



Corporate Social Responsibility Practices among Private School Organizations: The Philippine Experience

Nicky C. Valdez

Basic Education Department, Far Eastern University, Philippine
E-mail: nickyboy_valdez@yahoo.com and nbvaldez@feu-silang.edu.ph

Abstract

This paper will explain and describe the Corporate Social Responsibility (CSR) practices, programs & curriculum integration among the private school organizations in the Philippines. Likewise, it will showcase sustainable & community-based CSR practices in the Islands. It will also describe how it is creating tremendous impact to business, community & the society. This paper will show that CSR is now considered as an investment effort by private school organizations. The general perception of CSR efforts as merely a cost and expense is now slowly changing due to the certainty of financial gains brought about by stakeholder's loyalty and satisfaction.

Keywords: *CSR, sustainable development, integration, collective consciousness*

INTRODUCTION

The CSR concept of social responsibility and profitability is now accepted for private schools. It is based upon this idea why there is an urgency of call for educators to be flexible and open-minded, and to involve the private schools on Corporate Social Responsibility or CSR. Such defines the relevance of educational institutions in an emerging environment of today. There should be a conscious effort to address pressing issues involving the following: taking care of the environment; giving out scholarships; conducting free livelihood trainings to the communities; and other social and ecological programs. These issues and concerns can be effectively dealt with under the private school's CSR programs.

Private schools are geared towards service. Therefore, it is all the more imperative that CSR efforts be viewed as part of the institution's arm in creating significant impact and contribution to society. Private schools play a very significant role in doing philanthropy. In a developing country like ours, school organizations are expected to engage in social efforts and play their institutional social roles. CSR encompasses not only what educational institutions aim to achieve but also what they do with their annual financial budgets. Thus, putting to the silence the so-called bureaucratic greed and while waving the banner of responsibility.

The Philippines is greatly affected by the economic downturn plus the natural & man-made calamities which have led millions of our poor countrymen desperately seeking for help. Private school organizations are now actively getting involved in



responding to the pitiful plight of our fellowmen. CSR initiatives by private schools goes beyond the idea of 'pay back to society' but as an active partner in nation-building. CSR creates more meaning and greater significance to our people, culture and society.

Private school organizations are now beginning to realize that CSR can be treated as a moral investment rather than just simply as a financial cost or expense. Looking at CSR from this point of view would definitely yield priceless benefits together with financial gains due to the stakeholder's loyalty & satisfaction which CSR will create. This paper will show that doing CSR makes good "business" sense in the Philippines, because a large majority of stakeholders consider an institution's social programs "very important in deciding to enroll in a particular institution and embrace its ideals". Specifically, stakeholders "prefer" institutions that have had a good reputation in the community (this was generally viewed as the best means of demonstrating social responsibility to potential clients), and also those that showed concern for the environment as well as for human rights. The survey research was able to demonstrate that a company's exercise of CSR is not only doing good in itself, but is also a significant means of helping the institution do well in terms of its budgetary requirements.

A 1999 survey conducted by the Asian Institute of Management's Ramon V. Del Rosario Center for Corporate Responsibility showed that educational institutions were the main recipients of corporate grants. Corporate giants conducted Samaritan's work to a number of school organizations for assistance and help. Numerous academic institutions benefited from the donations of these corporate donors.

Nowadays, private schools evolved from being merely recipients of corporate grants into becoming an active and significant contributor of help. Private school organizations are no longer taking a back seat attitude but a front-liner mind-set in the millennium challenges of volunteerism and charity. More so, projects are implemented in a sustainable approaches leading to community empowerment.

INTEGRATED CSR CAMPUS PROGRAM

An integrated CSR approach is now commonly ingrained within the core vision-mission, values, strategies & operations of private school organizations. In addition, campus community-wide CSR implementations are being conducted and with top to bottom leadership support. Evidently, more participants are mobilized and greater achievements are accomplished because of the integration. Private school organizations have made it their mission to teach students, parents, school employees, administrators and owners the true essence and meaning of social

responsibility via community service projects, revitalized campus life and enhanced courses as shown in Figure 1.

