



Project WRITE (Writing Inclusive Text on Ethnicity) in Mind

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Abstract

Language can be a powerful conveyor of bias in both blatant and subtle forms. Language bias can impact race and ethnicity as it echoes stereotypical perceptions about other people and their actions. To avoid language biases in instructional materials developed and/or used by teachers, an extension project is proposed by the College of Education (COEd) of Bataan Peninsula State University (BPSU) in cooperation with the City Schools Division Office (SDO) of Balanga City to train teacher-writers on text-based biases based on ethnicity, empowering them on developing instructional resources (i.e., self-learning materials) to promote cultural sensitivity and alleviating ethnicity-grounded biases on learning materials used in Grades 1 to 3 among public schools. The extension project commenced after the Memorandum of Agreement (MOA) between the university and the SDO. The extension project employed the facilitated group extension method in training teacher-writers. Select 30 teacher-writers from Grades 1 to 3, teaching *Araling Panlipunan* (Social Studies) and *Edukasyon sa Pagpapahalaga* (Values Education), are purposively selected to serve as the project beneficiaries. The extension team conducted a series of training sessions, material development (learning activity sheets), technical assistance, monitoring, and evaluation of the project to ensure its success. At the outset, the extension project has achieved the following: determined the needs, strengths, and challenges of teacher-writers in identifying text-based biases in ethnicity in the learning materials used as bases for needs improvement; provided seminar-workshops in tracing text-based biases and writing culture sensitive self-learning materials free from language biases based on ethnicity; developed and utilized teachers' guide in addressing text-based biases and writing culture-sensitive self-learning materials; and established linkage/partnership to improve culturally-sensitive instructional practices. Additionally, three research publications have emerged as by-products of the extension project. To ensure sustainability, the project has been adopted by other schools division (SDO-Bataan).

Keywords: Language Biases, Text Biases, Inclusivity

Abstrak

Bahasa bisa menjadi pembawa bias yang kuat dalam bentuk yang terang-terangan maupun halus. Bias bahasa dapat memengaruhi ras dan etnis karena mencerminkan persepsi stereotip tentang orang lain dan tindakan mereka. Untuk menghindari bias bahasa dalam materi pembelajaran yang dikembangkan dan/atau digunakan oleh guru, sebuah proyek perpanjangan diusulkan oleh Fakultas Pendidikan (COEd) Bataan Peninsula State University (BPSU) bekerja sama dengan Schools Division Office (SDO) of Balanga City untuk melatih guru-penulis tentang bias berbasis teks berdasarkan etnisitas, memberdayakan mereka dalam mengembangkan sumber daya pembelajaran (yaitu, materi belajar mandiri) untuk meningkatkan sensitivitas budaya dan mengurangi bias berbasis etnisitas pada materi pembelajaran yang digunakan di kelas 1 hingga 3 di sekolah umum. Proyek perluasan dimulai setelah Memorandum of Agreement (MOA) antara Universitas dan SDO. Proyek perpanjangan menggunakan metode perpanjangan kelompok yang difasilitasi dalam melatih guru-penulis. Tiga puluh guru-penulis dari kelas 1 hingga 3, yang mengajar Araling Panlipunan (Studi Sosial) dan Edukasyon sa Pagpapahalaga (Pendidikan Nilai), dipilih secara sengaja untuk menjadi penerima manfaat proyek. Tim penyuluhan mengadakan serangkaian sesi pelatihan, pengembangan materi (lembar kegiatan belajar), bantuan teknis, pemantauan, dan evaluasi proyek untuk memastikan keberhasilannya. Pada awalnya, proyek perluasan ini telah mencapai hal-hal berikut: menentukan kebutuhan, kekuatan, dan tantangan guru-penulis dalam mengidentifikasi bias berbasis teks dalam etnisitas pada materi pembelajaran yang digunakan sebagai dasar untuk peningkatan kebutuhan; memberikan seminar-lokakarya dalam melacak bias berbasis teks dan menulis materi pembelajaran mandiri yang sensitif budaya bebas dari bias bahasa berdasarkan etnisitas; mengembangkan dan memanfaatkan panduan guru dalam mengatasi bias berbasis teks dan menulis materi pembelajaran mandiri yang sensitif budaya; dan menjalin hubungan/kemitraan untuk meningkatkan praktik pembelajaran yang sensitif budaya. Selain itu, tiga publikasi penelitian telah muncul sebagai produk sampingan dari proyek penyuluhan. Untuk memastikan keberlanjutan, proyek ini telah diadopsi oleh dinas pendidikan sekolah lainnya (SDO-Bataan).

