. (2022) discussed, corporations may benefit from CSR initiatives through increased corporate image or reputation, financial performance, and customer satisfaction and loyalty. However, there is not much literature, especially from the Philippine context, on how such CSR initiatives actually contribute to the community's welfare and sustainable development. This study sought to add to the body of knowledge that addresses the gap in CSR literature, having suggested that apart from corporations as CSR implementers, societal stakeholders may also be involved in the CSR program through dialogue and a participatory approach.

Using communication as a lens, the study adopted the concept of community participation guided by Freire's concepts on dialogical communication (1970, as cited in Servaes, 1996) and its related models, including the Ladder of Citizen Participation by Wilcox (1994/2003), to understand how corporations interact and stakeholders participate in creating value presented by the CSR project. The study looked into the continuum of CSR value to view the CSR output, ranging from transactional or philanthropic initiatives to more transformational CSR projects that engage the community on a deeper level.

To further understand the topic being studied, this chapter on the review of related literature discussed the early definitions of CSR and its transactional value together with the shift to a more sustainable, transformative stakeholder approach. Given the study's focus on Philippine corporations in the education sector, the chapter also reviewed the current CSR practices in local contexts and the gaps presented in stakeholder literature and practice. Moreover, the chapter looked into the existing literature on value-creation as the dependent variable being studied and how dialogue and community participation frameworks have been applied to support CSR communication.

### **Early Definitions of Corporate Social Responsibility (CSR)**

The practice of corporations going beyond profit-making and into social responsibility traces its roots back to the 1920s, mainly through philanthropic and charitable giving initiatives, as well as notions of “codes of conduct, community service, and corporate managers as public trustees” (Ashrafi et al., 2020, p. 3). The concept of CSR can be described from its three key terms, namely “corporate,” which refers to businesses, “social,” which describes local communities, and “responsibility,” which indicates a sense of relationship from both sides (Misra and Singh, 2021).

The idea of CSR initiatives was started by US Steel founder Andrew Carnegie in 1899, who proposed that the principles of stewardship and charity be necessary for businesses (Navickas et al., 2021). It was not until the 1950s, when Howard R. Bowen published the academic work on *Social Responsibilities of the Businessman*, that a formal definition of corporate social responsibility (CSR) as a business strategy emerged, which Carroll (2021) considered the start of the “modern era of

CSR.” Bowen’s work raised the early definitions of social responsibility, wherein he defined CSR as “the obligations of businessmen to pursue those policies, to make those decisions, or to follow those lines of action which are desirable in terms of the objectives and values of our society” (Bowen, 1953, as cited in Latapí Agudelo et al., 2019).

Over time, the concepts and definitions of Corporate Social Responsibility evolved as studied in-depth by Latapí Agudelo et al. (2019), citing the creation of a CSR framework by Carroll in 1979. Specifically, Carroll (1979) stated that the “social responsibility of business encompasses the economic, legal, ethical, and discretionary expectations that society has of organizations at a given point in time” (p. 500). Carroll’s Pyramid of CSR proposed that a business has four obligations or responsibilities toward society (Brin & Nehme, 2019). These obligations pertain to (1) economic wherein businesses are obligated to make profits and reward investors and owners; (2) legal wherein businesses are required to respect regulations and laws for fair business (3) ethical wherein businesses are expected to avoid harming society even if not required by law, and (4) philanthropic which is a purely voluntary activity of participating in various forms of “pure giving” (Brin & Nehme, 2019, p. 25).

While early definitions and frameworks outlined the idea of extending beyond a corporation’s shareholders and now considering societal stakeholders, these early definitions of CSR did not yet carry the concept of sustainability. As noted by Brin and Nehme (2019) on Carroll’s Pyramid of CSR, even in the level of philanthropic responsibility, value for CSR initiatives is still embedded in increasing portraying a company’s good citizenship image. Rather than focusing on sustainable contributions to society, early CSR definitions are more concerned with corporate reputation.

## **Shift of CSR Definitions toward Sustainability**

Ahmad (2019) notes that CSR practice and policy evolve as the global environment continues to shift and the values and perspectives of stakeholders change. In fact, more recent studies show that millennials and the future generation are becoming increasingly aware and sensitive to social concerns and issues (Ahmad, 2019; Navickas et al., 2021). This comes with a shift in expectation for businesses to be responsibly sustainable, wherein failing to address these expectations at current times may lead to less business loyalty and increased difficulty in keeping corporate talent (Ahmad, 2019).

While there is more awareness and demand for sustainable CSR today, the shift may be traced just before the start of the new millennium. The incorporation of sustainability in the CSR framework was brought up in 1994 by John Elkington in a concept described as the Triple Bottom Line (TBL or 3BL) which places value not just on business productivity (profit) but also considers social impact (people) and the relationship of business operations to the environment (planet) (Elkington, 2018).

However, ElAlfy et al. (2020) noted that the lack of consistent definition and strategic orientation on CSR programs hamper the progress of corporations aiming to contribute sustainably. The launch of the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) helped address this by strengthening the connection of CSR initiatives with the concept of sustainability. This long-term perspective of CSR was reflected in what Latapí Agudelo et al. (2019) described as “a new social contract” wherein businesses contribute to the achievement of the SDGs. In studying the timeline of CSR definitions through a literature review of publications on CSR, Latapí Agudelo et al. (2019) also discussed how more

literature and academic work on CSR started to gear toward the concept of sustainability since the introduction of the MDGs and SDGs.

The same view was reflected in the study done by Verk et al. (2019) wherein literature on CSR communication was mapped throughout the years. Verk et al. (2019) studied CSR in relation to the evolution of frames in the CSR communication field which showed how stakeholder-focused frames only started to evolve in 2009-2016 and how previous years focused on frames such as business cases and CSR reporting.

Given the rise of the SDGs, Wang et al. (2020) proposed that corporations may embed sustainability goals into their corporate strategies as aligned with their business focus. For example, the study done by Wang et al. (2020) focused on the maritime industry wherein social entrepreneurship sustainability reports point to contributions for decent work and economic growth (SDG 8), industry, innovation, and infrastructure (SDG 9), responsible consumption and production (SDG 12), and life below water (SDG 14). SDGs 8, 9, 12, and 14 were mentioned to be the most aligned with the business nature of the maritime industry and thus have been the focus of maritime companies (Wang et al., 2020). The study done by Wang et al. (2020) established how businesses tend to contribute to sustainable development goals which are in line with their business field or industry.

Also highlighting the increasing business awareness of the SDGs, Kulkarni and Aggarwal (2022) discussed how this awareness led to improved sustainability reporting and CSR mapping as aligned to the sustainable development goals. Indeed, with the launch of the 2030 agenda, more literature started to note how the SDGs helped companies tailor their CSR initiatives and incorporate these into their business plans (EIAIly et al., 2020; Shayan et al., 2022; Kulkarni & Aggarwal, 2022).

The same view was championed by Fraser (2019) wherein CSR initiatives were seen as an opportunity for businesses to “realign industry interests with those of society” (p. 790).

The Rotterdam School of Management (2019) through its Partnerships Resource Centre, highlighted the alignment of businesses’ support for the SDGs, specifically SDG 17 dedicated to partnership for the goals, and SDG 12 on responsible consumption and production. Described by ElAlfy et al. (2020) as the “CSR-SDG nexus,” the authors’ analysis shows that the SDGs provide businesses with a clearer roadmap wherein they could “strategically align firm-level CSR initiatives with both national and international sustainable development agendas” (p. 12).

Similarly, in describing the SDGs, Fonseca et al. (2020) also viewed the SDGs as a roadmap that inspires various societal actors to act and cooperate toward a better future. This is also encapsulated in SDG 17 (partnership for the goals) which encourages “intense and effective cooperation” among actors of change, including the public and private sectors coming from various industries (Fonesca et al., 2020). Recognizing the growing impact of CSR in both literature and practice, Misra and Singh (2021) referred to CSR initiatives as “a formidable route to sustainable development” noting the various forms of CSR interventions and how these start to go beyond philanthropic transactions and into bringing transformational societal change.

In a more recent framework for CSRs, Shayan et al. (2022) noted how CSR initiatives may create value for the corporation while also contributing to the SDGs. In the framework of Shayan et al. (2022), corporate gains from CSR initiatives include increased financial performance and advantages on corporate image and

identification, reputation and credibility, brand, public trust, customer satisfaction and loyalty, and purchase intention (Shayan et al., 2022). It should be noted that the outcomes identified by Shayan et al. (2022) that are geared more toward Corporate Value Creation are more business-centric.

On the other hand, gains that contribute to the SDGs include business sustainability, a stable economy, a functional society, crisis prevention, global resource management, labor market expansion, universal market growth, and protection for the future of humans (Shayan et al., 2022). In this study, Shayan et al. (2022) proposed a model that identifies both internal and external drivers of CSR interventions. Internal drivers include shareholders, corporate managers, and employees, while external drivers refer to NGOs, media, and the government (Shayan et al., 2022).

### **The Stakeholder Approach in CSR**

As early as 1984, the interconnected relationship between businesses and “those who have a stake in the organization” was already studied by Freeman (1984) in what was referred to as the Stakeholder Theory (*About the Stakeholder Theory*, 2018). According to Freeman (2019), value creation involving businesses will only grow more complex with globalization. The theory posits that “any business creates value—sometimes destroys it—for customers, suppliers, employees, communities and financiers” (Freeman, 1984, 2019; Leuphana Community, 2019).

Since the 1980s, literature on the Stakeholder Theory continued to grow. Referencing the Stakeholder Theory through the lens of sustainability, Jansson (2005) stated that a company should generate value not only for its shareholders but also for all the other parties that are impacted by its business choices and activities.

Thus, in addition to Freeman's (1984, 2019) list of five stakeholders, Jansson (2005) proposed to include the environment and the government as additional stakeholders that businesses should consider.

Scholars Coombs and Holladay (2011) also studied CSR in relation to stakeholders. CSR was described as "the voluntary actions that a corporation implements as it pursues its mission and fulfills its perceived obligations to stakeholders, including employees, communities, the environment, and society as a whole" (Coombs & Holladay, 2011, p. 8). This definition adopted by Coombs & Holladay (2011) recognizes the significance of stakeholder expectations in shaping CSR activities. Considering how the term "stakeholders" may refer to several actors external to the corporation, Freudenreich et al. (2019) narrowed the term to "societal stakeholders" to pertain to actors representing the natural environment, communities, the government, media, academia, non-government organizations, and the like.

In a study about stakeholder orientation, García-Sánchez et al. (2020) categorized stakeholders as either internal or external. Internal stakeholders consider those under the organization including employees and their policies, systems, and procedures, as well as governance practices (García-Sánchez et al., 2020). On the other hand, García-Sánchez et al. (2020) classified external stakeholders as those concerned with societal issues such as human rights, the environment, customer-supplier issues, and other concerns of society at large. This is similar to what Freudenreich et al. (2019) described as societal stakeholders.

In line with this, EIAIly et al. (2020) raised that the attainment of the SDGs cannot rest on one sector alone; as such, EIAIly et al. (2020) strongly suggest looking into the "active involvement of all stakeholders" in CSR initiatives. Shayan et

al. (2022) also looked at socio-economic and environmental sustainability as part of CSR plans, taking note of how this is made possible through both management and stakeholder involvement. Also reiterating the interconnected relationship between businesses and those who have a stake in the organization and its activities, Misra and Singh (2021) established the vital role CSR plays in “strengthening the link of participation, collaboration, and cooperation between communities and corporations” (p. 3).

### **Current CSR Practices in the Philippine Context**

In the current Philippine context, Briones (2020) noted that CSR interventions are used by companies to improve corporate image, strengthen societal relationships, maintain their license to operate, and gain organizational legitimacy.

Across the country’s top 30 publicly listed companies, the most reported CSR initiatives revolve around community service programs, environmental protection, natural resources conservation, relations with the local population, and donations to charity (Briones, 2020). Specific to the context of education-focused CSRs, Yap et al. (2020) noted that Philippine institutions that have CSR programs in support of libraries usually cater to academic, school, special, and public libraries. Common education-related CSR activities revolve around scholarships, book donations, and training (Yap et al., 2020). Despite the study done by Yap et al. (2020), the authors mention a low turn-out of CSR respondents, and that only 30% are “active partners of the library community for more than 11 years” (p. 15.)

Briones (2020) highlighted that CSR initiatives and reporting are done voluntarily, relating this to the lack of reporting frameworks and lack of pressure from primary stakeholders. When reporting is indeed done as a practice of good corporate

governance, in current practice, these companies label their CSR initiatives as under 'CSR' and 'sustainability' (Briones, 2020).

In 2021, the Securities and Exchange Commission (SEC) announced that publicly listed companies will be required by 2023 to submit a Sustainability Report alongside the company's Annual Reports submitted to the commission (Dela Cruz, 2021). As reported by Dela Cruz (2021), the SEC sees the inclusion of a Sustainability Report as a mechanism to "communicate to stakeholders" and "measure and monitor their contribution towards the United Nations Sustainability Development Goals" (par. 18). Even from local literature, it is evident that there are starting efforts to align CSR activities toward sustainability.

### **Gaps in CSR Stakeholder Literature and Practice**

Freudenreich et al. (2019) however recognized the gap that societal stakeholders and their participation are "rarely discussed" in business literature and that stakeholder relationships and motivations are often overlooked.

In a study done by Olazo (2023) measuring the impact of CSR practices on customer satisfaction in Angeles City, Pampanga, Philippines, results show that humanitarian contribution ranked the least in terms of CSR factors that influence customer satisfaction as compared to consumer rights and protection which ranked the highest. As evident from the study done by Olazo (2023), a large part of views on CSR today, even in the Philippine context, is still linked with business-oriented value creation instead of being sustainability or societal stakeholder-centric.

This gap is also evident in the scoping study done by ElAlfy et al. (2020) wherein out of 56 articles, only five were found to be community-focused versus the majority being company-focused. Referring back to the study done by Jansson

(2005) which referenced Mitchell et al. (1997), it is important to note that while the environment and community were both listed as societal stakeholders, Jansson (2005) pointed out how a firm usually takes into account a stakeholder's interest only when there is "perceived power, legitimacy, and urgency" (p. 6) and is deeply tied with the firm's financial performance. As such, while there has been an increased interest in transformative and sustainable CSR over time, most approaches still focus more on aiming to provide business value for the corporation rather than focusing on the stakeholders and their involvement in the CSR process.

This gap between corporate value versus societal value is also evident not just in literature, but also in actual business practice. Quan-Hoang et al. (2020) pointed out that much of CSR efforts still revolve around advantages for the firm such as gaining tax incentives, improved public image, and marketing leverage. The same findings were observed by Pfajfar et al. (2022) wherein CSR literature focused mostly on "corporate performance as its only outcome" (p. 46), which falls under Corporate Value Creation instead of Universal Value Creation for the SDGs. As Kumi et al. (2020) noted, a consultative approach through stakeholder consultations is needed especially in actual practice wherein there is a tendency among CSR interventions to be skewed only towards certain projects that promote "their corporate image than the actual social returns," (p. 186) doubting its actual meaningful benefit to societal stakeholders. Heras-Saizarbitoria et al. (2021) arrived at a similar conclusion after conducting a qualitative analysis across 1370 sustainability reports from corporations that claim to contribute to the SDGs through CSR. Results revealed that CSR was used as an "impression management practice" (p. 325) designed to highlight a company's accomplishments and obscure its more questionable aspects with the goal of influencing stakeholders' perceptions of the

company (Heras-Saizarbitoria et al., 2021). Heras-Saizarbitoria et al., (2021) then recommended consulting both internal and external stakeholders. In fact, in Shayan et al.'s (2022) framework, societal stakeholders are not entirely considered “CSR drivers” or part of those who initiate and form the projects together with the corporation. While CSR initiatives mainly aim to foster social development through SDG-gear outcomes, a power imbalance presents itself when societal stakeholders are excluded from the value-creation process and are still seen as beneficiaries at the receiving end, or at most as intermediaries, rather than as co-drivers of projects that affect them.

### **Increasing CSR Value from Transactional to Transformational with Dialogue**

Even a decade earlier, Austin (2000) studied the relationship between businesses, societal stakeholders, value creation, and dialogue. Austin (2000) tended to the types of partnerships corporations have specifically with the nonprofit sector. Austin (2000) proposed that partnerships may be classified in what is called a collaboration continuum, starting from philanthropic, transactional, and integrative.

Philanthropic collaboration refers to CSR activities wherein corporations donate to those who solicit assistance; however, these activities are seen as “peripheral” activities characterized by a one-way flow of support and low levels of engagement on the part of the beneficiary (Austin, 2000). On the other hand, Austin (2000) states that transactional collaboration pertains to an exchange of resources marked by increased understanding and trust. Lastly, integrative collaboration shows deeper personal relationships and trust wherein the mentality shifts to a ‘we’ instead of the ‘us versus them’ mentality; instead of a transfer or exchange of resources, integrative collaboration focuses on joint value creation (Austin, 2000).

Similarly, Bowen et al. (2008) mapped the community engagement continuum while looking at its relationship to various actors. While the continuum follows Austin's (2000) ideas, Bowen et al. (2008) used the terms transactional engagement to refer to Austin's (2000) philanthropic collaboration, transitional engagement to refer to what Austin (2000) called "transactional" and referring to integrative collaboration as transformational engagement (Bowen et al., 2008).

For corporate actors specifically, Bowen et al. (2008) noted that as corporations move from transactional engagement to transformational engagement, the way businesses relate to beneficiary or partner communities also differs. For corporations, transactional engagement is involved with monitoring, push communications, and educating (Bowen et al., 2008). Transitional engagement includes lobbying and engaging, while collaboration falls under transformational engagement (Bowen et al., 2008).

Bloomfield et al. (2021) explored such differences between transactional and transformational CSR in a report that compares the two. Bloomfield et al. (2021) made the comparison based on the leadership mindset, vision, leadership involvement, engagement approach, commitment, corporate action, evaluation, and reporting. According to Bloomfield et al. (2021), transactional CSRs are usually employed for compliance, operational, or strategic gain. Corporations may use CSR out of the drive to defend the organization, maintain its license to operate, or manage risks and opportunities (Bloomfield et al., 2021).

On the other hand, as described by Bloomfield et al. (2021), transformational CSRs are inspirational and values-based; their vision is more aligned with the triple bottom line and is more long-term, looking beyond the corporation, as compared to transactional CSR which seeks to gain incentives from taxes, jobs, profits, and

philanthropy. In terms of action, transactional CSR mostly employs random and siloed programs, while transformational CSRs acknowledge that programs are central to their organizational mission and, thus are more integrated into business operations (Bloomfield et al., 2021).

The ideas of Austin (2000) and Bowen et al. (2008) regarding the engagement continuum are also seen in Civera and Freeman's (2019) research wherein it was observed that as coffee farmers became active partners in the value-creation process, they were transformed from dependent, vulnerable groups to empowered, knowledgeable "farmers [who] are able to act like entrepreneurs" and ensure the sustainability of the coffee industry. Civera and Freeman's (2019) work established the relationship between stakeholder involvement and more sustainable CSR practices and contributions.

Silva and De Campos (2019) also raised the role of stakeholder engagement as a means to address and contribute to social concerns and reach sustainability practices. Especially as social problems are complex, stakeholder engagement allows all stakeholders to combine resources and reach solutions faster. The same views were shared by Civera and Freeman (2019) as the scholars highlighted the significance of continuous engagement of stakeholders and their roles in joint value creation. This is in line with what Freudenreich et al. (2019) stressed that "value should be created both with and for different stakeholders," allowing it to be mutually beneficial for all parties.

As Freudenreich et al. (2019) further proposed, value creation with stakeholders must go beyond transaction-oriented initiatives. Inspired by the stakeholder theory, Freudenreich et al. (2019) mentioned a new perspective that acknowledges how "relationships form the basis for a functioning value creation

framework” (p. 5) and encourages appreciation for the active contributions of stakeholders. Freudenreich et al. (2019) further mentioned that the shared values between the corporation and its stakeholders should serve as a reference point during the value-creation process in order to arrive at a joint purpose.

In line with the range of CSR initiatives depending on the degree of stakeholder participation—from transaction-based to aiming for sustainability—there are four identified different ethical foundations and motivations that drive corporate social responsibility (Roberts, 2003; Schaltegger and Burritt, 2018). Introduced by Roberts (2003) and further explored by Schaltegger and Burritt (2018), CSRs could either be driven by (1) reactionary concern grounded on a business’ short-term financial interest; (2) driven by reputation aimed to improve or protect a company’s image; (3) responsible motivation which embeds social and environmental issues into the firm’s performance management systems inside-out, and (4) a collaborative motivation, “which works to bring the outside in and seeks to go beyond the boundaries of the firm to create a dialogue with those who are vulnerable to the unintended consequences of corporate conduct” (p. 241).