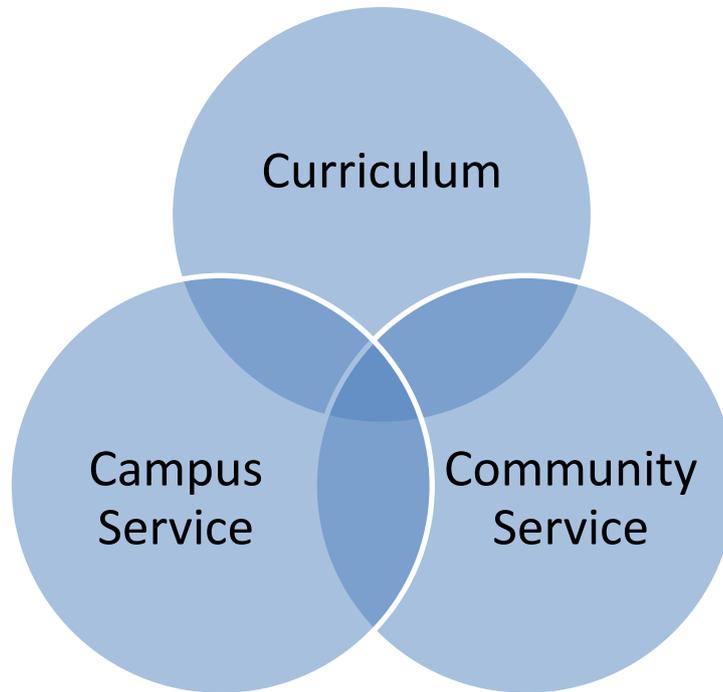


FIGURE 1 INTEGRATED CSR CAMPUS PROGRAM

Figure 1 shows the curriculum integrates social responsibility in various courses and in the entire learning process. Courses now include the importance & value of social responsibility. Critical thinking skills are also aimed at through relating learning to the various socio-economic, environment and other issues and concerns of this nation and the world. Curriculum provides SR topics, concepts & activities vital to deepening awareness and consciousness on social responsibility by the learners.

The campus service inculcates in the minds, hearts & life of the students and other campus stakeholders the value of social responsibility. Co-curricular and extra-curricular activities would now involve CSR programs and projects. Firsthand experience in campus provides life-long learning for all campus community members pertaining to social responsibility. Furthermore, CSR also focuses on providing the stakeholders in campus utmost satisfaction. Excellent students services provides avenue for ultimate customer satisfaction. Consequently energizes the campus community and elicit customer loyalty.

The community service is a volunteer program by the school in inter-acting with local communities as a responsible partner in community-building & development. An active role of being a catalyst and community-partner characterizes



the private school's CSR initiatives. Being a communitarian society & culture, it strengthens the efforts of private school organizations in the conduct of CSR in various target local communities. Good public perception hinges on the positive impact the school's CSR initiatives does to a community.

PRIVATE SCHOOL ORGANIZATIONS CSR PRACTICES

3.1 Southville International School & Colleges

SISC'S believes that the progress of a nation depends on the kind of education it provides its people. Today, education is not only seen as a pivotal factor in the people's national identity development; it is now seen as the main component of a nation's advancement. Southville International School and Colleges recognizes that an educational institution is largely responsible for the future of its student but other students as well. SISC's social responsibility efforts focus in education as a key to alleviate poverty.

The **Save a Poor Urban Child (P.o.U.Ch.)** program that started operation in February 1992. It is an outreach program that addresses the daily nutritional and schooling needs of poor but deserving school children. The program provides beneficiaries with tuition subsidy, medical and dental assistance, school supplies and feeding program. The kids are treated to gift giving during Christmas. SISC holds a special day where each SISC student adopts a Po.U.Ch. for a day and interacts with the beneficiary. On its 20th year, the **Save a P.o.U.Ch.** of SISC has helped about 300 students every year totaling to around 16,000 children from adopted schools. In addition, SISC has supported the **Adopt a School Program** of the Department of Education. The school has adopted three public elementary schools in Las Piñas namely CAA Elementary School, Daniel Fajardo Elementary School and BF Learning Center and one public school in Parañaque, Masville Elementary School. This has earned SISC a national award from DepEd in November 2007.