Kata kunci: *Bias Bahasa, Bias Teks, Inklusivitas*

Introduction

Higher Education Institutions (HEIs) consider extension through community service and engagement as one of the core functions for sustainable development, along with instruction, research, and production. These HEIs are supposed to respond to community needs and development through extension services, which are intrinsically service-oriented with a formative intention (Mojares, 2015). The performance of extension systems in promoting sustainable development depends on the quality of services (Corpuz et al., 2022). Course designed extension programs and services by State Universities and Colleges (SUCs) are important because they provide several things: (i) provide an important social service to beneficiaries; (ii) contribute to sustainable development and self-reliance among communities;

(iii) contribute to the achievement of national development goals; and (iv) provide an avenue for exposure for faculty and student teachers (Koudroglou & Leonoras, 2019).

In the context of academia, extension services refer to services provided to the community. Generally, these services are directed to the community centered on and around the university (Villanueva et al., 2019) by providing technical expertise to the target community through responsive and sustainable programs, projects, and activities (Sermona, 2020) that are aligned with the curricular programs in-line to the needs of the adopted communities (Loso, 2021). Though they are challenges noted in the implementation of extension services, such as random or irregular consultations, lack of organization of beneficiaries, inconsistent monitoring, and evaluation of extension work, but overall, the extension services are generally acceptable, indicating that the community's willingness to work towards improving lives and conditions (Corpuz et al., 2022), thus, making the extension services more responsive and beneficial to the target beneficiaries (Batoon, 2023; Loso, 2021).

One of the standard extension services from any Teacher Education Institutions (TEIs) is capacity-building in various realms such as curriculum development, instructional delivery, program implementation, and instructional material development (Pramita, 2023). In the case of the extension project on which this study is based, capacity-building on instructional or learning material development has been the focus to benefit the academic community through a collaborative project between the university and the basic education sector (Yuzar & Rahman, 2024).

Learning materials, which are known as teaching and learning materials (TLMs) or instructional materials (IMs), can serve as very effective ways to achieve educational goals. However, TLMs or IMs need to be provided, accessible, and used appropriately for maximum impact (Frimpong, 2021). TLMs/IMs must deploy information and communication technology (ICT) (DepEd Order No. 42, s. 2017), be inclusive (DepEd Order No. 18, s. 2020; Republic Act (RA) No. 10533), and come from local, contextual creation (RA No. 10533). Teachers are the primary source of instruction, but the use of many interactive teaching and learning materials can heighten student interest, engagement, and achievement. Teachers must both create and demonstrate a high-quality instructional material rendition to facilitate learning (Basalo & Salvador, 2022). In addition, instruction, learning resources, and experiences must take into account and address student differences and foster students' 21st-century skills (Magno et al., 2016), utilizing localized and teacher-created materials (Pecson, 2014), inclusivity, and responsiveness.

Textbooks are critical in students' national identity, in that they invariably expose students to the values and norms that the state deems necessary (Java, 2024). Textbooks should not be used to legitimize stereotypes that could inhibit learners from understanding and developing. Teachers face many dilemmas in classrooms regarding selecting, adopting, developing, using, and assessing learning materials that can include textbooks, modules, or worktexts. Not every source of instructional material, especially textbooks, is subject to rigorous review and assessment, which may be laden with biases. It is no surprise that cultural and racially biased teaching resources consistently undermine teaching and learning, which

may inevitably contribute to any misinterpretation students make about other cultures. Past reviews of textbooks have not only shown limited ethnic representation, but they have also misrepresented and neglected many perspectives (Hildingsson, 2004; Ndura, 2004). Exclusions can inhibit students' intercultural learning and critical thinking. Textbooks also tend to present a whitewashed repertoire of cultural knowledge and ethnic diversity within society. The presence of documentation in more explicit and sociolinguistic notes and the cultural background to authenticate a non-native teacher to sensibly and accurately teach is needed (Otlowski, 2003). A preliminary study in the Philippines on the Grades 1-3 *Araling Panlipunan* (Social Studies) and *Edukasyon sa Pagpapahalaga* (Values Education) Textbook, conducted by Sampang (2022), identified themes including the under-representation of Indigenous or cultural groups.

Creating materials that contribute to a more inclusive and diverse resource base can combat bias (Hildingsson, 2004; Ndura, 2004; Otlowski, 2003) and could enrich teachers' understanding of factors that influenced teaching and learning in diverse cultural settings for effective educational planning (Markey et al., 2023). Schools and teachers need to use culturally-appropriate materials to support equality, promote cultural awareness, engage critical thinking, and ensure that all students are valued and included.