This particular research is interested in looking at the fourth motivation discussed by Roberts (2013) and Schaltegger and Burritt (2018) wherein collaboration and dialogue are used to further SDG value creation among CSR initiatives.

Notably, Quan-Hoang et al. (2020) also highlighted the advantages of the fourth motivation of “facilitating collaborative dialogue and empathy-based management” among societal stakeholders, especially those vulnerable to the business activities of corporations. Mukhtar and Bahormoz (2021) also share this view by adopting a central thesis that a CSR initiative’s success rests on effective

stakeholder engagement, adding that stakeholders should be able to integrate their views into the management decision-making of corporations.

Linking CSR priorities with management decision-making requires dialogue which is the critical link to effectively engaging stakeholders and successfully implementing CSR programs (Mukhtar and Bahormoz, 2021). “Encouraging collaboration, trust, and commitment, ” as Mukhtar and Bahormoz (2021) stated, brings about sustainable models vital to the delivery of CSR initiatives. The same view is held by Ariefianto et al. (2021) who looked at the practice of CSR interventions in coastal mining communities and concluded that initiatives must go beyond mere provisions and rather into sustainability to eventually build the community’s self-reliance and sufficiency. Ariefianto et al. (2021) suggested optimizing CSR interventions through collaboration and dialogue to consider social inequality issues, the needs of the community, and the importance of aiming for sustainable community independence. Ariefianto et al. (2021) stressed the value of dialogue through community participation, stating its role in facilitating empowerment among coastal communities and mentioning how community independence should be fostered to ensure the utilization and sustainability of CSR interventions.

### **Multi-Stakeholder Dialogue to Foster Empowerment**

The early concepts of dialogue to facilitate community participation may be traced from the work of Freire (1970, as cited in Servaes, 1996) on dialogical communication. According to Freire, dialogue refers to the process wherein participants all have an equal right to be heard and listened to during the communication process, and no single person or group dominates the discourse (Freire, 1970, as cited in Servaes, 1996; Kloppers & Fourie, 2018). Dialogical

communication then considers all participants as equals and puts great importance on the aspects of listening and mutual respect “to truly understand each other’s reality and point of view (Freire, 1970, as cited in Servaes, 1996; Kloppers & Fourie, 2018).

In the context of CSR communication and practice, the phenomenon of dialogical communication is significant as it is characterized by the participation between the corporation and its societal stakeholders, and eventually the involvement of community members in the CSR process. As stated by Kloppers & Fourie (2018) in re-conceptualizing the principles of the participatory approach for CSRs, the “common central constructs” with Freire’s concepts include active participation and balanced power as equal partners, interpersonal communication, and the creation of “mutual/shared meaning and understanding” (p. 93) as a result of the dialogical process.

Grounded on Freire’s dialogical praxis, Molale and Fourie (2022) defined dialogue as an ongoing, interactive process characterized by listening and welcoming perspectives from others who are viewed as equal members of the communication process. Contrary to its opposite which is anti-dialogic action attributed to coercion, manipulation, and exclusion, dialogue fosters accommodation and equal power (Molale and Fourie, 2022). In defining dialogue, Molale and Fourie (2022) also highlighted how dialogue leads to “joint contribution with a view of achieving praxis” such as that of a universal value creation necessary to drive societal transformation.

Daya (2019) notes that even before Freire’s work reached the Philippines in 1970s, Quebral already highlighted that development communication is participatory in nature. The bottom-up approach to development maintains that “people are not

just passive receivers of information nor unsuspecting actors in development programs” (p. 157) and that active participation is needed to incite meaningful change (Daya, 2019). Likewise, Suzina and Tufte (2020) also viewed Freire’s praxis beyond its initial applications in pedagogy and rather “as a model or paradigm of development and social change” (p. 411). Suzina and Tufte (2020) argue that dialogical communication may inspire and guide practices of communication, social interaction, order, and co-existence in society, which corporations and societal stakeholders are part of.

The importance of dialogue in cross-sector social partnership (CSSP) agendas is also studied by Thomsen (2022). Thomsen (2022) presents that dialogue is needed to arrive at common understandings “created in and among” CSSP stakeholders (p. 3). Since sustainable development programs aim for change, Thomsen (2022) argues that they should be strategically guided by principles of strategic communication, wherein it is vital to communicate, manage, and understand what specific changes are expected to arise from the change and learning process.

Specific to CSR, the importance of dialogue and community involvement is also aligned with what Kumi et al. (2020) noted that short-term CSR interventions as well as the lack of meaningful participation and coordination between the private sector and the community may hamper the potential of CSR interventions. Kumi et al. (2020) proposed putting importance on multi-stakeholder dialogue and partnerships in order to increase the effectiveness of CSR efforts in SDG value creation.

This phenomenon of multi-stakeholder partnerships and dialogue was also observed by Shahid Satar (2019) in what was referred to as “community

engagement in social enterprises” (p. 472). Shahid Satar (2019) cited the advantages of encouraging the active participation of the community in CSR interventions, highlighting the vital role of “real dialogue” between enterprises and the community to arrive at solutions to complex social problems.

Similar to other early literature on participatory development (Food and Agriculture Organization of the United Nations Regional Office for Asia and the Pacific [FAO], 1988; Uphoff, 1990; Barranquero, 2009), Kloppers & Fourie (2018) also highlighted the vital role of dialogue, stating how it is “considered as the backbone of the participatory approach” (p. 92). Kloppers & Fourie (2018) highlighted constructs common among most literature, namely “balanced horizontal communication as equal partners; mutual/shared meaning and understanding; and interpersonal communication” (p. 93). In a study done in 2018 by Hendrayani and Hashim, it was observed how this mutual understanding resulted in joint action in CSR activities. Studying the CSRs in Indonesia, Hendrayani and Hashim (2018) noted how involving the community in the CSR project became “a strategic means for the successful implementation” of partnerships geared towards sustainable development goals.

Rotterdam School of Management (2019) shared this view that CSRs must strive to go beyond transactional partnerships, which have little to no opportunities for a participatory approach, and instead aim for transformational partnerships should these CSR initiatives seek to achieve transformational development espoused by the SDGs. This is what Misra and Singh (2021) referred to as “win-win collaborations” (p. 21) that lead to sustainable CSR solutions.

## **Frameworks for Community Participation in Development Projects**

The significance that Freire places on collaboration and co-learning and a critical view on power structures within dialogue has inspired participatory approaches to development communication (Fernández-Aballí Altamirano, 2020). These ideas are evident in several frameworks for participatory development including the Spectrum of Public Participation (IAP2 Australasia [International Association for Public Participation], n.d.), Arnstein's (1969) Ladder of Citizen Participation which was adapted by Wilcox (1994/2003), Pretty's Typology of Participation, White's Typology of Interests, and the Department for International Development's Community Participation Ladder (Norwegian Agency for Development Cooperation, 2013).

In all these frameworks, a continuum of public engagement is presented wherein the community's role is outlined in relation to the degree of participation. Such frameworks provide a guideline of how a community's involvement may range from non-participation to more tokenistic forms such as being mere recipients of information, and up to having citizen control in the form of partnership and empowerment (IAP2 Australasia [International Association for Public Participation], n.d.; Dobson & The Citizen's Handbook, n.d.).

Specifying the difference between each degree and type of participation, Wilcox (1994/2003) notes five levels of stakeholder involvement ranging from information, consultation, deciding together, acting together, and supporting initiatives. Wilcox (1994/2003) discussed that each stance carries a specific characteristic with the first stance characterized by information-giving, the second stand relating to the community being presented by choices, the third stance

involving decision-making, the fourth stance being concerned with collaboration, and the fifth stance being attributed to empowerment.

### **The Application of Community Participation to CSRs**

In the case of CSRs, Tang-Lee (2016) raised that CSR initiatives that employ tokenistic participation fail to meet the needs of beneficiary communities. As such, strengthening community engagement will ensure that CSR projects are aligned with the issues and priorities felt and identified by the actual community. In more recent studies, Widhagdha and Gumilang (2019) also stressed the importance of stakeholder involvement and two-way communication in the effective and efficient achievement of shared interests and objectives of a CSR program. Communication practices such as social mapping, gathering community suggestions, socialization programs, communication planning, and focus group discussions, lead to better CSR implementation through reduced conflicts, improved company image, and better community development practices (Widhagdha & Gumilang, 2019). Similarly, the importance of dialogue in CSR initiatives is also raised by Widhagdha et al. (2019) in a study of CSR efforts concerning forest fire mitigation wherein dialogue was seen as a deliberate means to bridge differences and improve community welfare.

Relating these to the gaps in CSR literature and practice, the findings of Kumi et al. (2020) raised that common CSR initiatives present a disconnect between an organization's claim of establishing local ownership through planning versus what community members actually feel. This disconnect is characterized by low or superficial levels of direct community involvement, neglect and exclusion in the decision-making process, and the failure to consider issues on power dynamics, elite capture, and broader social empowerment concerns. With these concerns remaining

unaddressed, Kumi et al. (2020) raise doubts regarding the capacity of transactional CSR programs to meaningfully advance the development goals of beneficiary communities.

Considering all related literature and the significance of a participatory approach to CSR, this research studied Freire's dialogical praxis in the context of community participation and its role in joint value creation for sustainable CSR practices. The research explored how dialogue and the degree of community participation transform transactional CSR initiatives into strategic, transformational CSR activities that proactively contribute more to the SDGs and to community development.

## **Operational Definition of Terms**

### **Community Participation**

In referring to dialogue, the research used the concepts of Wilcox's (1994/2003) ladder of participation model which considers both the flow of communication and the power to act or take charge in the CSR project. Dialogue or community participation was explored using the five stances or levels as described by Wilcox (1994/2003), namely information, consultation, deciding together, acting together, and supporting initiatives.

The Information stance pertained to scenarios wherein the corporation "takes over communications" (p. 11) and is only concerned with information-giving. In the case of this study, local CSR initiatives fell under the first level or information stance when corporations planned the project wholly and never offered opportunities for

societal stakeholders or community members to provide feedback and action. Communication materials used by corporations imply only a one-way flow of information such as leaflets, newsletters, or videos. This phenomenon was operationalized quantitatively as stance 1.

Consultation, or the second stance, referred to the level of communication wherein feedback was taken into consideration but still restricted action from societal stakeholders. At this level, local corporations held surveys or meetings with beneficiaries—such as students, teachers, and barangay workers—to gain their insights. However, project planning was still done by the organization. This was operationalized quantitatively as stance 2.

The third stance, Deciding Together, was characterized by giving stakeholders more power to choose and contribute to the project; however, stakeholder action was still limited. In the case of local education CSRs, this was measured by community members having the opportunity to be involved in the planning process, however, the decision on project implementation still rested on the corporation. Communication processes involved in this stance included workshops on the CSR education project, brainstorming, and planning sessions. This was operationalized quantitatively as stance 3.

The fourth stance, Acting Together, entailed having both the corporation and the societal stakeholders hold equal decision power and action. Holding team-building exercises and forming partnerships and community groups indicated this fourth stage of participation. It involved forming partnerships, trust, and mutual benefit for both parties. At this level, the organization and the community arrive at a consensus or joint decision together. This phenomenon was operationalized quantitatively as stance 4.

Lastly, the fifth stance of Supporting Local Initiatives involved societal stakeholders carrying out their own plans out of community interest, wherein corporations acted as resource-holders instead of implementers. Local CSR projects classified under the fifth stance are characterized by having community members plan the project themselves while corporations supported the project with resources, either through grants or in-kind donations. This was operationalized quantitatively as stance 5.

**Table 1. Characteristics of Each of the Stances of Community Participation**

	<b>Stance</b>	<b>Characteristics</b>
Stance of Community Participation	Information-giving	<ul style="list-style-type: none"> <li>- First level or stance</li> <li>- Feedback: None</li> <li>- Planning/Decision: None</li> <li>- Action/Implementation: None</li> <li>- Leadership: None</li> </ul>
	Consultation	<ul style="list-style-type: none"> <li>- Second level or stance</li> <li>- Feedback: Yes</li> <li>- Planning/Decision: None</li> <li>- Action/Implementation: None</li> <li>- Leadership: None</li> </ul>
	Deciding Together	<ul style="list-style-type: none"> <li>- Third level or stance</li> <li>- Feedback: Yes</li> <li>- Planning/Decision: Yes</li> <li>- Action/Implementation: Yes</li> <li>- Leadership: None</li> </ul>
	Acting Together	<ul style="list-style-type: none"> <li>- Fourth level or stance</li> <li>- Feedback: Yes</li> <li>- Planning/Decision: Yes</li> <li>- Action/Implementation: Yes</li> <li>- Leadership: None</li> </ul>
	Supporting Initiatives	<ul style="list-style-type: none"> <li>- Fifth level or stance</li> <li>- Feedback: Yes</li> <li>- Planning/Decision: Yes</li> <li>- Action/Implementation: Yes</li> <li>Leadership: Yes</li> </ul>

## **Creation of CSR Value Through Mutual or Shared Meaning**

The research suggested that higher levels of stakeholder involvement would lead to shared value creation. This study viewed value creation based on the beneficial outcome created by the CSR project and the degree to which entity the project provided more benefit. Specifically, value creation was measured either as Transactional CSR or Transformational CSR. Taking note of the definitions given by Shayan et al. (2022), the defined objectives of transactional CSRs created value more for the corporation than for the societal stakeholders. Transactional CSRs are tokenistic in nature and are more business-centric. In transactional CSRs, communication activities only concern the organization, such as publicizing or marketing the CSR project, even without assessing its impact on the community. Evaluation measures were geared toward increasing company image, customer satisfaction, trust, and loyalty. In transactional CSRs, communication was characterized as being more one-way. Thus, there was no mutual or shared meaning made in defining nor evaluating the impacts of the CSR project on the community.

On the other hand, transformational CSR was defined as CSR outcomes that produced value for both the corporation and societal stakeholders. Transformational CSRs tend to create value that contributed to societal or community development as based on the Sustainable Development Goals (SDGs). CSR interventions that are characterized as transformational CSR were given value by societal stakeholders and were seen as relevant in uplifting their quality of life. While transactional CSR created value solely for the corporation, transformational CSR produced outcomes beneficial to societal stakeholders and appropriately addressed their needs and situations. For the study, transformational CSR was

characterized by the conduct of post-activity evaluation with the community. Measures of this include conducted assessments and whether the CSR project met the identified objectives mutually identified by the organization and beneficiaries. Mutual or shared CSR values included increased access to relevant educational materials, increased access to learning opportunities, increased quality of education within the community, and the increased capacity or empowerment of community members to take over the CSR project.

The shared value created in the CSR program was operationalized quantitatively, having assigned a numerical score through a Likert scale or assigned codes in the thematic and content analyses.

**Table 2. Characteristics of CSR Value**

	<b>Approach</b>	<b>Characteristics</b>
CSR Value	Transactional	<ul style="list-style-type: none"> <li>- benefitted the organization more than the community</li> <li>- tokenistic and transactional in nature and are more business-centric</li> <li>- concerned with publicizing or marketing the CSR project</li> <li>- no assessment of its impact on the community</li> <li>- evaluation measures were geared toward increasing company image, customer satisfaction, trust, and loyalty</li> <li>- communication was one-way thus there is no mutual or shared meaning in defining nor evaluating the impacts of the CSR project on the community</li> </ul>
	Transformational	<ul style="list-style-type: none"> <li>- produced value for both the corporation and societal stakeholders</li> <li>- empowering and transformational in nature</li> <li>- CSRs were given value by societal stakeholders and are seen as relevant in uplifting their quality of life</li> <li>- implements evaluation measures or post-event assessment to ensure intervention appropriately addresses community needs and situations.</li> <li>- communication is through mutual dialogue, increased capacity or empowerment of community members to take over the CSR project</li> </ul>

## Theoretical Framework

The study looked into theories of dialogue and community participation models to understand the characteristics of the two approaches to CSR and the stances of community participation involved.

The study followed the ideas of Paulo Freire on dialogical communication, which asserted that two-way communication allows the creation of shared values and meanings among individuals or groups communicating with each other (1970, as cited in Servaes, 1996). This open exchange of information sharing through dialogue was essential to reach mutual understanding (Servaes, 1996).

In the CSR context, the study looked into the dialogue between the corporation and its intended beneficiaries or societal stakeholders, specifically community members. The study observed how the community's degree of participation relates to the shared meaning and mutual value created by the dialogical process in CSR programs.

**Figure 1.** *The Dialogical Process as Based on Freire's Ideas*

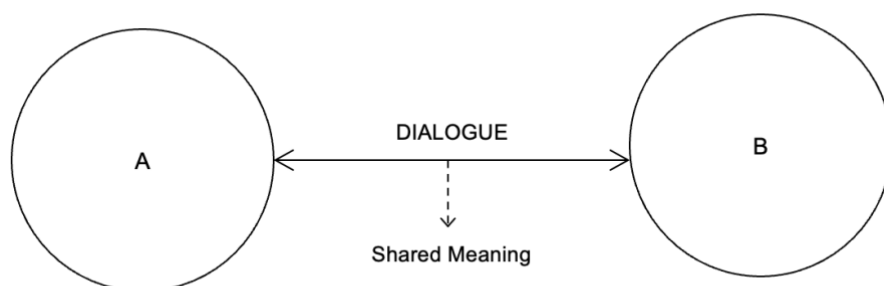


Figure 1 illustrates the concepts of Freire wherein communication between two individuals or groups, as presented by A and B, allows the creation of mutual

understanding or shared meaning. The diagram presents the flow of communication as being two-way, wherein information is transferred laterally or horizontally. This illustrates what Freire (1970, as cited in Servaes, 1996) posits as equal social relations in the dialogical process. As discussed by Lucio-Villegas (2009), this method of equalizing social relations through dialogue breaks down what Freire referred to as the “culture of silence” that is characterized by an imbalance of power relations.

In other words, through dialogue, both parties involved in the communication process have equal opportunities to listen and also raise their ideas, opinions, and experiences that contribute to mutual meaning-making. Similarly, Servaes (1996) discussed this as the “interchange of sender-receiver roles and horizontality of communication links” (p. 77). Applying this to the study, the research investigated how dialogue between the corporation and its societal stakeholders empowers public participation in CSR programs which are geared towards creating shared value for education.

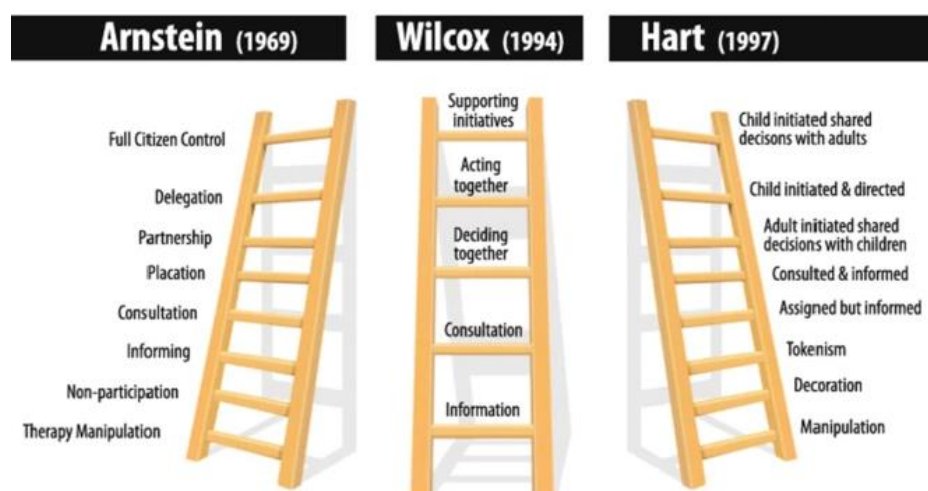
As a participatory process, dialogue is central to Freire’s philosophy and methods, stating how people are seen as “social human beings and not just recipients of knowledge” (Lucio-Villegas, 2009, p. 2). Relating this to the study of CSR practice, employing the dialogical method in CSR interventions entails recognizing community members and stakeholders as part of the communication process and being involved in the project rather than just mere recipients or beneficiaries of the CSR program.

As Servaes (1996) reiterates in the application of the Freiran perspective in participatory research methodologies, individuals are recognized as being capable of reflection, conceptualization, critical thought, decision-making, planning, and social

change (Servaes, 1996). With these characteristics present in the dialogical approach to communication, there is an implication of “higher levels of public involvement in the communication systems” (Servaes, 1996, p. 79). Grounded on this theory, the study analyzed how societal stakeholders are empowered to support initiatives that affect them through the use of community participation and contributing to the value creation for CSR programs,

Studying the said levels of involvement, the research was also guided by the Ladder of Participation model, as adapted by Wilcox (1994/2003) which was earlier proposed by Sherry Arnstein (1969). According to Wilcox (1994/2003), the ladder model suggests that individuals or groups participate in the communication process at varying levels of participation. However, altering Arnstein’s (1969) initial eight-step ladder, Wilcox (1994/2003) proposed five stances, namely: information, consultation, deciding together, acting together, and supporting independent community interests (p. 4). The study used these stances to determine the degree of participation and understand how it affects the creation of shared meaning and value within local CSR programs.