The **SEED Foundation Academy** was established in 1999 by a group of outstanding academicians and industry professionals of SISC to operate an educational institution and learning center that shall promote courses of study in post-secondary, non-formal technology, vocational, office management, and entrepreneurship. It aims to provide highly competitive programs in Information Systems to students who wish to pursue computer and office management courses that are not only academically excellent but affordable as well. The courses are offered in the evening to accommodate working students and professionals who would like to learn IT.

Southville has other outreach programs which are integrated in the curriculum of the **National Service and Training Program (NSTP)**. The activities are anchored on



the vision and mission of the school, and are geared towards strengthening the values and character of our college students through involvement in community projects.

3.2 International School of Manila

ISM is committed to community outreach through its service learning programs, in which students, faculty, and staff work with community organizations serving groups such as street children and physically and mentally challenged people. The Middle School's Classroom Without Walls (CWW) program (previously known as the Outreach program) and the High School's International Community Actively Responding to the Environment (ICARE) program have sent groups of students, with faculty and staff chaperons, to work with communities around Metro Manila and the Philippines for a week during the school year. The students helped with local projects such as paving basketball courts and painting houses, while learning about local cultures and development initiatives.

3.3 Saint Michael's College of Laguna

The outreach arm of the school is "Lingkod at Pagmamahalang" Saint Michael's College of Laguna Foundation, Inc. (LINGAP-SMCL). LINGAP-SMCL is responsible for the three outreach programs namely literacy, livelihood, and health. A study on the program's effect to its beneficiaries was accepted in the 4th International Barcelona Conference on Higher Education (2008) of the Global University Network for Innovation (GUNI).

3.4 Ateneo De Manila University, Loyola Quezon City and De La Salle University, Dasmariñas Cavite

Both private schools made it to the national level in the recently concluded National Search for Sustainable and Eco-friendly Schools. It highlighted the achievement of schools that are committed in implementing various environmental programs. The activity aims to encourage schools and academic institutions to become more actively involved in environmental issues at a practical and local level. It also aims to develop skills and understanding among students, faculty and school administrators to initiate active responses and increase community awareness and involvement on environmental concerns.

3.5 Far Eastern University, Manila and Cavite

According to the University President's Report, FEU engages in various community service projects for the past recent years. Through the collaborative partnership of FEU-GAWAD KALINGA Village Housing project, 59 houses were constructed. The project created tremendous impact in the lives of the poor beneficiaries. Also, classroom refurbishing at Biga Elementary School in Silang Cavite and gift-giving of school supplies were conducted and was deeply appreciated by the



adopted local community. Needless to mention, relief donations for the victims of typhoon Pedring&Quiel were donated by the school very recently. Other projects and programs were conducted in fulfillment of the CSR agenda of the University.

3.6 Adamson University, Manila

In Adamson University, students are encouraged to participate in social action and in the community extension services of the University. They are invited to get involved actively in sharing their time, talents and treasures implementing community organization and development programs, activities and services for the marginalized. These programs are under the office of Integrated Community Extension Services (ICES) in coordination with the academic and co-academic offices.

3.7 University of the East, Manila

Responding to the University of the East's core principles towards the advancement of social responsibility through highly visible extension and community outreach programs, the Office of Extension and Community Outreach (OECO) in partnership with the Department of Labor and Employment-National Capital Region (DOLE-NCR) launched the "KabalikatsaKabuhayan (KSK): UE's Sustainable Community Livelihood Project." Its main objectives centered on empowerment, self-reliance, social equity, and stability. Twenty-two indigent residents from UE's two adopted communities were awarded with seed money to help them start up their own small businesses since their chance of employment is very slim. In order to enhance their skills in handling business and finances, UE community worker-volunteers spearheaded a series of intensive seminars, trainings and workshops. Today, their respective small businesses are continuously operating and served as their main source of daily living. The success of KSK will be replicated to other indigent communities in hope to further expand our services to the marginalized sectors of the society.