It is for the said reasons and mandates that the College of Education (COEd) of Bataan Peninsula State University-Balanga Campus (BPSU-BC) undertook an extension project entitled "*Project WRITE (Writing Inclusive Text on Ethnicities) in Mind*." It is a research-based extension project (Sampang, 2020) designed to assist public school teachers who develop modules for the classroom to identify and consider ethnically and inclusively salient biases in textbooks and learning materials, and help these teachers develop inclusive learning resources to reduce prejudice and develop cultural awareness and inclusivity. The objectives of the project included: (i) determining the needs, strengths, and challenges of teacher-writers in identifying text-based biases in ethnicity in the learning materials used as bases for needs improvement; (ii) providing seminar-workshops in tracing text-based biases and writing culture sensitive self-learning materials free from language biases based on ethnicity; (iii) developing and utilizing teachers' guide in addressing text-based biases and writing culture-sensitive self-learning materials; and (iv) establishing linkage/partnership to improve culturally-sensitive instructional practices.

Method

The participatory extension project used the facilitated group extension method. Participatory extension approaches are guiding principles that enhance development practices by fostering better relationships between practitioners and beneficiaries (TNAU, 2015). Meanwhile, the facilitated group extension method is used for sharing and exchanging information to achieve sustainable practices at a higher level (Allahyari, 2009). In a participatory facilitated group extension, collaborative groups (extension team and the target beneficiaries) are formed to maximize implementation of programs, projects, and activities by sharing and exchanging information with one another to achieve the goals. In the case of this

extension project conducted in 2024 (see Figure 1), the COEd forged a Memorandum of Agreement (MOA) with the Department of Education-Schools Division Office of Balanga City (DepEd-SDO Balanga City) to train teachers based on their needs to write learning resources that are culturally sensitive in learning areas such as *Araling Panlipunan* (Social Studies) and *Edukasyon sa Pagpapahalaga* (Values Education). After such a series of training (seminar-workshops) commenced toward the development of self-learning modules that they can use as supplementary materials, and their learners can use in improving their least-mastered competencies in learning.

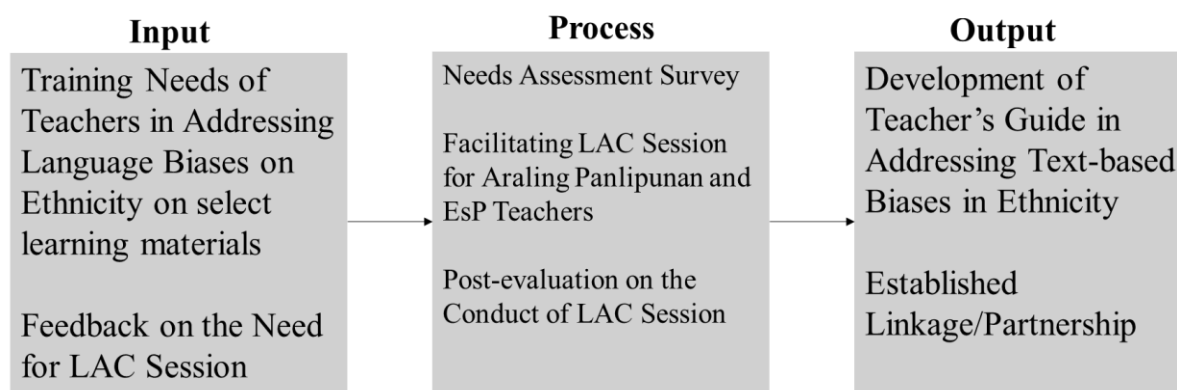


Figure 1. Paradigm of the extension project

The target beneficiaries are the select 30 teacher-writers from Grades 1 to 3, teaching *Araling Panlipunan* (Social Studies) and *Edukasyon sa Pagpapahalaga* (Values Education), who were purposively selected from various public schools in DepEd-SDO Balanga City. They were selected based on the following inclusion criteria: (i) they were Social Studies and Values Education teachers; (ii) they were teaching in public schools in DepEd-SDO Balanga City; and (iii) they were module-writers or had experienced writing self-learning materials.

A training needs assessment was conducted first after the signing of the MOA to determine their needs in writing inclusive learning resources and to identify cultural and ethnic biases in the teaching-learning materials. The assessment served as the basis for developing a training program and materials for retooling teachers. A series of face-to-face training sessions through seminar-workshops was commended afterwards, wherein expert resource speakers empowered teachers in tracing cultural and ethnic biases as well as developing self-learning materials, especially the learning activity sheets (LAS). Topics presented in the training sessions included: (i) overview of the seminar-writeshop based on the results of research; (ii) Indigenous Peoples; (iii) misrepresentations of indigenous peoples in learning materials; (iv) cultural inclusivity and sensitivity in education; (v) language biases in learning materials; and (vi) module writing.