**Figure 2.** *Ladder of Participation according to Wilcox (1994/2003)*



SOURCE: Rahman et al. (2022)

In the author's guide to effective communication, Wilcox (1994) discussed each of the five stances in more detail. The first stance is mainly concerned with information-giving wherein there is no room for response or feedback. The second stance, consultation, relates to offering the other party choices but "not the opportunity to develop their own ideas" or plans (Wilcox, 1994/2003, p. 2). Deciding together falls under the third stance which involves giving people the power of choice yet limiting their responsibility to implement the decision. On the other hand, acting together is characterized by the fourth stance having both parties act and decide together toward short-term collaboration. Lastly, the fifth stance involves supporting local, independent, and community-based initiatives. Wilcox (1994/2003) attributes the fifth stance on empowerment focusing on the community's own interests and plans.

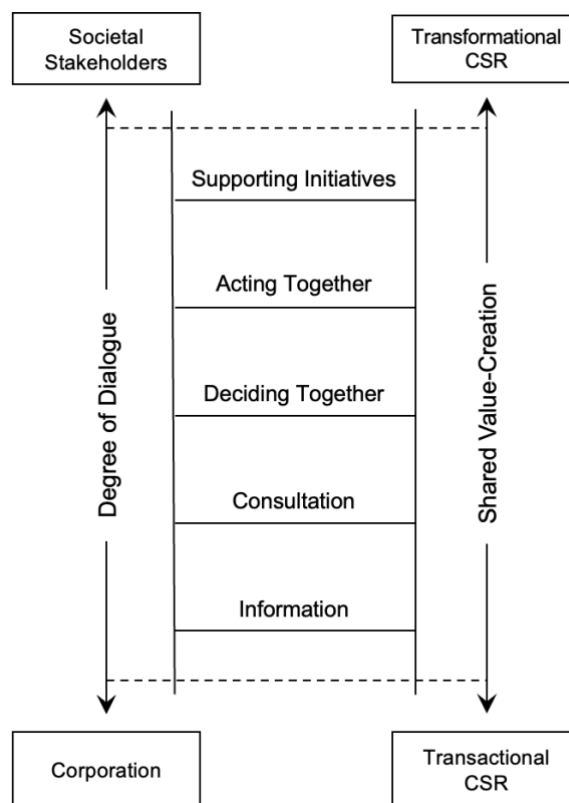
Unlike Arnstein's (1969) model, which implies a hierarchy with upper levels being better for the communication process, Wilcox (1994/2003) posits that different cases or circumstances call for different levels, whichever is appropriate. Despite this, Wilcox (1994/2003) still notes that substantial participation takes place in the level of deciding together, acting together, and supporting initiatives.

In Wilcox's (1994/2003) summary of the ladder of participation, each level was described based on the typical communication processes involved for each stance. Information relates to presentation and promotion; consultation is guided by communication and feedback; deciding together aims for consensus building; acting together involves partnership building, and supporting is targeted towards community development (Wilcox, 1994/2003, p. 15). The study then used each level to look into how dialogue and community participation are employed in the two types of CSR approaches between the corporation and societal stakeholders.

## Conceptual Framework

The research was grounded on the concepts of community participation and value creation through dialogue in the two approaches of CSRs. Borrowing the theories of dialogic communication and the ladder of participation model, the study followed the conceptual framework illustrated below:

**Figure 3.** *Proposed Conceptual Framework to Explore Community Participation in the Two CSR Approaches*



The conceptual framework adopts Freire's dialogic communication theory (Servaes, 1996), which states that two-way communication between the corporation and the societal stakeholders will lead to the creation of shared value and mutual understanding. In the case of CSRs, this would refer to the goals or objectives of the

CSR program. Furthermore, the concept of two-way communication will be guided by the varying levels of Wilcox's (1994/2003) ladder of participation.

The study presented that the different approaches to CSR, either being transactional or transformational CSR as suggested by Shayan et al. (2022), carried different characteristics and natures of CSR communication between the beneficiary and the corporation, as described through Wilcox's (1994/2003) five stances. As the conceptual framework suggests, the degree of dialogue between the corporation and the societal stakeholder would range from the different stances presented by Wilcox's (1994/2003) ladder of participation. Thus, the study looked into how these varying levels of participation affected the CSR intervention's created value, either transactional or transformational.

### **Assumptions**

Based on the given conceptual framework, the research assumed that higher levels of community participation between the corporation and societal stakeholders, as characterized by higher levels of public involvement, would be associated with transformational CSR value in local CSR programs in education.

The study explored whether a corporation involved in mere information-giving—where the beneficiaries are seen as mere recipients of information—will be associated with transactional CSR programs that create value geared more towards the company than the community. On the other hand, as corporations enact higher levels of stakeholder involvement, such as through supporting community initiatives, the CSR intervention would be more transformational, creating value not just for the company but CSR value that is likewise shared by the community and societal

stakeholders. Transformational value shall be seen as outcomes that contribute to the community's development or to the fulfillment of sustainable development goals.

Given this assumption that involves exploring the characteristics and nature of the two types of CSR approaches, the study believed that the research results will lend value to encouraging SDG value creation for CSR initiatives focused on education. It supposed that the results of the study may provide useful information for Philippine education companies in incorporating the involvement of societal stakeholders through increased dialogue in CSR projects.

## **Chapter III**

### **METHODOLOGY**

This chapter focused on the research design, methods, and strategy used in the study to explore the characteristics, nature, and approaches of transactional and transformative outcomes of Corporate Social Responsibility (CSR) initiatives, especially among local education CSRs. Specifically, this section detailed the research design, the study participants, the research instrument, and the procedures for data collection and analysis.

Using communication as a lens, the study explored community participation and the communication processes involved in CSR projects. Data was gathered and compared across two CSR organizations: one being transactional in its approach, and the other having more transformative CSR outcomes. Data gathered from two CSR implementers were corroborated with published testimonials from community members or beneficiaries as its societal stakeholders and supporting descriptive data from a quantitative survey. Specifically, community participation was studied based on the degrees of dialogue and its five stances: information, consultation, deciding together, acting together, and supporting local initiatives, and was explored in relation to CSR outcomes being either transactional or transformational.

#### **Research Design**

The study followed a two-case study design, combining thematic analysis of interviews with content analysis of CSR materials. It specifically focused on two

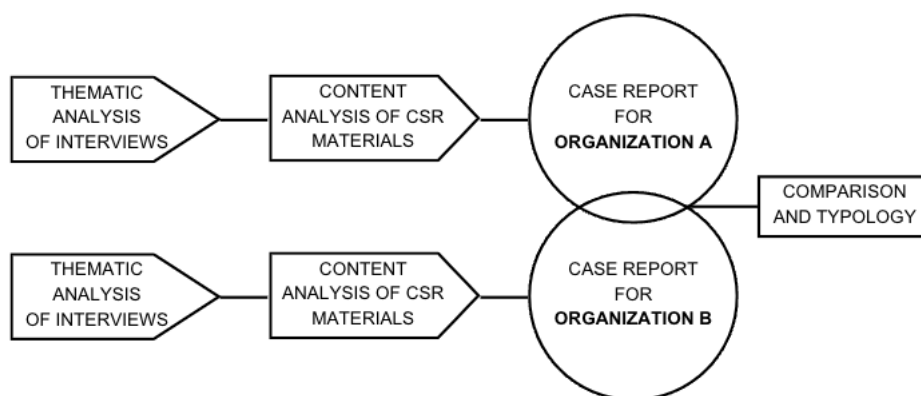
organizations, with Organization A representing a transactional CSR approach and Organization B implementing a more transformative CSR approach.

In-depth qualitative data were gathered for the two cases through semi-structured interviews with their respective CSR implementers, one conducted online and the other face-to-face.

Content analysis of published materials of these two organizations was also used to gather insight into the two CSR organizations' activities and communication processes.

All gathered data were used to prepare case reports, specifically of two identified CSR programs, allowing the research to conduct a case analysis. Guided by the purpose described by the Centre for Transforming Access and Student Outcomes in Higher Education [TASO] (2022), the case study allowed the research to “describe the similarities and differences between cases, interpret the implications of those similarities and differences, and identify and test explanatory theories,” (p. 3) particularly regarding participation stances and CSR value among CSR organizations. Figure 4 presents the overview of the research design used to arrive at the case reports for Organizations A and B.

**Figure 4. Overview of the Research Design**



As guided by the Centre for Transforming Access and Student Outcomes in Higher Education [TASO] (2022) on case analysis, the study used a variable-oriented approach to look into these specific variables, their contexts, and their effects in communicating CSRs to beneficiaries.

To gather supporting data outside of the two organizations or cases, an online survey was also conducted across eight (8) other education-focused CSR organizations. A survey questionnaire was used to gather their insights into their respective CSR communication approaches and practices.

The research then sought to establish how community participation between the corporation and its beneficiaries affected the nature of the outcome of CSR interventions, eventually drawing out a typology of CSR communication and practice based on these concepts to synthesize the findings.

### **Variables of the Study**

The study looked into the phenomenon of how corporations interacted and communicated with societal stakeholders when implementing CSR programs. The study observed two variables namely: 1) the nature of community participation as characterized by the ladders of participation or stances and 2) the value created by the CSR initiative as either transactional or transformational. These variables were used to craft the interview questions for the semi-structured interviews and the supporting survey.

## **Respondents of the Study**

To gather qualitative data and a more in-depth insight into CSR communication, the heads of two CSR organizations were interviewed. The two corporate foundations were selected particularly for representing either a transactional CSR project (Organization A) or a transformational CSR project (Organization B). Organization A (Transactional CSR) agreed to participate in the study under the condition of anonymity. On the other hand, Organization B (Transformational CSR) is represented by Knowledge Channel Foundation, Inc. (KCFI), providing consent both for the interview and to be quoted directly. By interviewing the two selected organizations, the study ensured that both types of CSR projects were well-represented in the study.

The organization with the transactional CSR project, referred to as Organization A, was identified for carrying out CSR activities that are more philanthropic or one-time-giving in nature. On the other hand, transformational CSR projects were implemented by Organization B, namely Knowledge Channel Foundation, Inc. (KCFI), for being well-recognized and awarded in the industry, including by the League of Corporation Foundations, for having impactful CSR projects in education. By gathering insights from both types of organizations, the study was able to draw out the nuances and differences between the two types of CSR projects with varying CSR values and the level of communication they have with beneficiaries and partners.

The study also sought the response of CSR implementers to gather supporting quantitative data on how CSR projects are implemented and what communication processes are involved. Through convenience sampling, the study

gathered responses from eight (8) CSRs who expressed interest to answer the survey. Corporate foundations were represented by project officers, program heads, or executive directors of Philippine corporations involved in educational CSRs. As respondents, they provided a self-report of their corporation's CSR activities, attitudes, and beliefs by responding to the given questionnaire. The data gathered from the respondents were used to describe similar education-focused CSR organizations outside of the case studies.

### **The Research Instrument**

Semi-structured interviews were done which followed an interview guide grounded on the thematic framework. The interviews were done face-to-face with Organization A and online via video call with Knowledge Channel Foundation (Organization B). The interview guide included mostly open-ended questions, including asking interviewees to cite critical or notable instances or stories, to promote a more interactive and exploratory dialogue with the respondents.

Content analysis was done for Organization A and B's published articles, websites, and social media posts on the CSR projects. The mentioned materials were analyzed to draw out inferences about the themes and concepts presented in the study's framework and were used to provide insight into the beneficiaries' perceptions, attitudes, and behaviors about the CSR practices and communication processes.

Lastly, to provide supporting context outside of the two cases, an online survey questionnaire was used to gather data about the CSR projects and processes

of eight (8) other CSR organizations. A survey questionnaire was chosen as it is a cost-effective approach to gathering data across several CSR organizations.

The questionnaire was divided into three main parts: gathering information: 1) About the Organization and CSR Project, 2) Participatory Communication in the CSR Project, and 3) Project Impact and post-CSR activities. In detail, the survey elicited responses regarding the respondents' behavior on CSR activities, their involvement in the initiatives, the CSRs' objectives, and the ways they carried out the communication processes part of the CSR implementation. Furthermore, it also included questions on their attitudes regarding community participation or public involvement in corporate initiatives, together with gauging the level of involvement of community members in their CSR programs.

### **Data Gathering**

For the qualitative interviews, the pre-determined CSR organizations were sent invites to participate in a semi-structured interview about their programs' CSR projects and processes. Specifically, Organization A, which opted not to be named for the study, represented transactional CSR programs; on the other hand, Organization B, which was Knowledge Channel Foundation, represented transformational CSR programs. The decision to pre-determine both organizations was made in order to ensure a diverse range of perspectives and experiences were included in the study, particularly for studying the variable on CSR value-creation. This approach also allowed for a more focused and efficient data collection process, enabling a deeper understanding of CSR practices given the opposing and varying nature of the two CSR projects. An interview guide was prepared and meeting dates

were separately set for the two organizations. Following the signing of consent forms, the interview for Organization A was done face-to-face with the organization's director and board member. The meeting was recorded for transcription purposes, obtaining consent to be directly quoted for the study but only under anonymity or a pseudonym. On the other hand, Organization B's interview was done online via the Zoom platform with Knowledge Channel Foundation, Inc.'s Director of Operations. For Organization B, the researcher obtained consent to record and transcribe the interview, as well as to be directly quoted and named, if needed for the study. Both interviews were transcribed for every word, excluding pauses and filler words. Both transcriptions from Organization A and B were used to draw codes from the data and come up with themes for analysis.

To provide beneficiary perspectives for the case study, content analysis was also done for Organization A's and Organization B's projects. The study looked into the published material from both organizations, including website posts, beneficiary and partner testimonials, social media posts, press release articles, and video testimonials. These materials were used as references to corroborate and gain further insight and analysis on the themes that surfaced during interviews.

As for the quantitative interviews, an electronic mail correspondence was sent to the education-focused CSR organizations that are members of the Association of Foundations and the League of Corporate Foundations. The email provided a background of the study, a request for their participation, and a link to the online survey form. CSR organizations were asked to share their insights on CSR communication and processes from one (1) member of their corporate foundation. In total, the study was able to gather data across 8 CSR organizations, with responses

from their respective executive directors, program heads, and officers. As the survey was sent through Google Forms, all gathered responses were exported to a single linked Google spreadsheet to prepare it for analysis.

### **Data Analysis**

Codebook thematic analysis using a deductive approach was conducted to draw themes from the interviews with the CSR organizations. Interview transcripts were reviewed and coded using the concepts from the theoretical framework. Specifically, sixteen (16) codes were identified, with the corresponding phrases and sentences highlighted from the transcripts. Similar and related codes were grouped together to form 3 main themes, particularly relating to 1) the stances of community participation, 2) CSR value, and 3) measuring CSR impact.

Qualitative content analysis was also done using published materials from Organization A and Organization B (Knowledge Channel Foundation). Specifically, the research looked into the organizations' websites, beneficiary testimonials, published press releases and news articles, videos, and social media posts. Given the themes gathered from the interviews, the different media and content sources were analyzed to establish correlations, patterns, and supporting findings.

The quantitative survey was used to analyze community participation and CSR outcomes outside of the two CSR cases. Obtained data were summarized using descriptive statistics, particularly through measures of central tendency (mean, median, and mode) to provide further context on CSRs outside of the two cases yet are in the same field of education-focused CSR initiatives.

Using the data collected from the respondents, a numerical value was assigned for their responses through means of coding. Responses from the Likert scale and multiple choice questions were assigned numerical values that correspond to a specific perceived stance of community participation and CSR value.

The data gathered from both quantitative and qualitative methods were used to arrive at a more nuanced understanding of community participation in CSR organizations and how it relates to CSR values or outcomes. Comparing data from both quantitative and qualitative methods, the study checked for any similarities, consistencies, or discrepancies in research findings. Specifically, all gathered data were used to write case reports for Organizations A and B, allowing for a case analysis guided by the objectives set by TASO (2022), which sought to 1) compare how different CSR programs operate and the contexts of their CSR practice and 2) “compare anticipated outcomes against actual outcome” (p. 4) as based on the study’s assumptions. Findings were synthesized into a typology table structured around the themes and insights gained from case reports.

### **Ethical Considerations**

In the design and implementation of this study, several ethical considerations will be taken into account. Prior to data collection, informed consent was obtained from all participants, both for the survey and the in-depth interviews. Both instruments included a declaration that details the purpose of the study, a privacy statement, and the right to withdraw from the survey and interview. Respondents and interviewees were also notified that identifying information and data shall be removed if preferred, and all identifying data will be stored securely to protect their

identity and manage potential risks in joining the study. To address considerations of some CSR implementers in sharing beneficiary details, the study opted to do content analysis instead and use publicly available content to represent beneficiary perspectives and insights.

## **CHAPTER IV**

### **RESULTS AND DISCUSSIONS**

This chapter presents the findings of the case study, the content analysis, and the descriptive analysis from the quantitative survey.

#### **Case Study**

Given the relatively small sample size of the quantitative survey, the research acknowledges that it may not be used to establish generalizability while also recognizing the need to explore the nuances and contexts of each CSR project. As such, the study opted to focus on case analysis across two CSR organizations, one implementing transactional CSRs and the other implementing transformational CSR projects. The case reports are built from data gathered from the thematic and content analyses, providing in-depth analysis and richer context to understand the phenomena explored by the study (stances of community participation and perceived CSR value).

The first case is of Organization A, a corporate foundation involved in book donation projects that are mostly perceived as transactional in nature. In an interview with a board member involved in the corporate foundation, Organization A was described as the social responsibility arm of a publishing and learning solutions company. Organization A's projects are solely textbook donations for numerous underserved schools and communities nationwide and are carried out through a one-time giving book distribution activity per beneficiary community.

On the other hand, the second case is of Organization B or Knowledge Channel Foundation, Inc. (KCFI), which agreed to be identified for the study. KCFI is affiliated with media and entertainment company ABS-CBN Corporation, and was represented by its Director of Operations during the interview. KCFI was chosen because it is highly recognized and awarded for its impactful education programs, with recent accolades such as the Outstanding CSR Project in Education given by the League of Corporate Foundations.

### **Thematic Analysis of Interviews**

To substantiate the findings of the quantitative survey, a thematic analysis of the interviews was also done together with content analysis, bringing bulk of the insights to the case study reports. A mixed methods triangulation approach was used to enhance the credibility and validity of research results and uncover nuances in the phenomenon being studied which were not captured by the results of the quantitative survey. The full transcripts of both interviews are available in Appendices G and H.

For the qualitative thematic analysis, sixteen (16) codes were drawn from the interviews done with representatives of two CSR organizations—Organization A and Organization B. These two types of CSR organizations were chosen in order to compare the differences in their communication processes and CSR outcomes or values. In presenting the findings of the interview, Organization A shall represent the transactional CSR project, while Organization B shall represent CSR projects that are transformative.

The transcriptions of interviews with these two CSR organizations were reviewed and coded to arrive at sixteen (16) codes under three (3) main themes relevant to the study. Specifically, these themes pertain to 1) Stances of Community

Participation, 2) CSR Value, and 3) Measuring Impact. Table 3 presents a summary of the themes and codes, while Appendix I presents the full tabulation.

These codes and themes were then used to map out the differences and similarities of Organization A's CSR project with Organization B's.

**Table 3. Themes and codes from the thematic analysis**

<b>THEME</b>	<b>CODE</b>	
<b>CSR NATURE</b>	01	Nature of CSR
<b>STANCES OF COMMUNITY PARTICIPATION</b>	02	Information
	03	Consultation
	04	Deciding Together
	05	Acting Together
	06	Supporting Initiatives
<b>CSR VALUE</b>	07	Corporate Value
	08	Business Shareholders
	09	Short-term Projects
	10	Community Value
	11	Societal Stakeholders
	12	Long-term Projects
<b>MEASURING IMPACT</b>	13	Formal Evaluation Process
	14	Informal Process (Dialogue, Direct Observations, Non-verbal Cues)
	15	Low Intervention Match
	16	High Intervention Match

### **Stances of Community Participation**

Lower degrees of participation between the community and organization were observed for transactional CSR projects of Organization A, wherein the organization is mostly involved in "one-time giving projects" and is *"not given the opportunity to speak and visit the beneficiaries themselves."* In such cases, Organization A simply

informs the community about the project (Stance 1: Information-giving)—mostly through a project partner in charge of logistics—that they will be donating items, specifically textbooks, with the type and titles set and identified by the organization. For the book donation project, the most participation that the beneficiary is able to exert is when Organization A would *"ask them to provide details about the beneficiary learners or readers"* alongside giving information about their *"grade level, preferred subjects for the textbooks, number of learners, and a brief description of the community or learning area,"* in which case the project classifies under Stance 2: Consultation, wherein community members are given the opportunity for feedback but project planning is still done by the organization. A critical instance that relates to this theme is when Organization A was set to donate to an orphanage, and the orphanage requested storybooks for children. While Organization A received feedback on the type of support the beneficiary requested, Organization A still had the prerogative on the project planning and decided not to pursue the donation, given that they only had textbooks as part of the donation inventory.