The extension team implemented several training/development sessions, material development (learning modules in the form of learning activity sheets), technical assistance, monitoring, and evaluation of the project for positive implementation. The presence of face-to-face training and online training has provided flexibility and increased opportunities for exchanging ideas and information. The learning materials developed were aligned with the DepEd's provision for self-learning materials, considering the technical formats, and aligning

the content to the least-mastered competencies of the learners. After the implementation of the project, the extension project was evaluated, and the extension team continuously coordinated with the SDO officials and the beneficiaries to ensure project sustainability.

Result and Discussion

Determining the Needs, Strengths, and Challenges of Teacher-Writers in Identifying Text-Based Biases in Ethnicity in the Learning Materials Used as Bases for Needs Improvement

A training needs assessment was conducted among teacher-writers from the Department of Education-Schools Division Office (DepEd-SDO) of Balanga City. The assessment focused on their knowledge of writing inclusive learning resources related to ethnicity, as well as their perceived strengths and challenges in identifying text-based biases in existing learning materials. The results of this assessment served as a baseline for enhancing the training workshops to be provided to them.

The findings revealed that there is a significant need for training in the development of culturally and ethnically sensitive learning resources. While the teacher-writers demonstrated some strengths in this area, likely due to their prior exposure and experiences, they still face considerable challenges in identifying and addressing text-based biases related to ethnicity in learning materials.

Based on these insights, a training program is proposed in the form of a seminar-workshop. This initiative aims to foster a partnership between the COEd at BPSU-BC and DepEd-SDO Balanga City, to collaboratively address these training needs and improve the quality of educational resources.

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CO-TEAM LEADER
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MEMBERS AND TRAINERS

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RATIONALE

Language can be a powerful conveyor of bias, in both blatant and subtle forms. Language bias can impact race and ethnicity. It echoes the current stereotypical perceptions we have of categorized perceptions when talking about other people and their actions. A language bias is characterized as a structural asymmetry in word choice which reflects the cognitions of the social category which are applied to the groups or individuals mentioned.

OBJECTIVES

General:

To develop a teachers' guide in addressing text-based biases based on ethnicity, empowering teachers on developing instructional resources (i.e., self-learning materials), promoting cultural sensitivity and alleviating ethnicity grounded biases on learning materials used in Grades 1 to 3 in the public school.

OBJECTIVES

Specific Objectives:

1. Determine the needs, strengths, and challenges of teacher-writers in elementary level (Grades 1 to 3) in identifying text-based biases in the learning materials used as bases for needs improvement.
2. Provide seminar-workshops in tracing text-based biases and writing culture sensitive self-learning materials free from language biases based on ethnicity.
3. Develop and utilize teachers' guide in addressing text-based biases and writing culture-sensitive self-learning materials; and
4. Establish linkage/partnership to improve cultural sensitive instructional practices.

EXPECTED OUTPUTS

Development of a teachers' guide in addressing text-based biases on ethnicity and the establishment of linkage/partnership for improved culture-sensitive instructional practices.

PROJECT COMPONENTS and DESCRIPTION

- **COMMUNITY ANALYSIS** – Based on the study of Sampang (2020), grade school textbooks in the Division of Bataan have language bias based on ethnicity.
- **PROBLEM ANALYSIS** – There is no guideline or manual for textbook writers specifically for ethnic ethnicity.
- **DESCRIPTION OF THE TARGET GROUP** – selected text and instructional material writers and editors in the Division of Bataan.
- **PARTNERSHIP** – Department of Education Schools Division Office – Bataan

PARADIGM OF THE PROJECT

Input	Process	Output
Training Needs of Teachers in Addressing Language Biases on Ethnicity on selected learning materials	Needs Assessment Survey Inventory of Current Texts for Assessing Performance and for Teachers	Development of Teachers' Guide in Addressing Text-based Biases on Ethnicity
Feedback on the Need for LAC Session	How available on the Conduct of LAC Session	Established Linkage/Partnership

METHODOLOGY

This extension project utilizes the extension teaching method in delivering instructional services to the elementary teachers by empowering them to trace biases in their textbooks used in teaching *Araling Panlipunan (APN)* and *Edukasyon sa Pagpapakatao (EAP)* in the elementary grades - from Grades 1 to 3.

SUSTAINABILITY

This extension project can be sustained through its integration on the Learning Action Cell (LAC) provided to teachers to address instructional gaps.

MONITORING AND EVALUATION PLAN

Subject leaders will be tapped by the extension team to assist in monitoring the implementation of the project, specifically in conducting regular follow-up meetings (either face-to-face or asynchronous) and facilitating the LAC session to be provided for APN and EAP teachers.

After the conduct of the project, an evaluation form shall be facilitated to determine the impact of the project in the teachers' instructional delivery.