In contrast, themes for higher degrees of community participation were drawn from Organization B's projects, which stressed the importance of "exposure, going around the country, talking to experts, talking to teachers in the field, talking to parents" as the "basis for finding solutions" to problems being address by the project. As mentioned by the interviewee from Knowledge Channel Foundation, the *"community, from the teachers, the parents, the other stakeholders helping the schools, the LGUs, we talk to them a lot. And inuupuan na "Ano ang pwedeng gawin dito?"* [and we sit to talk about "What can be done here?]. As the stances of community participation suggest, this level of brainstorming and planning sessions with the community falls under Stance 3: Deciding Together and Stance 4: Acting

Together, when a consensus or joint decision is reached regarding the program's objectives. This stance is evident as reiterated by Organization B, "*naririnig namin and nakikipag kwentuhan kami with the people on ground and the people in the Central Office. And kami, 'yung mga information na naririnig namin from the two sides ay nagagamit namin in crafting solutions for education* [We hear and engage in conversations with the people on the ground and those in the [DepEd] Central Office. And we utilize the information we gather from both sides in crafting solutions for education.]. Furthermore, themes for the highest level of community participation, Stance 5: Supporting Initiatives, were also drawn for Organization B, particularly with the mention of capacity-building and training activities and the goal to empower community members for the sustainability of the project. As Organization B mentioned "*We [KCFI] also train teachers. Hindi lang namin pinapabayaan na "Ay, may video na kayo eh," we expect na it will improve the quality of education. We can't do that kasi iba 'yung may video, iba 'yung may material, at iba rin 'yung may knowledge ang teacher on how to maximize the videos, maximize technology in engaging the learners.* [We [KCFI] also train teachers. We don't just leave it at "Oh, you have videos now," and then expect that it will improve the quality of education. We can't do that because having videos and materials is different from having the knowledge on how to maximize these videos and maximize technology in engaging the learners.]. Organization B also mentioned having an exit plan, alluding to the sustainability they aim for their projects, which is an indicator for Stance 5: Supporting Independent Initiatives of the Community. As taken from the interview, KCFI mentions "*Then, ang importante nga is sustainability. How do they sustain this? They. Hindi tayo. Because eventually, may exit plan naman tayo. Pagkatapos ng dalawang taon, tatlong taon, they should be on your own. Five years, they should*

*be on your own. Para makatulong tayo sa ibang communities. Let them be their own drivers of their destiny, 'di ba? So, tayo ay nagbigay lang ng mga guidance and magmomonitor nalang tayo eventually.* [Then, what's really important is sustainability. How do they sustain this? They do. Not us. Because eventually, we have an exit plan. After two years, three years, they should be on their own. Five years, they should be on their own. So that we can help other communities. Let them be the drivers of their own destiny, right? So, we just provide guidance and eventually monitor.]

In summary, information gathered from the interviews yielded overarching themes across the five stances of community participation. Lower levels of participation, particularly Stance 1 (Information-Giving) and Stance 2 (Consultation) were more evident for Organization A's book donation program, while Stances 3, 4, and 5 (Deciding Together, Acting Together, and Supporting Initiatives) emerged from narratives and projects of Organization B.

## **CSR Value**

In terms of CSR value or the nature of CSR programs, an analysis of the interview transcripts revealed that Organization A's codes were under the themes of transactional CSR value, while Organization B or KCFI's presented codes for transformational CSR value.

Organization A book donation program presented themes of Transactional CSR value for 1) gearing more to serve value for the corporation than the community (corporate value), 2) having business shareholders more involved in the project than beneficiaries or stakeholders (business shareholders), and 3) for being mostly one-

time-giving projects across multiple, numerous communities over a short period of time (short-term projects). According to the interview with Organization A, the books provided donations are titles from their old inventories. While the books are unused and new, the book donation program is a way to manage their inventory and overstock, adding value to the corporation's operations. Furthermore, the program *"started when schools, partners, and consultants came to us [Organization A] and requested book donations,"* including *"client schools which are mostly private institutions who have their own beneficiaries"* and also *"employees [who] organize outreach activities for employee volunteerism."* Such statements note that the program is implemented to serve business shareholders' interests such as clients, employees, and consultants. Given that projects stem from the requests of multiple shareholders, book donations are also done for multiple, numerous beneficiary areas within a short period of time, mostly through one-time giving donations. As stated in the interview, *"Most of our [Organization A] beneficiaries or partners are also one-time giving projects. So we actually have a little opportunity to ask for feedback once the activity is done."*

On the other hand, themes that emerged from Organization B's (KCFI) transcripts were mostly for transformational CSR value, focusing on CSR interventions that 1) add value for the community by meeting the beneficiary's actual needs, 2) serve the interests of societal stakeholders, and 3) are long-term projects tailored for a select few communities and done over long periods.

When asked about the purpose of doing the education-focused CSR project, KCFI or Organization B's response was that *"the purpose of helping improve the quality of education is so that we could help the plight of the Filipinos. We want that*

*through education, Filipinos can improve their lives. So, importante and edukasyon para gumanda ang buhay ng mga tao.* [So, education is important to uplift the lives of the people].” This is linked to how they also conduct their CSR programs, working with societal stakeholders, including industry partners and beneficiaries themselves, for the community’s interest. As mentioned by KCFI’s Director of Operations, working with “*hindi lang [Department of Education] Central Office, mga policy ang pinaguusapan, kung ‘di pati doon sa field ano, ‘yung actual situation. Given the situations, ano yung best na maitulong natin sakanila* [We don’t just work with the Department of Education Central Office, where policies are discussed, but we also work with those in the field, considering the actual situation. Given the circumstances, what is the best assistance we can provide to them].” Lastly, KCFI’s or Organization B’s projects are targeted towards select areas such as Looc in Batangas, Romblon, and Bonbon, Northern Samar, where they look towards sustainability and empowerment of beneficiaries by having an exit plan over the course of two to five years.

To outline briefly, when it comes to CSR value, the two types of organizations differ in the following ways: Organization A’s book donation project caters mostly to the requests of corporate stakeholders and adds value to the company’s operations or inventory management (corporate value) while Organization B focuses on helping improve education quality through tailored, sustainable projects specific to the community’s needs (community value). Organization A mostly works with logistical partners, employees, and clients (business shareholders) for their projects, while Organization B directly involves community members, industry partners in education, parents, teachers, grandparents, and learners in crafting and implementing projects (Societal Stakeholders). Lastly, Organization A simultaneously carries out multiple

one-time giving activities across numerous communities nationwide within a short period of time (short-term projects), while Organization B's projects are more targeted to select areas with sustainability efforts as part of a 2 to 5-year exit plan (long-term project). The identified codes for Organization A (corporate value, business shareholders, and short-term projects) are indicators for transactional CSR value, while codes for Organization B (community value, societal stakeholders, and long-term project) characterize creating transformational CSR value.

### **Measuring Impact**

In studying the communication processes involved in carrying out CSR activities, several key themes emerged that were not part of the related literature or conceptual and theoretical frameworks. Particularly, this revolves around how communication is used to measure the impact or the actual CSR value and outcomes of CSR interventions. Three (3) sub-themes emerged in measuring impact, namely 1) through formal evaluation processes, 2) through informal processes, and 3) through measuring the intervention match of results. While the study does not specifically focus on evaluating CSR programs, these themes were considered insightful in how communication, specifically between the CSR organization and the beneficiaries, plays a key role in evaluating the outcome or value of CSR projects.

One process is done through formal evaluation measures as part of the CSR activity. While Organization A does not have formal assessments, Organization B mentioned it as integral to their CSR programs, citing pre- and post-tests, internal and third-party evaluators for monitoring and evaluation, and needs analysis called

or RSCA, Rapid School and Community Assessment. These formal processes entail directly communicating and interacting with community members who are part of the project.

However, an interesting theme that emerged in both interviews is the use of informal processes in measuring CSR impact. Informal processes refer to inadvertently gathering feedback through dialogue or informal conversations and through direct observations and non-verbal cues. Notably, while Organization A does not have formal processes to get feedback from communities, nor do they directly interact with beneficiaries, they are still able to get feedback on their donations through secondhand anecdotes and stories shared by their business partners. Several critical instance stories about the book donation project were shared during the interview despite not meeting the beneficiaries directly. Some of the stories shared were how they were able to bridge access to updated quality textbooks in one learning center which still used DECS textbooks. DECS refers to the Department of Education, Culture, and Sports before the department was renamed to the Department of Education (DepEd) in 2001. Through anecdotes like these shared by their program and logistics partners, Organization A receive feedback about their projects. For Organization B, informal processes play a more significant role as it helps shape the objectives and the overall direction of CSR projects. Going directly to their supported community areas, Organization B values engaging with community members through dialogue. A critical instance they shared was of one of KCFI's visits to a Quezon City public school wherein in one of their conversations with the teachers and the DepEd Schools Division Superintendent (SDS), the SDS *“asked the teacher, “Bakit hindi mo tinuturo ang fractions?” Sabi ng teacher, “Ay, ma’am, I don’t know eh. I can’t teach what we don’t know.”* [The SDS asked the

teacher, "Why aren't you teaching fractions?" The teacher replied, "Oh, ma'am, I don't know [fractions]. I can't teach what we don't know"]. Organization B, or KCFI, then mentioned how this critical instance helped shape the direction of their program, shifting from the provision of learning materials for students to capacity building of teachers in teaching mathematics. Aside from engagement with the community, KCFI also mentioned the importance of exposure and immersion, noting direct observations and non-verbal cues in shaping CSR interventions. As shared by KCFI, *"We [KCFI] would observe during mga visits sa eskwelahan, and nakikita ko nag papantig 'yung mga bata, syllabication, hindi pa sila nakakabasa nang diretso at Grade 4. So even before PISA, even before all these international tests that placed Philippines at the bottom or the lowest among the many countries that would take TIMSS, SEA-PLM, PISA, even 'yung sinasabi nilang National Achievement Test scores, ang bababa natin, nalaman na namin 'yan na may problema sa reading and early numeracy dahil sa MathDali project namin. So what we did, umurong kami sa Kinder to Grade 3. Sabi namin, 'di pa ready tayo for a Grade 4 intervention in mathematics, let's do the basics, primary grades. Teaching and learning reading, the basics of reading, beginning reading, and learning the basics of math, so early language literacy and early numeracy. [During visits to schools, we observed that children were struggling with syllabication and couldn't read fluently even by Grade 4. So even before PISA, before all the international tests that ranked the Philippines at the bottom, or the lowest among the countries participating in TIMSS, SEA-PLM, PISA, and even the National Achievement Test scores which were low, we already knew that there was a problem with reading and early numeracy because of our MathDali project. So what we did was to step back to Kinder to Grade 3. We said, "We're not ready for a Grade 4 intervention in mathematics yet. Let's focus on the*

basics, the primary grades. Teaching and learning reading, the basics of reading, beginning reading, and learning the basics of math, so early language literacy and early numeracy]. Such anecdotes give insight into how dialogue with the community and even non-verbal communication significantly shape CSR projects, even to the point of understanding the causes of problems in education and giving way to crafting relevant solutions that help address the actual needs of the community.

This then relates to the third theme under measuring impact, which is about the intervention match. Whether through formal (assessments part of the program) or informal (dialogue, informal conversations, direct observations, non-verbal cues) processes, CSR organizations are made aware of the feedback and situation of communities in relation to their CSR intervention. Transformational CSRs, such as that of Organization B or KCFI, use these to have a high intervention match, even tweaking their CSR project to actually match beneficiary needs. This is then an indicator of transformational CSR value, which adds benefit for the community and is aligned with the fifth or highest stance of participatory communication best described by the statement, "We can help your community achieve what you want (community value) within these guidelines" (Wilcox, 1994/2003). In contrast, transactional projects are best described by the statement, "Here's what we're going to do," as imposed by the CSR organization, devoid of the community's influence. To illustrate, Organization A shared a story of how a community reading center in a far-flung sitio received textbook donations from the organization. However, since Organization A's client schools are mostly private institutions, the contents of their textbooks were too difficult for struggling readers. However, since these are the books they have for donation and these are titles they have on hand, the textbooks were still donated to the reading center despite the low intervention match. Such is the case for the

anecdote presented earlier wherein an orphanage's request for storybooks was not met, given that Organization A only had textbooks on hand. Despite receiving the donations, beneficiaries are unable to make use of books. These instances refer to how a CSR Organization may have the sole decision on the project for Stance 1 (information-giving) and how a low intervention match equates to transactional CSR value as it does not add benefit for the community.

### **Content Analysis on Beneficiary Perceptions**

To gain insight into beneficiaries' sentiments and perceptions, content analysis was also done on reports about Organization A and Organization B's projects. The full content analysis matrix on the themes, codes, sources, and interpretation is available in Appendix J.

Analyzing organizational websites, beneficiary testimonials, videos, news articles, and social media posts, the dominant themes that surfaced during the thematic analysis were used to look for associations, patterns, and relevant contexts present in the said materials. Upon analysis, the same major recurring topics emerged, specifically with Organization A having strong associations with Stance 1 (Information-giving) and Transactional CSR value and Organization B being closely linked with Stance 5 (Supporting initiatives) and transformational CSR value.

### **Organization A: Stance 1 and Transactional**

In social media posts about Organization A's book donation program, it can be noted how the activities are mostly one-time donations across several areas nationwide, without formal monitoring and evaluation measures in place. Contents of

the posts mostly focus on where the books are donated (location or area of the beneficiary) and thanking Organization A for the donations (as donors or sponsors).

Sample texts include:

*“[Organization A's logistical partner], through [names redacted], donated books and related educational materials to Allen National High School. The educational materials donated are in consonance with the program [redacted program name], a book-giving project in partnership with [Organization B] and other publishing companies. The said materials were received by [name redacted], Principal III of Allen National High School. Our sincerest thanks and gratitude to our publishing company partners and individual donors who helped with the project.”*

As evident, not much is mentioned about how the books were used by the actual beneficiaries and how they helped them. Notably, there were also no posts of Organization A directly engaging with or visiting the community areas. Instead, all posts are from Organization A's logistical partners, beneficiary teachers, and volunteers and feature one-time activities. This shows a one-way flow of communication where CSR implementers (Organization A) provide the information or nature of the CSR project, while beneficiaries are not given the opportunity to respond or provide their feedback, given there is no opportunity for dialogue (Stance 1: Information-giving).

In terms of CSR value, published posts about Organization A's book donation activity also reflect themes of Transactional CSR Value, given how projects mostly serve business stakeholders (employee or network) interests and organization's benefit (mileage of materials). As taken from Organization A's annual report:

*Ms. [name redacted], an employee of [Organization A] and friend of one of the [project partners], notes that the partnership creates mileage for the quality of materials [Organization A] offers.*

Organization A's transactional roles as mostly the sponsor or donor for requests of clients, employees, and consultants are also coherent with the findings of the interview. Social media posts about the CSR project read:

*So glad to have these colorful books. It's worth the wait. Thank you donors.*

*#sortingforthedistributiontomorrow with [Organization A]*

*The [Organization A's partner] , led by [name redacted] , conducted book and relief giving outreach at Sitio Baysag Elementary School, Enriqueta, Lavezares Northern Samar. Our sincere thanks to our partner sponsors, [Organization A].*

### **Organization B: Stance 3-5 and Transformational**

This is in contrast with the contents analyzed from Organization B or KCFI's projects which were mostly associated with the themes starting with Stance 3: Deciding Together to Stance 5: Supporting Initiatives. Based on beneficiary testimonials on KCFI's projects, beneficiaries are able to suggest objectives and contribute to the project planning process of the program.

*"Hi po disabled po ako, **sana po pang habang buhay na ang KCh dahil po dito natututo ako mag English dipo kasi ako marunong mag English. Sana po damihan ninyo papo ang pag palabas ng kung ano sa English ang***

**Tagalog** 18 years old napo ako. Grade 2 lang natapos ko dahil po sa KCh natututo ako salamat po. [Hi, I am disabled. I hope KCh will be around forever because I learned English through it. I don't know how to speak English because I only finished Grade 2. **I hope you will increase the content in English and Tagalog.** I am already 18 years old. Thank you.]"

— [Beneficiary]

Themes that allude to Stance 5: Supporting Initiatives also emerged from beneficiary testimonials and articles citing how the projects include capacity-building and training seminars. Community members are also free to set the objectives of the project, and the organization supports them with resources. They are empowered by the additional support and supplements offered by the CSR project.

**“ I am encouraged to give more emphasis to the learner, to let them think; I am challenged to be creative to enhance my teaching strategy. I am motivated to use ICT. ”**

— Moncayo CES Participant

**“I learned much about constructivism by means of games, videos and motivations that are somehow old but still can be enhanced to base it on the 21st century learner’s interest. This LEEP training is timely and it enhanced my skills and abilities in K-12 lessons. ”**

— Busuanga District Participant

KCFI knew that helping improve education and learning outcomes went beyond video lessons. In 2013, KCFI **deployed its training program, Learning Effectively through Enhanced and Evidence-based Pedagogies or LEEP.** It first took place in Butuan and Guimaras.

Instead of merely reporting on the dole out, one-time giving activities, Organization B's contents also reported on project outcomes, evaluation processes, and a high intervention match. One article mentioned about "A study done in 2009 by Dr. Dennis Mapa, then with the UP School of Statistics and now head of Philippine Statistics Authority (PSA)," and how the project **showed an increase of 2-3% in NAT scores for schools that regularly watch Knowledge Channel programs.**"

Associated with themes of a formal evaluation process to measure impact and results and a high intervention match, the article reads:

*"Valugan Elementary School in Batanes **improved its NAT average from 55 to 80% in just one year by incorporating Knowledge Channel resources.** To further support our learners, we scheduled **regular NAT review segments** on our channel months before the exam, ensuring students had access to focused review videos... we further **improved our video lessons and kept them up to date** with animation and motion graphics, thus transforming the teaching and learning experiences for both teachers and young learners."*

## **Dialogue and Informal Conversations**

Also consistent with the interviews, the themes of Dialogue and Informal Conversations as part of CSR communication emerged in the content analysis. For Organization A, while they don't directly interact and engage with community members, beneficiary stories or situations reach Organization A through informal narratives shared by its logistical partner through social media posts. There are no formal channels to learn and assess the needs and realities of the beneficiaries receiving the donations. However, Organization A is made aware of the realities of their beneficiaries on the ground through anecdotes shared by volunteers on social

media, such as an account retelling the experience of a volunteer who visited the beneficiary community. For Organization B, a video testimonial of one of their teacher beneficiaries was analyzed, as part of KCFI's Kwentong School-at-Home Interview. Here, the teacher, on the verge of tears, mentions:

*[5:50] [Beneficiary teacher cries from sharing stories of her students]*

*"Pasensya na. 'Pag dating sa mga estudyante ko, ma ano talaga ako. Alam 'yun ni ma'am [Knowledge Channel Foundation interviewer], nagkwekwento ako sakaniya. [Sorry. When it comes to my students, I really get emotional. Ma'am [Knowledge Channel Foundation interviewer] knows that, I tell her stories.]"*

Such contexts give insight into how dialogue, stories, and anecdotes between the organization and the beneficiary are part of the CSR communication process, allowing CSR implementers to take a more nuanced peek at the realities faced by their partner communities, which may not be covered by formal evaluations.

Uncovering these realities and complexities allow CSR implementers and players to craft more appropriate and relevant solutions tailored to beneficiary needs.

### **Quantitative Survey**

For the quantitative survey, the sample consisted of 8 respondents representing 8 different CSR organizations with their respective education-related projects. Table 4 shows the profile of the respondents, including their position title and the nature of their CSR project. Half (4) of the respondents are Executive Directors, while the rest are either a Program Coordinator, Program Officer, Senior Associate, or an Admin Officer.

**Table 4. Profile of the respondents**

	<b>POSITION TITLE</b>	<b>NATURE OF CSR PROGRAM</b>
01	CSR Program Coordinator	Brigada Eskwela School Supplies Distribution
02	Executive Director	Scholarship Program
03	Program Officer	Arts, Dance, and Music Club
04	Executive Director	Orientation Course
05	Senior Associate-Education	Teacher Training Institute
06	Executive Director	Teacher Training and School Enhancement
07	Finance-Admin Officer	Capacity-Building Training
08	Executive Director	Children & Senior Programs

The respondents represented various types of CSR programs carried by their organization, with one program classified as having transactional CSR value (Brigada Eskwela School Supplies Distribution), while the rest were perceived to be transformative CSR programs.

### **CSR value**

The CSR value was determined by coding the six survey questions measuring variable Y (CSR value). Specifically, the six questions refer to the duration of the CSR project (Q6), who leads the project implementation (Q7), who sets the objectives (Q8), the extent to which the project addresses the needs of the community (Q13b) and is grounded in long-term partnership (Q13e), rating the impact of the project (Q14), and who benefits from the post-project communication activities (Q15). Based on the indicators listed in Table 5, the responses for questions measuring CSR value were assigned either a code of 1 (transactional) or 2 (transformational).

**Table 5. Coding CSR Value**

<b>QUESTION</b>		<b>Transactional (CODE 1)</b>	<b>Transformational (CODE 2)</b>
Q6	Duration of CSR	One-time	Multiple stages
Q7	Who leads the CSR	Organization	Both
Q8	Who sets the objectives	Organization	Both
Q13b	Addresses needs	≤3.4	≥3.5
Q13e	Long-term partnership		
Q14	Impact	Minimal or Short-term	Significant or Long-term
Q15	Activities	For the organization (company-value creation)	For beneficiary or both (community-value creation)

A frequency table was done to give insight into the most frequently occurring response (mode) across the six survey questions. Quantified using the mode, resulting data were used to calculate the mean, taking the average and predominant response as the perceived CSR value (variable y).

Results of the survey show that the majority (7 out of 8) respondents consider their CSR projects to be transformational. Comparing the perceived CSR value with the nature of the CSR project, an association can be made based on the results that organizations that perceive their CSR as transformational (Code 1 ≤ Code 2) are mostly capacity-building and training programs. On the contrary, transactional CSRs (Code 1 > Code 2) or ties with equal or same frequencies (Code 1 = Code 2) are mostly dole out in nature, such as the provision of materials or resources (Brigada Eskwela School Supply Drive, Scholarship Programs, and Backpack Provision for Children & Senior Program). The summary of results for Variable Y is available in Appendix G.

**Table 6. Frequency table for CSR value**

CSR PROJECT	Q13	Q6	Q7	Q8	Q14	Q15	FREQUENCY			INTERPRETATION
	CODE	DURATION	LED BY	OBJECTIVE	IMPACT	ACTIVITIES	CODE 1	CODE 2	MEAN	
1 Brigada Eskwela	1	1	1	1	1	1	6	0	1	Transactional
2 Scholarship	1	2	1	1	2	2	3	3	2	Transformational
3 Arts, Dance, Music Club	2	2	1	2	1	2	2	4	2	Transformational
4 Orientation Course	2	2	2	1	2	2	1	5	2	Transformational
5 Teacher Training	2	2	1	2	2	2	1	5	2	Transformational
6 Training and School Enhancement	2	2	1	1	2	2	2	4	2	Transformational
7 Capacity-Building Training	2	2	2	2	2	2	0	6	2	Transformational
8 Children & Senior Programs	1	1	2	2	1	2	3	3	2	Transformational

### Stances of Community Participation

Similarly, numerical expressions were also assigned for each indicator of the stances of community participation (X Variable). Each of the five stances was measured using four indicators, namely: 1) communication channels used with the beneficiaries, 2) the extent to which community members can provide feedback and be involved in the project, 3) the degree of the beneficiaries' involvement in setting objectives, and 4) the statement description that best describes how the CSR is communicated to beneficiaries. Responses were coded and assigned numerical expressions based on their corresponding stance. Specifically, the following codes were used: Stance 1 (Informative) – Code 1; Stance 2 (Consultation) – Code 2; Stance 3 (Deciding Together) – Code 3; Stance 4 (Acting Together) – Code 4; and Stance 5 (Supporting Initiatives) – Code 5.

To measure the first indicator, label encoding was used to arrive at the perceived stance of community participation based on the communication channels with

beneficiaries. The respondents were presented with a list of communication channels, each corresponding to a specific stance of community participation. A numerical form of 1 was assigned for every positive response selected by the respondent. Conversely, 0 represented the absence. The summary of the codes is presented in Table 7, with the highest stance taken as the perceived stance of community participation.

**Table 7. Communication channels used with beneficiaries**

	STANCE 1	STANCE 2	STANCE 3	STANCE 4	STANCE 5	HIGHEST STANCE
	leaflets, posters, newsletters, and videos	surveys and meetings	workshops, brainstorming, and planning sessions	forms community groups	capacity-building and training seminars, and/or offers grants or funding	
1 Brigada Eskwela	1	1	0	0	0	2
2 Scholarship	0	1	0	0	0	2
3 Arts, Dance, Music Club	0	1	1	0	0	3
4 Orientation Course	1	1	1	1	1	5
5 Teacher Training	0	1	1	0	1	5
6 Training and School Enhancement	0	1	0	1	1	5
7 Capacity-Building Training	1	1	1	1	1	5
8 Children & Senior Programs	1	1	0	1	0	4

To measure the other indicators, respondents were asked to answer multiple-choice questions and select the best option that applies to their project. Each choice corresponds to a specific stance of community participation. All gathered responses were aggregated into a table, as presented in Table 7, including the coded response from the first indicator. The mean was calculated across all indicators and questions related to the stance of community participation (Q9, Q10, Q11, Q12, and the average of Q13a, Q13c, and Q13d). Table 8 presents a summary of the computed values across all five questions that measure the stance of community participation

(variable x). Data from all five questions were totaled by computing the mean, arriving at the final perceived stance per CSR project. The full summary of results for the stances of community participation is attached in Appendix F.

**Table 8. Perceived Stance of Community Participation**

	Q9	Q10	Q11	Q12	Q13	MEAN	INTERPRETATION
	CHANNEL	FEEDBACK	OBJECTIVE	STATEMENT	INVOLVE- MENT	STANCE	
1	Brigada Eskwela	2	2	2	2	4	<b>2</b> Consultation
2	Scholarship	2	1	3	2	4	<b>2</b> Consultation
3	Arts, Dance, Music Club	3	3	3	3	2	<b>3</b> Deciding Together
4	Orientation Course	5	5	1	3	5	<b>4</b> Acting Together
5	Teacher Training	5	2	4	5	5	<b>4</b> Acting Together
6	Training and School Enhancement	5	4	1	1	5	<b>3</b> Deciding Together
7	Capacity-Building Training	5	5	4	3	5	<b>4</b> Acting Together
8	Children & Senior Programs	4	3	4	2	4	<b>3</b> Deciding Together

Gathered data show that two organizations consider their CSR projects to fall under Stance 2: Consultation (Mean=2.4), three CSR projects under Stance 3: Deciding Together (Mean=2.8, 3.2, and 3.4), and three CSR projects under Stance 4: Acting Together (Mean=3.8, 4.2, and 4.4). With this data, it can be interpreted that CSR projects that are provisional in nature (Brigada Eskwela school supply distribution and scholarship programs providing financial support) tend to require or offer fewer opportunities for participation and involvement from beneficiaries. On the other hand, CSR projects that were perceived as being higher in stance (Stance 4) were all capacity-building or training in nature. Despite Wilcox's (1994/2003) Ladder of Community Participation using training and capacity-building as indicators for Stance 5, gathered data from CSR projects with training programs still fall under Stance 4:

Acting Together. However, nuances on the possible reasons for the difference were not captured quantitatively.

Taking the resulting data for the stance of community participation (variable x) and the resulting data for the CSR value (variable y), the following data pairs were obtained.

**Table 9.** *Data pairs of stance (x) and CSR value (y)*

<b>STANCE (x)</b>		<b>CSR VALUE (y)</b>	
Consultation	2	1	Transactional
Consultation	2	2	Transformational
Deciding Together	3	2	Transformational
Acting Together	4	2	Transformational
Acting Together	4	2	Transformational
Deciding Together	3	2	Transformational
Acting Together	4	2	Transformational
Deciding Together	3	2	Transformational

Summarizing the results of the quantitative survey, it may be described that among the participating organizations, most (7 out of 8) organizations consider their CSR as providing transformational value to their beneficiaries or community partners. Similar to the CSR of KCFI or Organization B in the case studies, transformational CSRs are also engaged in capacity-building programs and have higher degrees of community participation (stances 3 to 5) and involvement from beneficiaries. They are mostly engaged in Orientation Courses, Teacher Training and School Enhancement, and Capacity-Building Programs.

Conversely, the data describes that the CSR organization that considered their project as transactional is mostly provisional in nature. Similar to Organization A's transactional book donation project, the transactional CSR engaged in a school supplies drive and distribution with little to no participation from beneficiaries (highest communication stance is 2=consultation).

While the data pairs may not be enough to establish a statistical correlation between community participation and CSR value, the gathered data is able to describe the nature, characteristics, and communication practices associated with either transactional or transformational CSRs.

## **CHAPTER V**

### **SUMMARY, CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS**

#### **Summary**

Corporate Social Responsibility (CSR) initiatives are becoming increasingly common among Philippine companies. These initiatives are typically carried out through corporate foundations or a company's social responsibility arm. They often provide strategic benefits for the company, either by serving its own interests or those of its business shareholders (transactional value) or by making sustainable contributions (transformational value) to the community where the business operates. With the growing importance of Sustainable Development Goals (SDGs), more corporations are aligning their CSR initiatives with sustainability. They focus on projects that are participatory, empowering, and have a lasting impact on the communities they partner with. However, despite the fact these initiatives have the greatest impact on community members, there is little research on how their participation and involvement influence and shape CSR outcomes. This study seeks to explore this gap in literature by looking at community participation in transactional and transformative CSRs, especially through two case studies.

#### **Stances of Community Participation**

CSR organizations employ several levels of community participation. Consistent across all three data sources and methods, findings show that similar to

what Wilcox (1994/2003) suggests, the levels of community participation go up to five stances, each with its own associated communication channels, degree of involvement from community members when it comes to objective setting and implementation, and the statement description that best characterizes the way the CSR is communicated to beneficiaries. Depending on the nature of the CSR program, the stances may range from corporate foundations having no direct communication at all with beneficiaries, mostly for provisional-type activities, where information about the project is solely relayed to recipients (Stance 1: Information-giving). As the stances increase, the community's participation and roles increase as well, with the corporation giving them the power to suggest (Stance 2: Consultation), decide (Stance 3: Deciding Together), and implement the program (Stance 4: Acting Together). In such cases, the corporate foundation's communication and relationship with the beneficiaries become more immersive, collaborative, and interactive, eventually fostering a sense of ownership and empowerment among the community (Stance 5: Supporting Community-led Initiatives), as encouraged through needs assessment processes and training and capacity-building programs. This level of engagement can lead to more sustainable and impactful CSR initiatives, truly uncovering and addressing the needs and priorities of beneficiaries. With this, the study notes associations between community participation and CSR value.

### **CSR Value**

In terms of CSR value, CSR projects vary in terms of the value they provide, spanning from providing benefits mostly for the company to being significantly beneficial for the community. A key finding noted across all three data sources and analysis was that CSR projects in the lower stance tend to focus on CSR value that

serves the benefit of the company. This includes better company image (highlighting the company's CSR efforts and building a philanthropic image), leveraged benefits (tax incentives and company awards), strengthened client relations (serving donation requests of clients and business partners), and improved operational efficiency (using donations to manage overstock inventory). Transactional CSRs often dictate the nature of the project, setting guidelines on the support they will provide.

On the contrary, transformational CSR projects focus on addressing the actual needs of beneficiaries with a long-term goal of empowerment and sustainability. The CSR value is shared, mutually benefitting the corporation and its partner community. It is heavily grounded on consultations and immersions with the community, tweaking CSR objectives and implementation plans as necessary, and sharing knowledge and best practices with an exit plan in mind, leaving community members with the capability to sustain the project for the community's long-term benefit.

### **Measuring Impact**

Another key finding present in the study is how the CSR intervention highly matches the needs of beneficiaries for transformational CSR projects, indicating effective CSR programs. This is brought about by having formal evaluation processes in place that assess the needs of the community and involve community members in crafting the ideal solution. This is in contrast with the low intervention match of transactional CSR activities, whose interventions are usually already prescribed by the organization even with little assessment or evaluation measures.

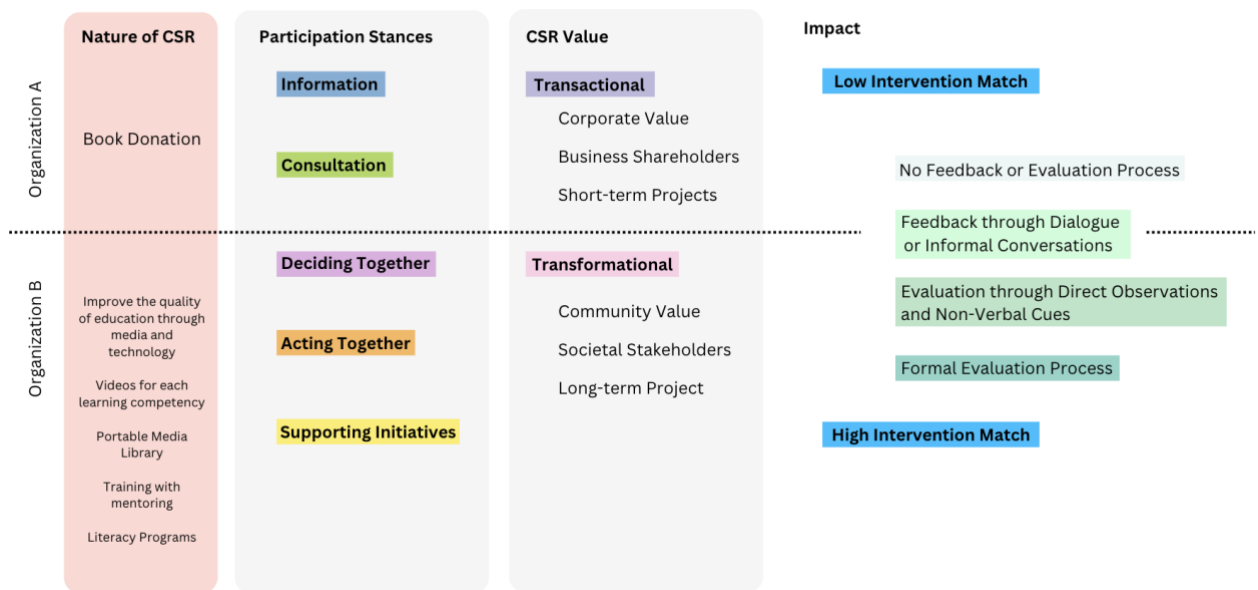
## **Dialogue**

Lastly, a key theme that surfaced in the study is the significant role dialogue plays in uncovering the community's actual needs, leading to a high intervention match. This supports the ideas presented by Freire on dialogical communication (1970, as cited in Servaes, 1996), which served as the initial premise of this communication study. Supporting Freire's ideas, the study uncovered how dialogue in CSR communication projects—especially those done informally, can create more authentic and honest communication between organizations and communities, ultimately resulting in CSR interventions that are more fitting and appropriate to the community's realities and actual problems. By doing so, as Freire suggests, dialogue fosters the creation of shared meaning and mutual value toward transformational CSR projects that are actually more impactful and sustainable long-term.

### **Synthesis of Case Reports Through Typology**

Given the findings of the two cases, analysis can be made using the similar themes and key differences that emerged. As illustrated in Figure 5, in summary, Organization A's Book Donation Program was mostly tied to themes of transactional CSRs (giving value more for the company rather than the community through serving own or shareholders' interests), while Organization B was heavily focused on transformational value for CSR beneficiaries (improving education quality, empowerment and capacity-building of teachers, long-term goals of uplifting quality of life through education).

**Figure 5. Summary of the Two-Case Study Analysis**



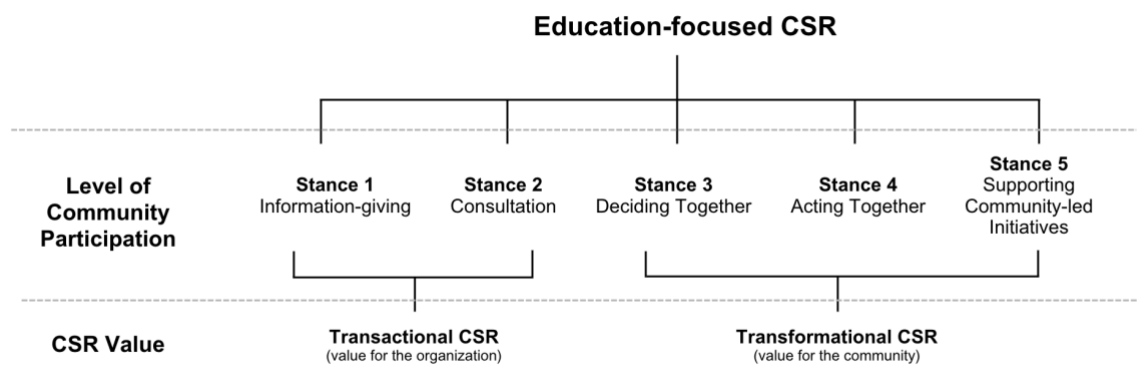
These key differences between the two cases also extend to the way they communicate their CSR to beneficiaries and how partner communities participate in the CSR process. Organization A’s stances of community participation mainly fall under Stance 1: Information-giving and Stance 2: Consultation, as indicated by little to no participation opportunities for beneficiaries. On the other hand, themes for Organization B relate to higher stances, including Stance 3: Deciding Together, Stance 4: Acting Together, and Stance 5: Supporting Initiatives, as shown in Organization B’s active engagement with the community and societal stakeholders.

The data from the supporting survey are also consistent with the findings of the case analysis. Among the surveyed CSR organizations, those with provisional-type, short-term CSRs, whose initiatives are done for corporate value are mostly associated with communication processes that are geared more on information-giving and consultation. This is compared to transactional CSRs whose projects are

mostly long-term and involve higher stances of community participation and relationship-building up to capacity-building and training.

The synthesis of the two-case analysis and supporting survey could then draw up a typology of CSR communication and practices in relation to community participation stances and perceived CSR value. The typology, as seen in Figure 6, synthesizes the findings of the study by 1) mapping out how the varying degrees of community participation are employed across the two case studies (Research Question 1), 2) determining the types of CSR value created by corporations through dialogue with societal stakeholders (Research Question 2), and 3) determining the relationship between community participation and the associated CSR value (Research Question 3).

**Figure 6.** *Typology of the Stances of Community Participation and CSR Value*



## Conclusion

The results of the two-case analysis show that community participation is positively associated with CSR value-creation. As illustrated by the case of Organization B, CSR projects that employ higher stances of community participation

tend to have a greater or more transformational impact on their partner beneficiaries or communities. This is compared to CSR projects with little to no community participation, often yielding short-term, less significant benefits for the community and more value for the corporation, as shown by Organization A.

Overall, a conclusion that aligns with the study's assumption was reached: transactional and transformational CSRs differ in terms of their nature, characteristics, and stances of community participation between the corporation and societal stakeholders. The association is described as having higher stances of participation encouraging more transformative CSR outcomes as compared to lower stances of participation found in transactional CSRs.

Considering the research questions, it may be concluded from the two case studies that CSR projects employ different degrees of community participation, ranging from Stance 1: Information-giving—which mostly involves one-way flow of communication from the organization to the beneficiaries—up to Stance 5: Supporting Initiatives, characterized by mutual exchange of ideas or dialogue wherein community members are not only involved in the project but also help lead and implement them.

With these findings, the study's analysis developed a typology mapping the associated outcomes or CSR value depending on the stance of community participation. Lower stances are shown to yield transactional value or more tokenistic CSR outcomes, while higher levels of community participation are associated with transformational CSR value, linked to capacity-building and empowerment.

## **Implications**

The findings of the research pose implications for future CSR projects as they highlight the importance of community participation for successful and sustainable CSR outcomes. For CSR implementers, project leaders, and heads, this would entail looking into CSR practices that seek to involve beneficiaries and using communication channels that aim for a two-way flow of communication or dialogue, instead of a transactional, one-way flow of communication. This emphasizes the importance of engaging stakeholders in the planning and implementation of CSR initiatives to maximize the project's effectiveness and sustainability. In addition, CSR implementers are encouraged to explore dialogue and informal communication channels as a way to foster trust, build relationships with stakeholders, and even discover nuances in stakeholder needs and preferences that may not be immediately apparent through formal communication channels. This approach can lead to more meaningful and impactful CSR initiatives that truly address the needs of the community or target beneficiaries.