BUDGETARY REQUIREMENTS

Item	Amount
Transportation	20,000.00
Meetings and Seminars (Food)	125,000.00
Supplies / Materials	9,950.00
TOTAL	145,950.00

Figure 2. Presentation of the extension project to DepEd-SDO Balanga City

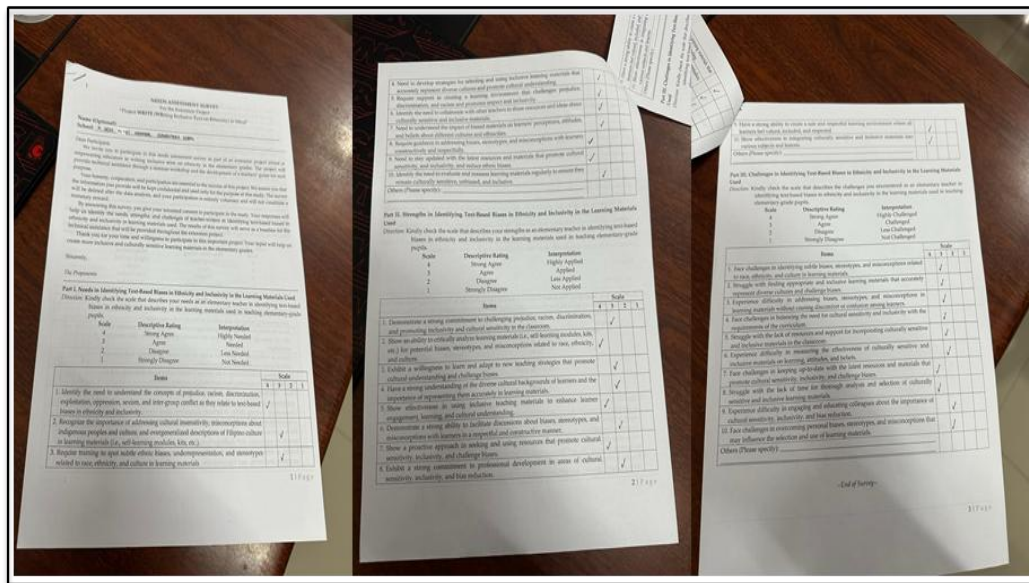


Figure 3. Needs assessment survey distributed to the teacher-beneficiaries of the extension project

The training needs analysis results are consistent with the literature that demonstrates the need to provide focused training activities in critical areas such as digital literacy and content creation (Al-Jassem, 2023). The highlight of the need for training in creating culturally and ethnically sensitive learning resources aligns with a bigger professional development goal of assessing competencies and considering strengths and areas of improvement (Liwanag et al., 2023). The teacher-writer experiences more broadly indicate the challenges that educators face in their teaching profession, recognizing that educators require profound knowledge and skills to meet the educational challenges and to achieve the educational goals of a globalizing world (Dubalan, 2023).

Providing Seminar-Workshops in Tracing Text-Based Biases and Writing Culture-Sensitive Self-Learning Materials Free from Language Biases Based on Ethnicity

A series of in-person training sessions was put on in a seminar-workshop format and was highly praised for its effectiveness and impact. The training is intended to expand the abilities of teachers to recognize and potentially respond to cultural and ethnic bias in educational materials. The workshops also included training in the development of self-learning materials, including a focus on multi-level, multi-dimensional, and functional self-learning modules (SLM) or learning activity sheets (LAS).

The training sessions covered several important topics, each intended to inform teachers about how they might provide a more inclusive, sensitive learning environment. The topics included:

1. **Introduction to the Seminar-Workshop.** Familiarizing teachers with the seminar-workshop and the premise supported by recent research outcomes was necessary to frame the topic as a whole.
2. **Indigenous Peoples.** This session informed teachers about Indigenous Peoples' cultures, history, and present-day issues - the intention of which was to engage teachers on a deeper

level in developing an understanding and respect for Indigenous heritage in general, especially of the Indigenous Knowledge, Systems, and Practices (IKSP) of the Aytas and other relevant cultural heritages in the province of Bataan, Philippines.

3. **Misrepresentations of Indigenous Peoples in Learning Materials.** This topic provided an opportunity for teachers to consider some of the common stereotypes and inaccuracies found in learning materials and educational settings to better inform themselves of what to consider in evaluating their own teaching resources and professional practices.
4. **Cultural Inclusivity and Sensitivity in Education.** Participants examined a variety of positive and respectful classroom cultures, to accept and participate with students and the wisdom they bring about diverse cultural traditions.
5. **Language Biases in Learning Materials.** This session challenged participants to identify and unpack language biases in educational materials for their literacy block, and to help teachers develop linguistically inclusive and bias-free educational materials.
6. **Module Writing.** Participants were taken through the procedure of writing an educational module that embodied principles of cultural sensitivity, inclusivity, and linguistic bias.