## **Recommendations**

For future studies, it is recommended to directly tap beneficiaries to gather insight into their perceptions and experiences in more depth. While the study was able to analyze their beliefs and attitudes on CSR projects through content analysis, more detailed findings and contexts may be explored by directly gathering communities' insights. It is then recommended that future studies look into the phenomenon from a different angle and seek to address the logistical limitations and

ethical considerations faced in this study concerning gathering data from beneficiary communities.

Furthermore, as the study is limited to descriptive analysis for the quantitative survey, it is recommended to look into establishing statistical correlation between community participation and CSR value. Further studies may explore possible causal relationships between the two variables by strengthen the quantitative analysis through more rigorous sampling schemes and higher response rates. This includes ensuring that the sample is representative of the population in order to establish generalizability.

As for the qualitative analysis, a look into the themes of the immediacy of needs of beneficiaries, the nature of CSR programs, and possible cultural contexts may also be considered, as well as studying the phenomenon from CSR contexts beyond education-related projects.

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## Appendices

# APPENDIX A

## Interview with Organization A



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Maahas, Los Baños, Laguna 4031

### INTERVIEW CONSENT FORM

**Research Title** Determining the Relationship Between Community Participation and the Value-Creation Process of Philippine Corporate Social Responsibility Initiatives in the Education Sector

**Researcher** Judith Mae S. Sombilon  
Master of Development Communication  
[jssombilon1@up.edu.ph](mailto:jssombilon1@up.edu.ph)

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**Interview Date** 17 February 2024      **Interview Venue** Robinson's Magnolia, Quezon City

This form confirms your understanding and agreement to participate in the above research project. Feel free to ask the researcher any questions for clarification or additional information.

**Please initial or mark each box to express your agreement.**

- I agree that I am voluntarily taking part in this interview and may request to stop the interview at any time.
- I agree to the interview being audio recorded.
- I agree to the interview being video recorded.
- I agree for the interview to be transcribed.
- I agree to be quoted directly.
- I agree to be quoted directly only under a pseudonym and under the condition that my real name is not published.
- I agree that the researcher may publish the study containing quotations, excerpts, or data from this interview.



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- I understand that the actual recording will only be kept for the researcher's copy. It will also be stored securely and kept only for the duration of this research project.
- I understand that contents of this form as explained to me in a language I understand.

\_\_\_\_\_  
Participant's Signature

17 February 2024  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant's Name

\_\_\_\_\_  
Researcher's Signature

17 February 2024  
\_\_\_\_\_  
Date

Judith Mae S. Sombilon  
\_\_\_\_\_  
Researcher's Name

TRANSCRIPT OF ORGANIZATION A	OPEN CODING	AXIAL CODING
<p><b>INTERVIEWER: [00:00:00] So, let us start the interview?</b></p> <p><b>INTERVIEWEE: [00:02.75] Sure.</b></p> <p><b>[00:04:22] First, can you tell us more about your organization and what you do?</b></p> <p>[00:08.37] Well, I actually have multiple seats in our company. My main function is a Content Development Head of Organization A* [pseudonym]. We are a publishing company. A company under [Organization A] or also what we know as [redacted]. I also take part of the board of directors and is also involved with our corporate foundation. <b>[Organization A] is where we conduct book donations to underserved schools and communities. Doing volunteer opportunities to pack donations and even distribute them to far-flung areas or sitios.</b></p> <p><b>[01:31:48] Thank you for giving us a brief background of your CSR. Can you walk us through how the organization arrived at this type of book donation project?</b></p> <p>[01:40.55] Well, as a publishing company, we do recognize the gap sa access dun sa quality materials and textbooks. <b>So, it started when schools, partners, and, actually, consultants came to us and requested for book donations. Which, they are hoping to give dun sa mga small schools or community learning areas and orphanage or other similar institutions. Minsan nga we have our client schools, which are mostly private institutions. They request this book donation [from] us</b></p>	<p>Projects and programs</p> <p>To serve requests of business shareholders, customers, and employees</p> <p>Involved in the process are business shareholders, customers, employees, logistical partners</p>	<p>Nature of CSR</p> <p>Corporate Value</p> <p>Business Shareholders</p>

<p>and para daw dun sa mga beneficiaries and partner schools nila. So, in such cases, beyond that pa nga may employees also, at that time, na parang they started requesting also for book donations. They organize also yung outreach activities nila para sa employee volunteerism. So, ayun dun kami nagstart. From those multiple request din.</p> <p><b>[03:16:04] You've mentioned earlier that [Organization A] is part of a larger group of end-to-end learning solutions. Does that mean that you also carry tools for digital learning and are these also part of the donations you give to the beneficiaries?</b></p> <p>[03:32:63] Actually yes. We have ebooks, digital learning solutions, digital libraries, and even robotics. We carry those materials. Even learning management platforms. Yun lang, hindi siya part of the items that we donate to the institutions na may need ng learning materials. What we provide is yung books, which are part of our old inventory. Kasi we believe that the platforms and all other digital materials that we have might not suit yung need ng mga may kailangan for this request. Lalo na most of it are internet-based. Kailangan ng technological infrastructure. And, uhm, itong mga bagay na ito is not directly accessible talaga dun sa mga naging beneficiaries namin sa foundation. Actually, yun, marami sa communities nila walang access sa internet. So we decided, we really decided, to provide print books to ensure that na magamit talaga nila sa community.</p> <p>May one instance nga, actually, na may beneficiary kami na humihingi ng books. They are requesting for books. Tapos ang available resource</p>	<p>Organization sets the objectives and parameters</p> <p>To manage inventory</p> <p>Degree to which the CSR project matches beneficiary needs</p> <p>Organization sets the objectives and parameters</p> <p>Degree to which the CSR project matches beneficiary needs</p>	<p>Information Stance</p> <p>Corporate Value</p> <p>Low Intervention Match</p> <p>Information Stance</p> <p>High Intervention Match</p>
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<p>pala nila is from DECS pa. When we say DECS, this is the Department of Education, Culture, and Sports. So, this is around the 80's pa, yung mga libro nila. Kasi DECS is way before pa bago pa maging DepEd ang tawag natin kay DepEd. So, doon mo maimagine na at 2018, when this happened, pre-pandemic, <b>sobrang outdated na ng mga books nila. So, what we did is really provide yung mga materials na yun through our books. Then closing the gap din sa learning and quality materials.</b></p> <p><b>[06:49:97] I see, as you've mentioned you've learned that the school needed updated textbooks. So is there some form of assessment done? Like, do you talk to the communities? Do you conduct assessments before donating the books to the beneficiaries to determine the type of books they need?</b></p> <p>[07:08:87] There is actually an assessment. We assess pero it is only based on the stories shared by partners on the ground.</p> <p><b>[07:21:96] How about other forms of assessments? Are there formal processes for assessment, and if yes, how would you describe the communication process involved in them?</b></p> <p>[07:35:36] Actually there is some sort of assessment. Though, hindi lang siya full scale. The process would be the beneficiaries would send a request letter. Then ask them to provide details about the beneficiary learners or readers. Katulad nito ay yung details with regards sa grade level, preferred subjects for the textbooks, tapos number of learners, at tsaka brief description of the community or learning area, and other similar contexts, But, as for the full scale assessment, including pre-</p>	<p>Gets feedback on the intervention from stories or anecdotes</p> <p>Project planning is done by the organization and community members are given the opportunity to provide feedback.</p>	<p><b>Informal Conversations</b></p> <p><b>Consultation Stance</b></p>
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<p>and post-test, medyo limited pa by our resource and capacity. But I am hoping that we can do it in the future.</p> <p><b>[08:50:36] I see, so would you say that the limited capacity, does this mean manpower and resources?</b></p> <p>[08:59:44] Yes. Actually, currently we are heavily reliant with our program partners. Mostly are volunteers or logistical partners of the foundation. They actually act as our manpower on the ground. They personally visit yung community and community beneficiaries. They distribute the donations.</p> <p>So, there are projects wherein we are not given the opportunity to speak and visit the beneficiaries themselves. As such, as mentioned earlier, we usually get most of our feedback from our partners or liaisons.</p> <p><b>[09:50:90] So If you would be willing, would you mind sharing some of the feedback coming from on ground or from the beneficiaries?</b></p> <p>[10:00:13] Sure. Actually, thankful naman sila, especially the donated books, donated textbooks, actually could fill the gap doon nga sa learning materials na need nila. However there is one feedback na na-kwento with one of our projects sa “Libro Para sa Sitio” project namin.</p> <p>We learned, na kwento, that students are having a difficult time doon sa paggamit ng textbooks. So, as mentioned, our main clients are private schools. So, in reality, students who are in the same level doon sa public schools, institutions, or community learning centers may find the content difficult even if the same level sila ng private schools.</p>	<p>Community members are informed about the CSR project which they benefit from, but there is no opportunity for feedback</p> <p>Gets feedback on the intervention from stories or anecdotes</p> <p>Degree to which the CSR project matches beneficiary needs</p> <p>To manage inventory</p>	<p>Information Stance</p> <p>Informal Conversations</p> <p>Low Intervention Match</p> <p>Corporate Value</p>
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<p>So, there are some differences in their learning styles or levels, actually, which we may need to consider when catering to students in other communities or demographics.</p> <p>Uhm, if I remember it right, there was also one feedback from an orphanage. Wherein we planned to donate textbooks across different levels and subjects since you are what consists of our stocks sa foundation. Pero midway noong project, we learned na that the orphanage would prefer yung storybooks. Maybe this is for the reason na yung orphanage walang lesson plans in place or teacher's manuals to guide the learners in using the textbooks. So here we understood that they may not be able to fully use the book donations and they may not find it entirely helpful talaga.</p>	<p>Gets feedback on the intervention from stories or anecdotes</p> <p>Organization sets the objectives and parameters</p> <p>Gets feedback on the intervention from stories or anecdotes</p>	<p>Informal Conversations</p> <p>Information Stance</p>
<p><b>[12:14:24] I see, so in such instances, do you often tweak the project? Like, are there ways that you evaluate the project as it goes, or do you measure the impact of the donations afterwards?</b></p> <p>[12:27:82] For that specific project, we, actually, placed it on hold. So as we are not able to provide the specific resources they are requesting at the moment. But, for the assessment of other projects or measuring their impact, actually we usually depend on our partner's feedback. We do wish to put a more rigorous evaluation process in place once we have strengthened the foundation's manpower, capacity, and program. But for now, we may have to rely on what is shared with us by our partners.</p> <p><b>[13:13:30] I see, if I may ask, can you walk us through how you gather</b></p>	<p>One-time giving</p> <p>Multiple, numerous communities within a short period of time</p> <p>Community members are informed about the CSR project which they benefit from, but there is no opportunity for feedback</p>	<p>Informal Conversations</p> <p>Short-term project</p> <p>Short-term project</p>

<p><b>feedback and stories from your project partners? Are there regular meetings?</b></p> <p>[13:24.00] Regular meetings, uhm, no. We actually do not have regular meetings with our partners but we do keep our communication lines open. Most of our beneficiaries or partners are also one-time giving projects din kasi. So we actually have a little opportunity to ask for feedback once the activity is done.</p> <p>But, of course, we have our regular partners also. We've signed an agreement with them for the long term. We've created regular projects with them and we actually regularly talk with them also. We seek their opinion on how we can improve the projects over time. However, they're not the direct beneficiaries. Mostly logistical partners ito. So yung feedback na nakukuha namin actually is more on the implementation side and not necessarily the project's impact.</p>	<p>Organization solely sets the objectives and parameters</p> <p>Intervention does not meet beneficiary needs</p>	<p>Information Stance</p>
<p><b>[14:30.06] Alright, thank you very much. I think we have everything covered. Thank you for your insights and it's really helpful for the research.</b></p>		<p>Information Stance</p>
<p>[14:40.47] Yes, thank you din Ms. Judith.</p>		
<p><b>[14:46.59] By the way, if I may ask, if you are to rate the impact of the book donation project to your beneficiaries, on a scale of 1 to 10 with 1 being the transactional , like one-time giving initiative and not much community development is happening based on the project to 10 being the highest meaning that the community is empowered and capacitated. How would you rate this "Libro Para sa Sitio Project"?</b></p>		<p>Corporate Value</p>

<p>[15:19.52] If I were to rate it, I would have to be honest. I would give it a rate of maybe 4 because, that I understand very well, that every community is different. As much as I want to make yung help na mabigay namin na mas in depth and fit yung ma-i-provide namin dito sa mga community na ito, in such case katulad kanina yung iba pala yung gusto ng beneficiary. Tapos hindi pala fit yung level ng libro doon sa mga learners. Those are the things that I think na dapat na-address if naayos yung communication with the community. But yun nga, we are restrained by our capacity and also yung resources. For now, 4, but I am hoping that we will be in a 10. So we can help more learners to achieve their goals.</p> <p><b>[17:00.74] Thank you very much for this opportunity and interview.</b></p>		
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## APPENDIX B

Interview with Organization B (Knowledge Channel Foundation)



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[upou.edu.ph/home](http://upou.edu.ph/home)

Maahas, Los Baños, Laguna 4031

### INTERVIEW CONSENT FORM

**Research Title** Determining the Relationship Between Community Participation and the Value-Creation Process of Philippine Corporate Social Responsibility Initiatives in the Education Sector

**Researcher** Judith Mae S. Sombilon  
Master of Development Communication  
[jssombilon1@up.edu.ph](mailto:jssombilon1@up.edu.ph)

---

**Interview Date** February 6, 2024

**Interview Venue** Virtually via Zoom

This form confirms your understanding and agreement to participate in the above research project. Feel free to ask the researcher any questions for clarification or additional information.

**Please initial or mark each box to express your agreement.**

- I agree that I am voluntarily taking part in this interview and may request to stop the interview at any time.
- I agree to the interview being audio recorded.
- I agree to the interview being video recorded.
- I agree for the interview to be transcribed.
- I agree to be quoted directly.
- I agree to be quoted directly only under a pseudonym and under the condition that my real name is not published.
- I agree that the researcher may publish the study containing quotations, excerpts, or data from this interview.

Page 1 of 2



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- I understand that the actual recording will only be kept for the researcher's copy. It will also be stored securely and kept only for the duration of this research project.
- I understand that contents of this form as explained to me in a language I understand.

(SGD. consent via Zoom)  
EDRIC CALMA

\_\_\_\_\_  
Participant's Signature

February 6, 2024

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Date

Edric Calma

\_\_\_\_\_  
Participant's Name

February 6, 2024

\_\_\_\_\_  
Researcher's Signature

\_\_\_\_\_  
Date

Judith Mae Sombilon

\_\_\_\_\_  
Researcher's Name

TRANSCRIPT OF ORGANIZATION B (Knowledge Channel Foundation, Inc.)	OPEN CODING	AXIAL CODING
<p><b>INTERVIEWER: [0:03:48]</b> I've read a lot about Knowledge Channel Foundation's work and I've read a lot of good things about your programs. I know that your programs are well-recognized and even awarded by partners in the industry, and I've read the testimonials from your beneficiaries and project partners, from your website. I believe that all these are indications of effective CSR projects. And with this, I would like to ask, could you tell us a brief background of Knowledge Channel Foundation's goals, and what you do in the organization?</p> <p><b>INTERVIEWEE [0:04:30]</b> Knowledge Channel started in 1999, and it's non-profit. The way we started is that we acquired video materials that we would air on the Knowledge Channel, a full television channel, which was then airing under Sky. Then, eventually, with a host of partners, around 400 cable operator partners DTH, direct-to-home partners like Signal, GSAT Satellite, all over the country.</p> <p><b>[0:05:11]</b> Our mission is to help improve the quality of education through media and technology. And the purpose of helping improve the quality of education is so that we could help the plight of the Filipinos. We want sana that through education, Filipinos can improve their lives. So importante and edukasyon para gumanda ang buhay ng mga tao.</p> <p><b>[00:05:41]</b> Eventually, we developed our own materials and we did away with those acquired kasi, hindi ko alam if you were able to watch videos of Knowledge Channel before when we were starting, mga galing sa Canada, sa Australia—hindi maka-relate yung mga batang Pinoy. Pero, we have the materials sa foundation, yung mga SineSkwela, MathTinik na relate na relate yung mga bata. So we started using them, then came up with our own materials. What we're doing now is we</p>	<p>Organization's mission</p> <p>To help improve lives through education</p> <p>Considers how the CSR project matches learners</p> <p>Projects and Programs</p>	<p>Nature of CSR</p> <p>Community Value</p> <p>High Intervention Match</p>