To maintain continuity and a sense of group communication, a GroupChat (GC) was created. This enabled each participant to share relevant and valuable information and resources; it also enhanced the successful completion of the project and the follow-up of the participants' needs and outcomes from each training. The GroupChat was a meaningful door through which participants could share and maintain engagement throughout the project.

BATAAN PENINSULA STATE UNIVERSITY
BALANGA CAMPUS
EXTENSION AND TRAINING SERVICES

Project WRITE
(Writing Inclusive Texts on Ethnicity)
Seminar-Workshop

MAY 15, 2024 | SDO BALANGA CITY CONFERENCE ROOM

DATE	TIME	TOPIC	LECTURER
May 15, 2024	8:00am - 8:30am	Registration Opening Prayer National Anthem	AVP
	8:30am - 9:00am	Welcoming Remarks	Dr. Mailla M. Capulong EPS City of Balanga
	9:00am - 9:30am	Inspirational Message	Dr. Roland M. Fronda SDS City of Balanga
	9:30 am - 12:00nn	Overview of the Seminar-Workshop	Jethro Jake C. Sampang
	12:00nn - 1:30pm	LUNCH BREAK	
	1:30pm - 4:30pm	Who are Indigenous Peoples? Misrepresentations of Indigenous Peoples in Learning Materials	John Albert R. Dela Rosa
	4:30pm - 5:00pm	Open Forum	Jethro Jake C. Sampang
	Moderator: Jethro Jake C. Sampang		

BATAAN PENINSULA STATE UNIVERSITY
BALANGA CAMPUS
EXTENSION AND TRAINING SERVICES

Project WRITE
(Writing Inclusive Texts on Ethnicity)
Seminar-Workshop

MAY 22, 2024 | SDO BALANGA CITY CONFERENCE ROOM

DATE	TIME	TOPIC	LECTURER
May 29, 2024	8:00am - 9:00am	Registration	
	9:00am - 12:00nn	Module Writing Lecture	Ryan R. Pecson and Jeniel G. Reyes
	12:00nn - 1:30pm	LUNCH BREAK	
	1:30pm - 2:30pm	Sharing of Learnings	
	2:30pm - 5:00pm	Awarding of Certificates	Project WRITE Team
		Closing Remarks	Arturo S. Villanueva Chairperson, ETSO - BC
	Moderator: Benjun S. Martico		

Figure 4. Seminar-workshop training program for the extension project



Figure 5. Actual conduct of seminar-workshop training program for the extension project

The results of the seminar-workshops on the recognition of text-based biases and the production of culturally-appropriate self-learning materials support the literature that stresses the importance of training for teachers on the importance of skills training, thereby improving relationships between teachers and students and contributing positively to their educational processes (Giovazolias et al., 2019). The emphasis on topics such as Indigenous Peoples, cultures of cultural inclusivity, and language biases is consistent with the need for purposeful training initiatives in significant contexts such as content production and respecting cultural appropriateness and sense of self (Al-Jassem, 2023). The establishment of a GroupChat for students did dictate that the principal students are interested in being connected, communicating, and will provide them the opportunity to share resources and relationships to promote ongoing relations and networking, in terms of addressing larger questions of evaluation of sustained actions, impact training programs, as noted by Labayo (2022). In addition, the focus on improvement of teachers' ability to identify and address issues of cultural and ethnic bias is consistent with literature in the context of assessment of competency frameworks and the importance of continued professional development to address education in a globalized world (Liwanag et al., 2023; Dubalan, 2023).

Developing and Utilizing Teachers' Guide in Addressing Text-Based Biases and Writing Culture-Sensitive Self-Learning Materials

A detailed teacher's guide was developed and shared with teachers to support them in addressing text-based biases, as well as developing culture-sensitive self-learning materials. The teacher's guide identified the lessons based on the topics covered in the training sessions and was shared with the teacher-writers to equip them with the guide and address their needs once they returned to their school setting. In addition to the guide, a template for Self-Learning Materials-Learning Activity Sheets (SLM-LAS) was also developed and disseminated to encourage teachers to develop the necessary materials within the program, as they have identified the issues that they might have experienced themselves in practice. The self-learning materials were focused on the problems of bias that mainly related to ethnicity and culture and provided teachers with opportunities to develop inclusive, culturally sensitive, and unbiased learning materials.

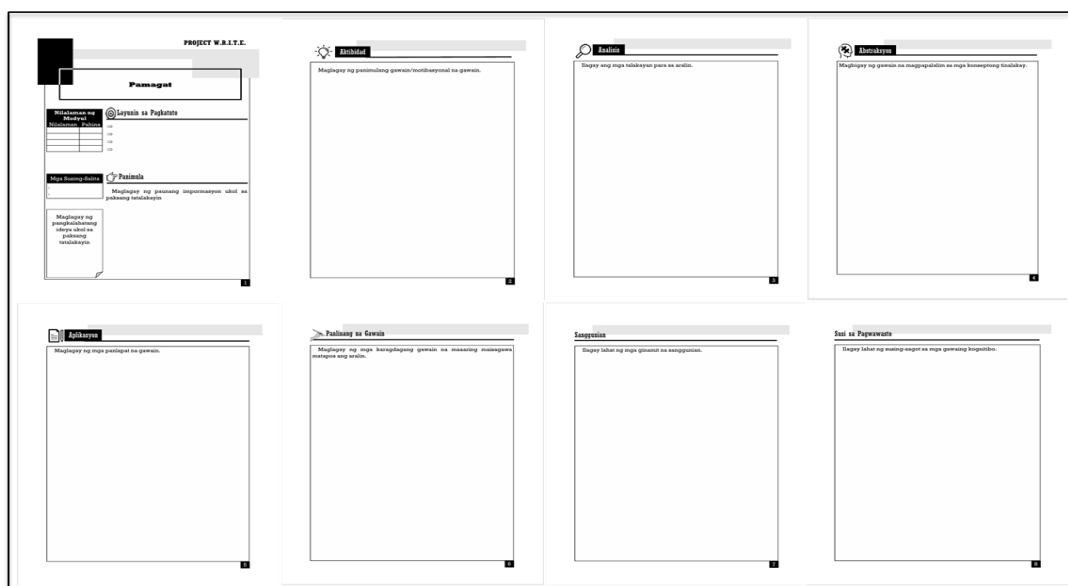


Figure 6. Format of the self-learning module/material for the extension project

As a part of the program, each teacher-writer created five SLM-LAS, which were then subjected to a stringent validation process by various experts of the Department of Education, Schools Division Office (DepEd-SDO) of Balanga City, and Bataan Peninsula State University (BPSU). This validation confirms that the materials adhere to standard development and considerations to address the least learned competencies or lessons in *Araling Panlipunan* (Social Studies) and *Edukasyon sa Pagpapahalaga* (Values Education). The distribution and trialing of these validated materials were expected to help improve students' learning experience by making them more accurate, culturally relevant, and bias-free educational materials. This project consisted of the development, pilot-testing, and validation of materials that not only aligned with the teachers' professional learning but also contributed to a more diverse and equitable learning space.

At the end of the extension program, the proponents conducted our evaluation using the evaluation form designed by the Extension Office of Bataan Peninsula State University (BPSU). Positive results indicated the beneficiaries were satisfied. The participants of the program expressed overall high satisfaction across the evaluation form items. The participants expressed satisfaction with the aspects of the program. They stated the content was relevant, complete, and valuable for their professional growth as teacher-writers. The participants were satisfied with the workshop design and delivery, interactive sessions, and engagement in the subject matter. Participants believed the expertise and effectiveness of the resource speakers and the coordinators' organization were satisfactory. The scheduling of sessions and the use of time throughout the program were well-planned and organized. These positive results show that the extension program succeeded in reaching its goal, but also reflect the success of the organizers in providing an effective professional development opportunity for participants.

BATAAN PENINSULA STATE UNIVERSITY

EXTENSION ACTIVITY EVALUATION

Name of Participant (personality): _____ Page: _____ Date: _____

Page: _____ Date: _____

Title of Activity: _____

Location: _____

Direction: Please respond to the following questions by placing a check mark (✓) in the answer box that corresponds to your response and/or fill in the blank when indicated.

Area	Excellent	Good	Average	Fair	Poor
A. COURSE CONTENT					
1. Relevance: How would you rate the relevance of the topic presented/taught to you?	✓				
2. Comprehensiveness: How would you rate the comprehensiveness or depth of the topics covered in the activity?	✓				
3. Practical Application: How would you rate the learned topics in terms of its application to real-life situations?	✓				
B. TRAINING PROCESS					
1. Presentation of Topics: How would you rate the clarity of presentation of topics discussed/presented?	✓				
2. Lesson Chronology: How would you rate the arrangement or sequencing of topics in the activity?	✓				
3. Enthusiasm: How would you rate the level of enthusiasm or excitement shown in the activity?	✓				
4. Participation/Engagement: How would you rate the participation of attendees in the activity?	✓				
C. RESOURCE SPEAKERS AND ORGANIZERS					
1. Teaching Strategies: How would you rate the teaching strategies and effectiveness of the resource speaker/trainer?	✓				
2. Knowledge and Expertise: How would you rate the level of knowledge or expertise of the resource speaker/trainer?	✓				
D. SCHEDULE AND TIME MANAGEMENT					
1. Schedule: The training session/s followed the specified schedule in the program.	✓				
2. Punctuality: The organizers and the resource speakers came on time and started the sessions on time.	✓				
3. Management: The programs started and ended on time.	✓				
E. VENUE AND FACILITIES					
1. The venue is organized and appropriate for the training or activity.	✓				
2. The equipment needed are sufficient for the training or activity.	✓				
3. The equipment is appropriate for the training or activity.	✓				
Do you have additional comments? Suggestions?					
Trainer: _____ Signature: _____					