<p>continuously produce materials so that there would be at least one video for each learning competency in the Department of Education curriculum for all the subjects, for all the grade levels. So, that's what we tried to do.</p> <p><b>[00:06:40]</b> During the pandemic, we didn't stop. We produced a lot of materials while we were working from home. So maraming animation ang nagawa dahil binabato-bato lang yung mga animation, 'di ba? So nakagawa kami ng maraming materials. We would look for partners, funders, to fund our production so we could produce more.</p> <p><b>[00:07:04]</b> We also train teachers. Hindi lang namin pinapabayaan na "Ay, may video na kayo eh," we expect na it will improve the quality of education. We can't do that kasi iba 'yung may video, iba 'yung may material, at iba rin 'yung may knowledge ang teacher on how to maximize the videos, maximize technology in engaging the learners. So we train teachers, we used to have a one-day program on integrating Knowledge Channel into the lessons, and then we came up with a three-day program on enhanced and evidence-based pedagogies. Ito yung mga 21st century, learner-centered, constructivist learning pedagogies, which we try to impart on the teachers, and one of the pedagogies is using technology and using video resources of Knowledge Channel in engaging the learners.</p> <p><b>[00:08:09]</b> So since 2013, we've been training the teachers for 3-days, ito, 3-days 'to, mga Learning Effectively through Enhanced and Evidence-based Pedagogies is a training that we provide teachers, and what differentiates this from the other trainings that the Department of Education, or other companies are providing is we go to the actual schools. We go to where they are. We don't just train trainers and we let the trainers train, the next set of trainers would be training the next set. 'Di ba? Sobrang haba na yan, 'yung</p>	<p>Works with partners, funders, and stakeholders</p> <p>Conducts capacity-building and training seminars</p>	<p>Nature of CSR</p> <p>Shareholders</p> <p>Supporting Initiatives Stance</p>
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<p>communication process 'pag dating sa dulo, iba na 'yung message 'di ba? So kami, pumupunta kami sa mga areas and train them. Kahit ang lalayo, mga upland communities and mga island communities, that's what we do, training.</p> <p><b>[00:09:04]</b> Then, provision of access. So video production and acquisition, number two is training with mentoring 'yan, then monitoring and evaluation. Then number three is providing access to Knowledge Channel on air. We are seen on television, online, we have a YouTube channel, also streaming on iWantTFC, and offline, we have the portable media library and the Knowledge TV. 'Yung portable media library, it's a hard drive with the videos we have from kindergarten up to Grade 10, up to even Grade 12, pero konti lang 'yung Grade 11 and 12 namin eh. Then we have a portable media library for early childhood. Pre-school 'to, 'yung three and four year old children. And then, merong ALS, 'yung Alternative Learning System para sa mga mature learners and dating out-of-school youth na bumabalik sa school. Meron kaming mga videos for them to help make learning easier. So, provision of access, we do that. We look for funders, we look for donors who would be donating to school, to teachers, to the things we do. So may mga funders for production, may mga funders for connection, provision of access, funders for training teachers.</p> <p><b>INTERVIEWER: [00:10:45]</b> Alright, so that's a lot of projects, and that's very good. How do you arrive at the goals of each project, sir? Who sets the objectives and implementation? You mentioned earlier that it's important to go directly to the community, can you tell us more why? Is it a part of your process in coming up with the project?</p> <p><b>INTERVIEWEE [00:11:10]</b> Yeah, we're very into education so we get invited by DepEd Central Office whenever they need to consult with us. Pero since we</p>	<p>The organization meets with community members</p> <p>Conducts capacity-building and training seminars</p> <p>Projects and programs</p> <p>Assessment as part of the program</p> <p>Sharing of resources and best practices</p> <p>Involved in determining the objectives and processes are business shareholders,</p>	<p>Acting Together Stance</p> <p>Supporting Initiatives Stance</p> <p>Nature of CSR</p> <p>Evaluation Process</p> <p>Long-term Project</p>
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<p>also connect schools, we also train the teachers, we go out as well, direct to the communities. Naririnig namin and nakikipag kwentuhan kami with the people on ground and the people in the Central Office. And kami, 'yung mga information na naririnig namin from the two sides ay nagagamit namin in crafting solutions for education.</p> <p>So, hindi lang Central Office, mga policy ang pinaguusapan, kung 'di pati doon sa field ano, 'yung actual situation. Given the situations, ano yung best na maitulong natin sakanila. So ang mga ginagawa namin, basically, ngayon, we're focusing on early childhood education and development. Kasi several years ago, we were doing everything, from Kinder, Elementary, High School, 'no. Kaya lang, ang realization namin, we came up with the MathDali, a show and a program for Grade 4, when I say program it is, may show yan, may mga online games, evaluation, training of teachers, every quarter, mentoring, training of parents, provision of tablets where kids can play game with, provision of TV sets to the schools na ginagawa naming pilot, so we did that. Ang nangyari, we realized that, anong problema ng mga bata, bakit hindi pa rin tumataas ang mga grades nila sa Math, eh ang MathDali is supposed to make math easier 'no?</p> <p>So we found out that there are so many problems, 'no? 'Yung mga teachers hindi prepared to teach mathematics, dahil ang elementary education ay wala namang ano, karamihan walang major 'yan, all over the country, except for some, in good schools ano. So ano sila, Bachelor of Elementary Education, wala silang major in Math. So, sabi namin, ay may problema ang mga teachers. We've observed how they taught mathematics, meron silang mga teacher's guides. Ito na 'yung kodigo nila. Whatever the problems are sa teacher's guide, ito na 'yung ibibigay nila. Ito 'yung test na binigay sa kanila ng schools, ng division offices, ito na 'yung bibigay nila sa mga bata. Hindi na</p>	<p>customers, employees, logistical partners</p> <p>Gets feedback on the intervention from stories or anecdotes</p> <p>Aims for an intervention that best meets the community's needs</p>	<p>Societal Stakeholders</p> <p>Informal Conversations</p> <p>Community Value</p>
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<p>nag e-explore. Then we gave them a test before we started the program, the pilot. Then we found out that the level of skills, mathematical skills that they have, were not, hindi siya for teachers, teaching mathematics. 'Yung information, basic knowledge palang, problema na. So ang akala namin ang in-a-address lang namin ay 'yung pagtuturo, 'yung pedagogies, 'yun pala 'yung basic knowledge 'no. So parang we found out that may mga teachers na hindi nagtuturo ng fractions and decimals because they don't understand fractions and decimals. So one time, si SDS before ng Quezon City, asked the teachers, "Bakit hindi mo tinuturo ang fractions?" Sabi ng teacher, "Ay, ma'am, I don't know eh. I can't teach what we don't know." So ang laking problema niyan 'di ba?</p> <p>[15:07] And then, sa mga bata, we found out that at Grade 4, 'yung mga bata hindi makabasa at the Grade 4 level. We would observe during mga visits sa eskwelahan, and nakikita ko nag papantig 'yung mga bata, syllabication, hindi pa sila nakakabasa nang direktso at Grade 4. So even before PISA, even before all these international tests that placed Philippines at the bottom or the lowest among the many countries that would take TIMSS, SEA-PLM, PISA, even 'yung sinasabi nilang National Achievement Test scores, ang bababa natin, nalaman na namin 'yan na may problema sa reading and early numeracy dahil sa MathDali project namin. So what we did, umurong kami sa Kinder to Grade 3. Sabi namin, 'di pa ready tayo for a Grade 4 intervention in mathematics, let's do the basics, primary grades. Teaching and learning reading, the basics of reading, beginning reading, and learning the basics of math, so early language literacy and early numeracy.</p> <p>[16:28] And three years ago, 2020 ba 'yun, when the pandemic was starting, we realized na bakit ang hirap turuan ng mga bata sa pagbabasa? Hindi ba</p>	<p>Community immersion to watch interactions, processes, or behaviors</p> <p>Assessment as part of the program</p> <p>Gets feedback on the intervention from stories or anecdotes</p> <p>Community immersion to watch interactions, processes, or behaviors</p> <p>Degree to which the CSR project matches beneficiary needs</p>	<p>Direct Observations</p> <p>Evaluation Process</p> <p>Informal Conversations</p> <p>Direct Observations</p>
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<p>basic na 'yung sa grade 1. Sabi namin, ay, hindi pa pala, umurong pa kami sa 0 to 4.11 years old, specifically focusing on 3 year old and 4 year old children sa mga child development centers. Kasi kung ang bata ay hindi nagkaroon ng opportunities for early mental stimulation at that stage, nahuhuli na 'yung bata. Pagdating mo ng kinder, hirap na hirap na silang mag acquire ng skills. So we realized from our readings and mga tests namin na totoo naman na sinasabi nila na at age 3, 80% of the brain is developed, at age 5, 90% of the brain is developed. So buo na 'yung bata, tapos doon ka palang papasok para magsimula. Dapat doon sa process ng development 'di ba, 0-4.11, pumapasok na 'yung mga interventions natin para 'yung bata ma-expose na sa napakaraming experiences that will help them be ano, developed na for kindergarten, for elementary, at age 5. Hindi naman nangangahulugan na bibigyan mo na ng tests 'yung mga bata, but 'yung age-appropriate mental stimulation. Kasama na 'yung ibang factors like education, nutrition, health, welfare, social protection, kasama 'yan sa development ng bata. So bumalik kami doon, so 'yun ang focus namin, 0 to 8 years old actually. So 0-4.11, then 5 to 8 years old. 5-8 for Basa Bilang, so reading and numbers. Then early childhood up to 4.11 years old. So, 'yun, sobrang nag exposure, then going around the country, talking to experts, talking to teachers in the field, talking to parents—'yun yung mga basis namin for finding solutions to the problems of early childhood development.</p> <p><b>[00:18:53]</b> Actually, that's very appropriate since for my thesis, I'm studying that there's this continuum for CSR programs, which ranges from transactional to transformative. Sa transactional, it's sayang na parang provision lang, dole-out, usually, mostly one time giving, then the CSR project ends there. Ngayon, I'm interested to learn how can we make it more transformative in a sense na 'yung binibigay natin actually helps the community and addresses their actual problem. So, the way I</p>	<p>Aims for an intervention that best meets the community's needs</p> <p>Assessment as part of the program</p> <p>Community immersion to watch interactions, processes, or behaviors</p> <p>Gets feedback on the intervention from stories or anecdotes</p> <p>Arrive at a consensus or joint decision together on the programs' objectives</p>	<p>High Intervention Match</p> <p>Community Value</p> <p>Evaluation Process</p>
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<p>see it, parang malaking tulong ‘yung communication sa inyo ‘no, to be exposed, and actually parang nagging katuwang niyo na ‘yung community, ‘yung teachers, ‘yung DepEd, and industry na pag buo ng program, nung project, and solutions.</p> <p><b>[00:19:58]</b> Yeah, totoo yun. ‘Yung community, from the teachers, the parents, the other stakeholders helping the schools, the LGUs, we talk to them a lot. And inuupuan na “Anong pwedeng gawin dito?” Then, ang importante nga is sustainability. How do they sustain this? They. Hindi tayo. Because eventually, may exit plan naman tayo. Pagkatapos ng dalawang taon, tatlong taon, they should be on your own. Five years, they should be on your own. Para makatulong tayo sa ibang communities. Let them be their own drivers of their destiny, ‘di ba? So, tayo ay nagbigay lang ng mga guidance and magmomonitor nalang tayo eventually.</p> <p><b>[00:20:53]</b> Yes, sir. If I may ask, this whole process of crafting the solution, does this apply to all projects of Knowledge Channel Foundation? Or are there certain projects na minsan, okay lang din naman na transactional lang, like to give what they need at that moment?</p> <p><b>[00:21:10]</b> Merong mga ano, kasi parepareho naman, ang problema sa buong Pilipinas is reading, mathematics, mga batang hindi engaged. So parang meron nang nakasabit na solusyon na binababa lang. Pero kami, nag RSCA, Rapid School and Community Assessment, and then we do needs analysis pa rin, kahit alam na namin na ito ‘yung solution na nilako natin, na meron tayo, kinagat ng mga donors and community, pero in-aano pa rin natin eh, we want to hear from them and how best can they make good use of these solutions. Hindi pwedeng i-asa nalang na “This worked with this municipality, so this would also work with you.” Hindi eh. Nag RSCA pa rin kami. We talk to the principals in the area, the teachers</p>	<p>Workshops, brainstorming, and planning sessions with community</p> <p>Empower to sustain and achieve results on their own</p> <p>Assessment as part of the program</p>	<p>Direct Observations</p> <p>Informal Conversations</p> <p>Acting Together Stance</p> <p>Deciding Together Stance</p> <p>Supporting Initiatives Stance</p>
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<p>in the area, the parents, sometimes the grandparents who are taking care of the children, may ganun pa rin. Mahirap na magskip ka, tapos baka ang mangyari hindi napapakinabangan. Sayang naman.</p> <p><b>[00:22:20]</b> Did this assessment happen when you realized may problem with the Math program, or before pa po?</p> <p><b>[00:22:32]</b> Before pa, even before pa meron nang ganyan, may RSCA sa Knowledge Channel. And if we feel like the community isn't... halimbawa, ready na, magdo-donate na, dami-dami na, nakapila sila. This is where I want to donate, my town, mga ganyan, this is where I graduated so I want this school to have Knowledge Channel, pero kung sa RSCA, hindi prepared 'yung principal, hindi sila embracing, hindi willing, or probably the community doesn't need them, may mga instances na hindi kailangan ng community, so nire-recommend namin na sa ibang nalang natin dalhin 'yung intervention na mas mapapakinabangan pa.</p> <p><b>[00:23:07]</b> Usually 'yung mga nasa key cities, NCR, may instance na sinasabihan na kami na "Ay, hindi po namin kailangan, dalhin nalang po sa iba." Or sa attitude ng mga teachers na "We have so many of these things already, baka you can give this to some municipalities which need your help more than we do."</p> <p><b>[00:23:33]</b> So how about during the pandemic, sir? So everything changed 'no in the way we do CSR, the way we conduct, even the needs of our actual beneficiaries iba. So during this time, you launched the School at Home program?</p> <p><b>[00:24:00]</b> Yes, during the pandemic, and 'yung eruption ng Taal, wala pang, hindi pa nag declare ng lockdown, that started it all. Stay at home program, then naging school at home program, then naging school anywhere program.</p>	<p>Community members are free to discuss the project with the organization</p> <p>Gets feedback on the intervention from stories or anecdotes</p> <p>Degree to which the CSR project matches beneficiary needs</p> <p>Community immersion to watch interactions, processes, or behaviors</p>	<p>Evaluation Process</p> <p>Acting Together Stance</p> <p>Informal Conversations</p> <p>High Intervention Match</p>
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<p>Nung Taal, sabi namin, walang pasok ang NCR and CALABARZON for two weeks. This is like January or Feb 2020, tapos sabi namin, we have videos, the schools can make use of our videos. We donated to some schools and told them of the Stay at Home Program, subaybayan niyo lang 'yung mga palabas namin sa TV, or watch our videos online, makakatulong na sa inyo. <b>Because what we air for the week are the things that they need for the week, we follow the curriculum, so hindi mahihirapan 'yung mga bata na maghabol if they just follow, if they just watch our videos kasi kung anong tinuturo namin sa Knowledge, 'yun din dapat ang inaaral nila sa eskwelahan.</b> Except, kung 'yun nga, nagkaroon ng eruption, nasa evacuation center. So sabi namin, being in the evacuation center shouldn't be a problem, or kung may TV diyan, o kung may Knowledge Channel, they can watch Knowledge Channel. Or kung bumabaha for how many days pero may Knowledge Channel sa bahay niyo, then you can still catch up with the lessons kasi 'yun ang palabas namin kung ano ang kailangan niyo for the week. So during the pandemic, ganun ang ginawa namin dire-diretso na 'yun. We were supposed to stop in Feb, end of Feb or March para maka catch up 'yung schools. Pero biglang nagpandemic, nag lockdown, so continue natin 'to na School at Home. So, ginawa 'yan, we told DepEd about it, sabi namin they could use our materials, we lent our videos para i-upload ng DepEd sakanilang LMS, para easier access, magamit ng mga teachers, then sinabihan namin 'yung DepEd na if you're using modules, modules 'di ba ay printed materials na kinukuha ng mga parents sa eskwelahan on Mondays, sinusoli na may sagot na 'yung mga portion ng application ng Fridays, parang ganyan ang setup. <b>Sabi namin, it would be, learning would be easier if alongside the modules, papanoorin ng mga bata 'yung videos that corresponded to the topics.</b> Eh unfortunately, hindi naman kinagat ng DepEd Central Office, but</p>	<p>Degree to which the CSR project matches beneficiary needs</p>	<p>Direct Observations</p> <p>High Intervention Match</p>
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<p>there were Schools Division Offices na nagsubscribe sa amin, ginamit ang aming materials, so okay na sa amin, pero sana buong Pilipinas para hindi lumaki ang learning losses. Because during the pandemic, lalong lumaki 'yung problema, kasi sino ba magtitiyaga sa modules eh printed lang siya, and 16 to 32 pages long per subject per, how many 'yan, times eight subjects 'yan. Eh hindi nga makabasa 'yung mga bata tapos bibigyan mo ng reading materials and expect them to be teaching themselves. So videos should be used also, eh hindi ginamit ng lahat. So during the pandemic that's what we did. Our needs analysis were online, through phones, and then training online. But mahirap 'yun, online pero ang pangit ng connectivity, but we still try. For some areas in Looc, Romblon, and another one, may mga training program kaming nakalatag diyan for the child development workers. Ang ginawa namin, dahil hindi stable 'yung connection, we came up with modules na babasahin nila. Then kinausap namin sa bayan, online, 'yung parang magfa-facilitate na these are modules, these are what you'll do, play these videos, mga ganyan. Kasi nasa bundok 'yung mga trinetrain namin, so nag adjust kami. So online, then nag-modules kami for the child development workers. And then for most of the schools, nag o-online training kami for the past three years of the pandemic. It was only last year that we went back to training face-to-face kasi na realize din namin na ang problema ng training, ang mga teachers, kahit naman tayo, bukas ang dalawang laptops, or kung may cellphone, bukas ang dalawang cellphone, o kaya bukas 'yung isa tapos gumagawa ng lesson plan, o kaya nagluluto habang nakikinig. Wala 'yung full concentration, kaya sabi namin, let's do face-to-face na ulit, iba 'yung resulta. When we do training, we would do pre-test, post-test so we'd know kung natuto 'yung mga trainees. So 'yun, sabi namin, nako, hindi nagwo-work samin 'yung ganito, let's do face-to-face.</p>	<p>Projects and programs</p> <p>Degree to which the CSR project matches beneficiary needs</p> <p>Conducts capacity-building and training seminars</p>	<p>Nature of CSR</p> <p>High Intervention Match</p>
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<p><b>[00:30:07]</b> I see, a few questions nalang, sir. One would be, as you've mentioned nalalaman natin along the way na minsan hindi siya as expected 'yung results natin, that brings me to my question of how do you measure the success of a CSR project? Do we make adjustments along the way, and sino 'yung mga involved in determining the success factors of a project?</p> <p><b>[00:30:37]</b> Palagi kaming may monitoring and evaluation. We monitor the implementation and mayroon kaming internal evaluators all the time. Pero kapag may funding, we would ask third-party evaluators of the program, para naman ma balanse, hindi kami mag evaluate ng sarili namin programs. And then, yes, kung may kailangan adjustments like MathDali, bakit hindi natututo 'yung mga bata? Anong problema? So nag-adjust kami nang nag-adjust, two years kaming nagpilot para malamin namin na "What else do we need to adjust?" until malaman namin na hindi pala tayo 'yung problema, ang problema pala ay hindi sila nakakabasa nang maayos, so nagadjust na 'yung buong programa na from Math, ginawa na naming beginning reading and early math. So we adjust, it's very important to adjust, kasi hindi pare-pareho 'yung lugar, mga eskwelahan, and the kind of learners and teachers that we have. So kung nasan sila, doon mo susunduin.</p> <p><b>[00:31:37]</b> Are beneficiaries or project partners also involved in determining success factors?</p> <p><b>[00:31:47]</b> Oh yes, oo. The principals and supervisors, we want them to observe and provide us with data during the training. The teachers we want them to provide us with, ano ba 'yung resulta 'pag ginamit mo 'yung mga palabas namin, mga 21st century pedagogies that we wanted to implement.</p> <p>At sinasabi namin na these are theoretical pedagogies, but you can</p>	<p>Assessment as part of the program</p> <p>Assessment as part of the program</p> <p>Degree to which the CSR project matches beneficiary needs</p>	<p>Supporting Initiatives Stance</p> <p>Evaluation Process</p> <p>Evaluation Process</p> <p>High Intervention Match</p> <p>Supporting Initiatives Stance</p>
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<p>come up with your own, enhance what we have and customize, localize to your learners all the time. So may lesson plan ka na, pero pag dating mo sa klase, adjust mo pa rin 'yan, kasi iba-ibang araw, iba-iba 'yung timplado ng mga bata. So everybody, they should be participating. So parang ito lang, parang nag ga-guide ka lang, pero the bulk of what happens in the classroom is up to the teachers, what happens in schools is up to the principals and teachers and the kids.</p> <p><b>[00:33:02]</b> I see. 'Yun lang, sir, actually, 'yung whole interview, the insights were very helpful to the research. I'm really happy with the insights, thank you very much for lending us your time.</p> <p><b>[00:36:34]</b> Good luck on your thesis, sana mag graduate ka na soon.</p> <p>Thank you very much, sir. Salamat po.</p> <p><b>[00:36:53]</b> Salamat din. Ba-bye.</p>	<p>Community members deliver updates and results</p> <p>Empower to sustain and achieve results on their own</p>	<p><b>Supporting Initiatives Stance</b></p>
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## APPENDIX C

### Themes from the Content Analysis

Research Question	Selective Code	Axial Code	Open Code	
What is the demographic profile of the respondents?		Nature of CSR	Organization's mission What the organization does Projects and Programs	
Using the ladder of participation (Wilcox, 1994/2003) as a model, how are the varying degrees of community participation employed among education-focused CSR programs?	<b>Stances of Community Participation</b>	<b>Stances of Community Participation</b>	Information	No communication between the community and the organization Little to no feedback opportunity from the community on the actual project No channels to measure impact Organization solely sets the objectives and parameters
			Consultation	Project planning is done by the organization and community members are given the opportunity to provide feedback
			Deciding Together	Workshops, brainstorming, and planning sessions with community
			Acting Together	The organization meets with community members Arrive at a consensus or joint decision together on the programs' objectives Community members are free to discuss the project with the organization.
			Supporting Initiatives	Conducts capacity-building and training seminars Community members deliver updates and results Empower to sustain and achieve results on their own
In terms of value creation, what shared meaning or CSR value is created by corporations	<b>CSR Value</b>	<b>Transactional</b>	Corporate Value	To serve requests of corporate stakeholders (Corporate Value) To manage inventory of the organization (Corporate Value) The intervention does not necessarily aim to meet beneficiary needs

through dialogue with societal stakeholders?