Figure 7. Evaluation form used for the extension project

The completion of a detailed teacher's guide and template for Self-Learning Materials-Learning Activity Sheets (SLM-LAS), therefore, is beneficial, as literature supporting the importance of structured guides to improve learning outcomes highlights the significance of direction in the design of learning materials. The guide in this research focused on developing culture-sensitive and impartial materials, as educational innovations need to empower educators with learning outcomes linked to their co-constructed context, as announced by Nukoonkan and Dhammapissamai (2023). This study validated the guide through the careful validation process, with each teaching team's evaluation yielding positive evaluation results, parallel to reporting structured teachers' guides can help instructional methods and learning outcomes as long as the process warrants specific direction, and avoids being prescriptive, (which could limit creativity), remain (somewhat) defined as stated by Piper et al., (2018). The notion that the validated materials improved students' learning experiences further reinforces the need for well-developed course modules, as evidenced by their ability to deliver instruction effectively regardless of the learning connection, as noted by Sanchez (2022).

Establishing Linkage/Partnership to Improve Culturally-Sensitive Instructional Practices

The extension project was developed after a Memorandum of Agreement (MOA) was signed between the university and the Schools Division Office (SDO). The College of Education (COEd) signed an MOA with the Department of Education, Schools Division Office of Balanga City (DepEd-SDO Balanga City). The MOA was signed to train teachers specifically on their needs of writing culturally-sensitive learning resources, especially in the areas of *Araling Panlipunan* (Social Studies) and *Edukasyon sa Pagpapahalaga* (Values Education). To deliver an effective training program that catered to the teachers' needs, a training needs assessment was given immediately after the MOA was signed. The training needs assessment was required to identify the teachers' specific needs in writing inclusive

learning resources and to identify any cultural and ethnic biases in the existing teaching-learning materials. This was an essential first step to help develop the training program and to ensure we were addressing the most relevant issues teachers faced in developing educational content that is free from bias and culturally appropriate. In the implementation of the extension project, the COEd facilitated the training. It provided technical experts to assist in training and validation of the learning resources and the foods prepared by the teachers. The DepEd-SDO of Balanga City provided the venue. It also offered the technical expertise of its personnel for the training, development, and validation of the learning resources.



Figure 8. Meeting of the extension team with the chairperson of extension of the campus as preparation for the cascading of the extension project to the target beneficiaries



Figure 9. Meeting with the DepEd-SDO Balanga City personnel for the partnership in the extension project

The commencement of the extension project through the signing of a Memorandum of Agreement (MOA) between the university's College of Education and the Schools Division Office of Balanga City corresponds with the observations of Corpuz (2022) that extension projects begin and end sometime according to the agreement dates. This project's aim of meeting the specific needs of teachers in writing culturally sensitive learning resources, particularly in Social Studies and Values Education, clearly showed the university was endeavoring to align curricular offerings to the needs of the community in which it is located, as noted by Loso (2021). Immediately planning a training needs assessment when the MOA was signed demonstrates valuing comprehensive program planning and evaluation in extension projects, as noted by Salazar (2020). Conducting the training needs assessment was an essential step in identifying teachers' needs in writing inclusive learning resources and identifying cultural and ethnic biases in their learning resources. This is a critical step in making sure the training was successful and relevant.

Conclusion

The extension project met the need for culturally relevant educational materials through a successful series of seminar-workshops that focused on recognizing and reducing text-based biases in learning materials. In producing a teacher's guide and SLM-LAS templates and having the teaching materials validated by educational professionals, the extension project produced high-quality, culturally relevant, and unbiased educational materials. The positive evaluation results have underscored the project's effectiveness in supporting teachers' professional development and instructional practices and contributed to a more inclusive and equitable environment for learning. As well, the extension project has resulted in three research publications. To promote sustainability, the project has been embraced by another schools division (SDO-Bataan). In future implementations of this same project in different schools and division offices, it may be best to determine teacher competencies in a broader range of subject areas beyond *Araling Panlipunan* (Social Studies) and *Edukasyon sa Pagpapahalaga* (Values Education). This would provide for a more thorough professional development program, enabling customized training activities that can be used during the learning action cell (LAC) sessions or their in-service training (INSET) programs.

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