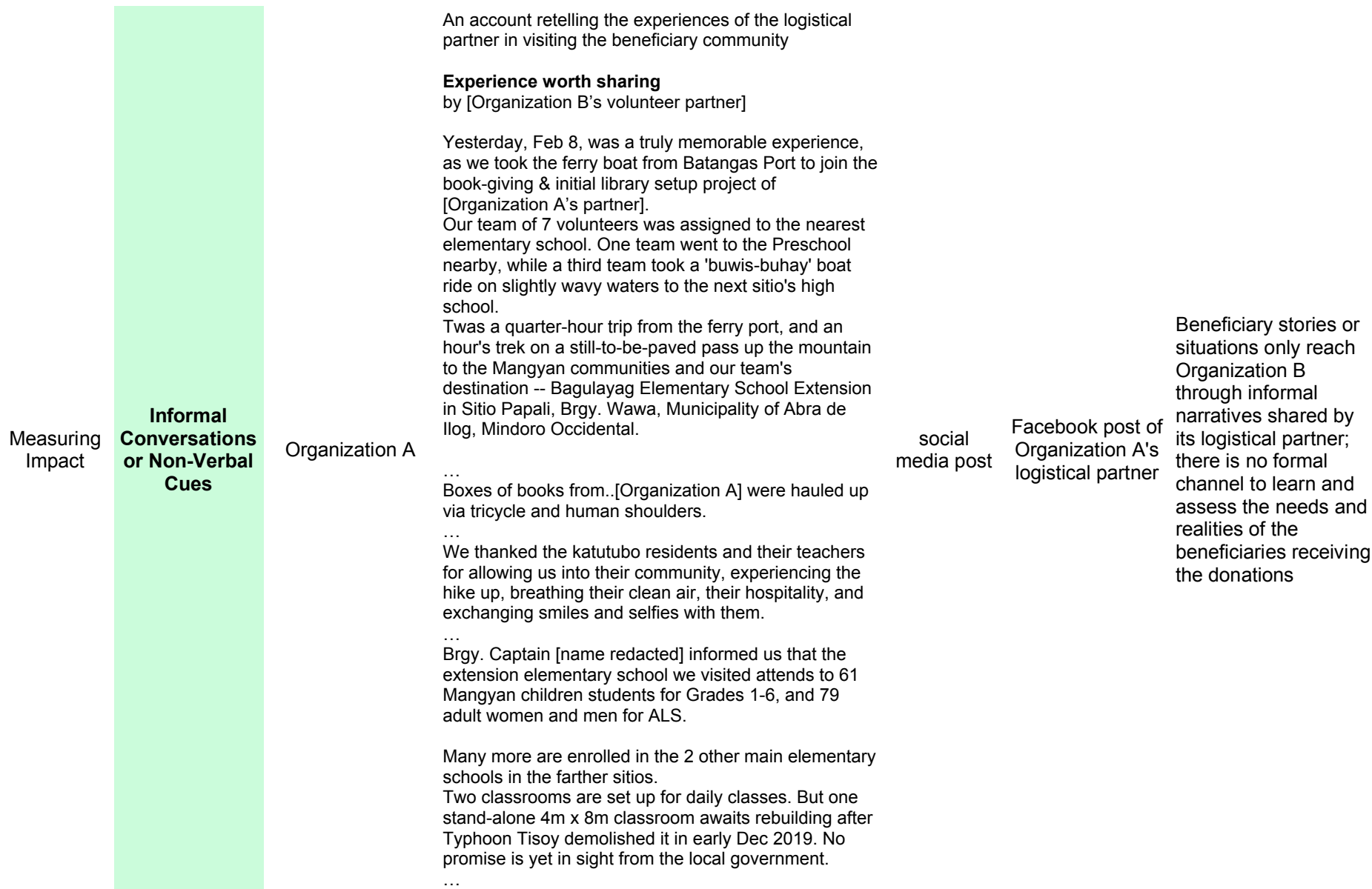
		Business Shareholders	Involvement in determining the objectives and processes are business shareholders, customers, employees, logistical partners
		Short-term Projects	One-time giving Multiple, numerous communities within a short period of time
	<b>Transformational</b>	Community Value	To help improve lives through education Aims for an intervention that best meets the community's needs
		Societal Stakeholders	community members, industry partners in Education, parents, teachers, grandparents, learners
		Long-term Project	Sharing of resources and best practices with industry partners Targeted, few communities over longer periods
<b>Measuring Impact</b>	<b>Through Formal Processes</b>	Evaluation Process	Assessment process through communication Assessment as part of the program
	<b>Through Informal Processes</b>	Feedback through Dialogue or Informal Conversations	Gets feedback on the intervention from stories or anecdotes
		Evaluation through Direct Observations and Non-Verbal Cues	Watch interactions, processes, or behaviors
	<b>Results</b>	High/Low Intervention Match	Degree to which the CSR project matches beneficiary needs

## APPENDIX D

### Tabular Summary for Content Analysis

Theme	Code	Organization	Content	Source Type	Source	Interpretation
Stance of Community Participation	Information	Organization A	<p><b>Books</b> bound for Samar-Leyte &amp; Greater Visayas.</p> <p>As we embrace the new normal, we will continue our commitment to <b>provide educational materials to rural schools and communities where online and digital materials are not feasible.</b></p> <p>Great thanks to <b>partner sponsors: [Name of Organization A]</b> for continuously supporting our advocacy.</p> <p>Special thanks to [volunteer name] who volunteered [sic] to pick up the needed books and educational materials.</p>	social media post	Facebook post of Organization A's stakeholder	<p>The nature of the CSR is mostly through one-time donations and not as long-term projects with formal project goals, monitoring, and evaluation measures in place.</p> <p>While the donations are relevant in time of the pandemic, especially when digital resources are inaccessible for some learners, not much is mentioned on how the books were used by the actual beneficiaries and how it helped them.</p> <p>This shows a one-way flow of communication where CSR implementers provide the information or nature of the CSR project, while beneficiaries are not given the opportunity to respond or provide their feedback.</p>
	Information	Organization A	[Organization A's logistical partner], through [names redacted], donated books and related educational materials to Allen NHS. The	social media post	Facebook post of Organization A's logistical partner	Feedback is mostly from project partners thanking Organization B as a

			educational materials donated are in consonance with the program [redacted program name], a book-giving project in partnership with [Organization A] and other publishing companies. The said materials were received by [name redacted], Principal III of Allen National High School. Our sincerest thanks and gratitude to our publishing company partners and individual donors who helped with the project.			"sponsor," alluding the the CSR project's one-time, transactional nature. Organization B also does not directly meet beneficiaries and communities.
CSR Value	Transactional	Organization A	So glad to have these colorful books. It's worth the wait.Thank you donors. #sortingforthedistributiontomorrow with [Organization A]	social media post	Facebook post of Organization A's teacher beneficiary	Roles of the CSR organization in the project are mostly of the sponsor or donor
	Transactional	Organization A	The [Organization A's partner] , led by [name redacted] , conducted book and relief giving outreach at Sitio Baysag Elementary School, Enriqueta, Lavezares Northern Samar. Our sincere thanks to our partner sponsors, [Organization A]	social media post	Facebook post of Organization A's logistical partner	Roles of the CSR organization in the project are mostly of the sponsor or donor
	Transactional	Organization A	Ms. [name redacted], an employee of [Organization A] and friend of one of the [project partners], notes that the partnership creates mileage for the quality of materials [Organization A] offers.	article	Organization A' annual report	Projects serve business stakeholders (employee) interests and organization's benefit (mileage of materials)



Stance of Community Participation	Deciding Together	Organization B (KCFI)	<p>“Hi po disabled po ako, sana po pang habang buhay na ang KCh dahil po dito natututo ako mag English dipo kasi ako marunong mag English. <b>Sana po damihan ninyo papo ang pag palabas ng kung ano sa English ang Tagalog 18 years old napo ako. Grade 2 lang natapos ko dahil po sa KCh natututo ako salamat po.</b>” — [Beneficiary]</p>	beneficiary testimonial	KCFI website	Community members are able to suggest and contribute to the project planning process but the decision still rests on the organization. Community members are free to suggest objectives for the CSR program.
	Supporting Initiatives	Organization B (KCFI)	<p>“ <b>I am encouraged</b> to give more emphasis to the learner, to let them think; <b>I am challenged</b> to be creative to enhance my teaching strategy. <b>I am motivated to use ICT.</b> ” — Moncayo CES Participant</p>	beneficiary testimonial	KCFI website	The organization conducts capacity-building and training seminars.
	Supporting Initiatives	Organization B (KCFI)	<p>“ I learned much about constructivism by means of games, videos and motivations that are somehow old but still can be enhanced to base it on the 21st century learner’s interest. This LEEP training is timely and it <b>enhanced my skills and abilities</b> in K-12 lessons. ” — Busuanga District Participant</p>	beneficiary testimonial	KCFI website	Community members are free to set the objectives of the project, and the organization supports them with resources.
	Supporting Initiatives	Organization B (KCFI)	<p>KCFI knew that helping improve education and learning outcomes went beyond video lessons. In 2013, KCFI <b>deployed its training program</b>, Learning Effectively through Enhanced and Evidence-based Pedagogies or LEEP. It first took place in Butuan and Guimaras. Since then, about 10,000 educators in nearly 2,500 schools across the nation have received training from KCFI.</p>	beneficiary testimonial	KCFI website	They are empowered given the additional support, resources, or supplements offered by the CSR project.
Measuring Impact	Evaluation Process	Organization B (KCFI)	<p>A study done in 2009 by Dr. Dennis Mapa, then with the UP School of Statistics and now head of Philippine Statistics Authority (PSA), <b>showed an increase of 2-3% in NAT scores for schools that regularly watch Knowledge Channel programs.</b> Valugan Elementary School in</p>	article	KCFI website	There are formal evaluation processes in place, measuring how effective the intervention is and

	<p>Batanes <b>improved its NAT average from 55 to 80% in just one year by incorporating Knowledge Channel resources.</b> To further support our learners, we scheduled <b>regular NAT review segments</b> on our channel months before the exam, ensuring students had access to focused review videos in key subject areas. In light of research underscoring KCFI's positive impact on NAT outcomes and on the academic achievement of learners, we further <b>improved our video lessons and kept them up to date</b> with animation and motion graphics, thus transforming the teaching and learning experiences for both teachers and young learners.</p>		<p>how it can further improve CSR value</p>
<p><b>Intervention Match</b></p>	<p>Organization B (KCFI)</p> <p>Knowledge Channel Portable Media Library <b>aims to retool teachers</b> with instructional and most essential learning competencies (MELCs)-aligned visual tools in order to have <b>better engagement with their students and improve learning outcomes</b></p> <p>Our comprehensive library of video lessons, <b>crafted in alignment with the government-prescribed curriculum, combined with our training programs</b> for child development workers and teachers, and basic education teachers, serve as vital tools to strengthen foundational knowledge and skills across various subjects including English, Filipino, and Numeracy. It is with these combined interventions that we were able to <b>influence the performance of learners taking the NAT.</b></p>	<p>article</p> <p>KCFI website</p>	<p>Interventions are crafted considering 1) alignment with the curriculum, 2) capacity-building through training, and 3) measuring learning outcomes</p> <p>Training is done to empower them with effective teaching and instructional tips. Teachers are empowered to implement these on their own and are capacitated to carry these out.</p>
<p><b>Intervention Match</b></p>	<p>Organization B (KCFI)</p> <p>Teacher Rhea walks for two hours to deliver modules in Bobon, Northern Samar. She brings along Knowledge Channel video lessons as additional learning resources for her students</p>	<p>video video testimonial</p> <p>KCFI YouTube Channel</p>	<p>Interventions are not just dole-out in nature, teachers are trained for sustainability and</p>

		<p>during the online learning period.</p> <p>"Ang ginawa po namin, nagdownload po kami ng mga educational video. Binibitbit nila 'yung TV, binibitbit nila 'yung Knowledge Channel video sa isang viewing station at doon po ipapalabas ng mga teacher 'yung mga learning videos na na-compile at binigay niyo [Knowledge Channel Foundation] po sa amin."</p> <p>[2:10] "Sa pagkakaroon kasi ng video, nagkakaroon rin 'yung mga bata ng interest. Hindi lang si teacher salita nang salita, 'di ba? Ay, may nakikita silang mga artista, nai-enganyo rin silang manood at may natututunan din sila."</p> <p>Thank you so much Knowledge Channel not only for the videos, but also for the training na kinunod. The best na natutunan ko is about doon sa gamitin ang thinking maps para makuha 'yung mga prior knowledge ng mga bata o ma-assist mo sila doon sa lesson mo"</p>	from beneficiary		materials are designed to fit learners' needs and levels
<p><b>Informal Conversations or Non-Verbal Cues</b></p>	<p>Organization B (KCFI)</p>	<p>[5:50] [Beneficiary teacher cries from sharing stories of her students] Pasensya na. 'Pag dating sa mga estudyante ko, ma ano talaga ako. Alam 'yun ni ma'am [Knowledge Channel Foundation interviewer], nagkwekwento ako sakaniya.</p>	<p>video testimonial from beneficiary for the Kwentong School at Home Interview</p>	<p>KCFI YouTube Channel</p>	<p>dialogue, stories and anecdotes between the Organization and the Beneficiary as part of the CSR communication process</p>

## APPENDIX E

### Support Survey Questionnaire and Data Analysis Guide

1. What is the name of your organization?
2. What is your position title or designation?
3. What is your e-mail address?
4. What is the name of your education-related CSR activity or project?
5. Who is the beneficiary of your project?
6. How long does it take to conduct the said CSR activity? [Y VARIABLE: CSR VALUE]
  - o It's a one-time activity [Transactional – CODE 1]
  - o It months It takes multiple stages and activities to complete the CSR program [Transformational – CODE 2]
7. Who spearheads the CSR activity? [Y VARIABLE: CSR VALUE]
  - o The corporate foundation [Transactional - CODE 1]
  - o The community [Transformational – CODE 2]
  - o Both [Transformational – CODE 2]
8. Who sets the objective/s of the CSR project? [Y VARIABLE: CSR VALUE]
  - o The corporation or the CSR Team [Transactional - CODE 1]
  - o The community [Transformational – CODE 2]
  - o Both [Transformational – CODE 2]

9. Which communication material/channel is used for the CSR project? Select all that apply. [X VARIABLE: STANCE]
- The organization uses leaflets, posters, newsletters, and videos to communicate with beneficiaries. [Stance 1/Informative – CODE 1]
  - The organization conducts surveys and meetings with the beneficiaries. [Stance 2/Consultation – CODE 2]
  - The organization conducts workshops, brainstorming, and planning sessions with the beneficiaries. [Stance 3/Deciding Together – CODE 3]
  - The organization forms community groups within the community. [Stance 4/Acting Together – CODE 4]
  - The organization conducts capacity-building and training seminars, and/or offers grants or funding for community-initiated projects. [Stance 5/Supporting Initiatives – CODE 5]
10. To what extent are community members involved in the CSR project? Select the statement that best applies to the project. [X VARIABLE: STANCE]
- Community members are informed about the CSR project which they benefit from, but there is no opportunity for feedback. [Stance 1– CODE 1]
  - Project planning is done only by the organization and community members are just given the opportunity to provide feedback. [Stance 2 - CODE 2]
  - Community members are able to decide with the organization but are not part of the implementation. [Stance 3 - CODE 3]
  - Community members join the project implementation as actors. [Stance 4 - CODE 4]
  - Community members lead the implementation and also deliver updates as well. [Stance 5 - CODE 5]
11. How are objectives set for the CSR project? Select the statement that best applies to the CSR program. [X VARIABLE: STANCE]
- The organization solely sets the objectives for the CSR program. [Stance 1– CODE 1]
  - Community members are given a list of objectives to choose from but are not given enough opportunity to suggest. [Stance 2 - CODE 2]
  - Community members are free to suggest objectives for the CSR program. [Stance 3 - CODE 3]
  - The organization meets with community members to arrive at a consensus or joint decision together on the programs' objectives. [Stance 4 - CODE 4]
  - Community members are free to set the objectives of the project, and the organization supports them with resources. [Stance 5 - CODE 5]
12. Which statement best describes the way the CSR is communicated to the beneficiary? [X VARIABLE: STANCE]

- The statement "Here's what we're going to do" describes the way the CSR is communicated to the beneficiary. [Stance 1- CODE 1]
- The statement "Here are our options--what do you think?" describes the way the CSR is communicated to the community. [Stance 2 - CODE 2]
- The statement "We want to develop options and decide actions together" describes the way the CSR is communicated to the community. [Stance 3 - CODE 3]
- The statement "We want to carry out joint decisions together" describes the way the CSR is communicated to the community. [Stance 4 - CODE 4]
- The statement "We can help your community achieve what you want within these guidelines" describes the way the CSR is communicated to the community. [Stance 5 - CODE 5]

13. Considering the identified CSR project implemented by your organization, select the most appropriate degree for each statement.

	None [CODE - 0]	Low [CODE - 1]	Moderate [CODE - 3]	High [CODE - 4]
The extent to which community members can voice their concerns and opinions regarding the CSR project. [X VARIABLE: STANCE]	(Informative)*			(Supporting Initiatives)*
The degree to which the CSR project considers and addresses the needs of the community as identified by its members [Y VARIABLE: CSR VALUE]	(Transactional)			(Transformational)
The degree to which input from community members is sought in planning the project. [X VARIABLE: STANCE]	(Informative)*			(Supporting Initiatives)*
The level of participation or engagement given to community members in implementing the project. [X VARIABLE: STANCE]	(Informative)*			(Supporting Initiatives)*
The degree to which the CSR project is grounded on a long-term partnership with the community [Y VARIABLE: CSR VALUE]	(Transactional)			(Transformational)

\*Compute for the average

Stance 1 (Lowest Stance): 0 - 0.8

Stance 2: 0.9 - 1.7

Stance 3 (Middle Stance): 1.8 - 2.6

Stance 4: 2.7 - 3.5

Stance 5 (Highest Stance): 3.6 - 4

14. Which activities are implemented by the organization after the CSR project? Select all that apply. [Y VARIABLE: CSR VALUE]  
[If checked, CODE 1; If none, CODE 0]

Transactional

- Promote CSR achievements through marketing campaigns, website updates, and social media to raise awareness
- Share the report with CSR partners such as employees and customers
- Apply for certifications, incentives, and awards

Transformational

- Consult community members on the impact of the activity
- Establish new CSR goals and targets based on the outcomes of previous initiatives and changing societal needs
- Share knowledge and best practices with industry peers to encourage collective progress

## APPENDIX F

Tabular summary of results for Variable X: Stances of Community Participation

	Q9						Q10	Q11	Q12	Q13a	Q13c	Q13d			
	STANCE 1	STANCE 2	STANCE 3	STANCE 4	STANCE 5	HIGHEST STANCE	INVOLVEMENT	OBJECTIVES	STATEMENT	Extent community members can voice their concerns and opinions	Input from community members is sought in planning	level of participation or engagement	AVE	STANCE	X-MEAN
	<small>leaflets, posters, newsletters, and videos</small>	<small>surveys and meetings with the beneficiaries</small>	<small>workshops, brainstorming, and planning sessions with the beneficiaries</small>	<small>forms partnerships and community groups</small>	<small>capacity-building and training seminars, and/or offers grants or funding</small>										
<b>Brigada Eskwela</b>	1	1	0	0	0	2	2	2	2	Low 2	Moderate 3	Moderate 3	2.7	4	2
<b>Scholarship</b>	0	1	0	0	0	2	1	3	2	Moderate 3	Moderate 3	Moderate 3	3.0	4	2
<b>Arts, Dance, and Music Club</b>	0	1	1	0	0	3	3	3	3	Moderate 3	Low 1	Low 1	1.7	2	3
<b>Orientation Course</b>	1	1	1	1	1	5	5	1	3	High 4	Moderate 3	High 4	3.7	5	4
<b>Teacher Training Institute</b>	0	1	1	0	1	5	2	4	5	High 4	High 4	High 4	4.0	5	4
<b>Teacher Training and School Enhancement</b>	0	1	0	1	1	5	4	1	1	High 4	High 4	High 4	4.0	5	3
<b>Capacity- Building Training</b>	1	1	1	1	1	5	5	4	3	High 4	High 4	High 4	4.0	5	4
<b>Children &amp; Senior Programs</b>	1	1	0	1	0	4	3	4	2	Moderate 3	Moderate 3	High 4	3.3	4	3

## APPENDIX G

Tabular summary of results for Variable Y: CSR Value

	Q13b		Q13e		Q6		Q7		Q8		Q14		Q15		VALUE FOR ORG		VALUE FOR BENE.		INTER.	Y-AVE					
	<i>considers and addresses needs</i>		<i>long-term partnership</i>		<i>Duration</i>		<i>Spearheaded by</i>		<i>Objectives Set By</i>		<i>Impact</i>	<i>Marketing</i>	<i>Shareholders</i>	<i>Incentives</i>	<i>Consult community</i>	<i>Establish new goals</i>	<i>Share knowledge</i>								
<b>Brigada Eskwela</b>	Moderate	3	Moderate	3	3.0	1	one-time	1	Corporate	1	CSR team	1	Short-term	1	1	1	1	0	0	3	1	For Org	1	1	
<b>Scholarship</b>	Moderate	3	Moderate	3	3.0	1	multiple	2	Corporate	1	CSR team	1	Significant	2	1	0	0	1	1	1	1	3	For Bene.	2	2
<b>Arts, Dance, and Music Club</b>	High	4	High	4	4.0	2	multiple	2	Corporate	1	Both	2	Short-term	1	1	1	0	1	1	0	2	2	Both	2	2
<b>Orientation Course</b>	High	4	Moderate	3	3.5	2	multiple	2	Both	2	CSR team	1	Long-term	2	1	1	1	1	1	1	3	3	Both	2	2
<b>Teacher Training Institute</b>	High	4	High	4	4.0	2	multiple	2	Corporate	1	Both	2	Significant	2	1	1	1	1	1	1	3	3	Both	2	2
<b>Teacher Training and School Enhancement</b>	High	4	High	4	4.0	2	multiple	2	Corporate	1	CSR team	1	Long-term	2	0	1	0	1	1	0	1	2	For Bene.	2	2
<b>Capacity-Building Training</b>	Moderate	3	High	4	3.5	2	multiple	2	Both	2	Both	2	Significant	2	1	1	1	1	1	1	3	3	Both	2	2
<b>Children &amp; Senior Programs</b>	High	4	Moderate	3	3.5	2	one-time	1	Both	2	Both	2	Short-term	1	1	1	0	1	1	1	2	3	For Bene.	2	2