UE's outreach programs cover livelihood, literacy, environmental protection and enhancement, proper nutrition, medical-dental care, cleanliness and beautification, solid waste segregation scheme and disposal management and infrastructure development. These outreach programs were implemented successfully through seminars, special teaching sessions, information drives, hands-on trainings, civic work, child-feeding, cleanliness & beautification, street-sweeping, plant-box and pavement painting, pave-stone installation, tree planting and civil engineering. Civic work, through the distribution of relief goods to the calamity victims, was carried out through the UE Oplan Damayan, in cooperation with the Philippine Airlines Foundation. Donations in kind poured in, as the UE community responded to the call. Several anonymous cash donors also participated in the UE Oplan Damayan. The spirit of volunteerism in the



University complemented UE's community outreach programs and was demonstrated during the UE Oplan Damayan where UE Volunteers assisted in the packing and hauling of relief goods.

In accordance with UE's extension and outreach mission of improving the quality of life of the marginalized, the unemployed/underemployed, the out-of-school youths and adults, UE is committed to provide opportunities for acquiring vocational-technical skills to those unable to acquire formal education, to ensure that they become efficient, productive and competitive for continuing employability. UE's socio-economic driven outreach projects, focused on addressing the plight of the impoverished and less fortunate Filipinos, implemented livelihood programs, such as, accessory making, candy making, candle making perfume making, meat processing and hair culture.

3.8 University of the Cordillera

The University of the Cordilleras aims to institutionalize an integrative community development program in empowering the less fortunate towards self-reliance in partnership with the private and government agencies. One of the purposes behind Project H.E.L.E.N.'s (Health, Education, Livelihood and Nurturance) education component is to equip and enlighten young minds so they may become capable, productive, and empowered citizens of the community, the nation, and the world.

3.9 Asian Institute of Management

The AIM provides venue for CSR forums both local and international. As an active advocate of CSR practices, AIM conducts seminars, conferences and lectures pertaining to CSR. Recently, AIM hosted the Asian Forum on Corporate Social Responsibility dated October 18 & 19, 2011. AFCSR is recognized as the largest and most significant conference on corporate social responsibility in Asia. The event is supported and attended not only by senior business executives from Asia, but also by major non-government organizations throughout the region.

3.10 Trinity University of Asia

The TUA Center for Community Extension Services provides instruction, research, and voluntary involvement in community service.

This college started in 1977 and provided free diagnosis and consultations, visitations, and taught mothers basic health practices, child care, nutrition, and first aid remedies. It has two banner programs, Community Health and Nursing Geared Towards Empowerment (CHANGE) and Health Education and Life Services (HEALS), which medical doctor volunteers in medical mission activities.



Started in 1982, it provided a head start in formal education for children aged 4 to 6 years old; initiates among children and their mothers good health practices, promotes good eating habits and practices through feeding program, which is worked out by the mothers under supervision and guidance of the volunteer student teachers.

Review Assistance Program for the Empowerment of Dropouts (ReAPED) program prepares the recipients to pass the grade placement examination (PEPTest) given by the Department of Education. Recipients who pass the examination are given certification of particular grade or year level passed and could continue their studies or could present the certificate as one of the credentials needed in applying for a job. The program was started in 1984 to assist out of school youths and adults.

Arts and Sciences Programs for Inspired and Responsive Education (ASPIRE) program helps the children in the target community gain reading and mathematical skills in order to maximize their time in public schools which they attend. The program started in 1990.

Primary Education for Tomorrow (PET) started in June 1988, it provides continuity to the formal education of selected COPE graduates beginning with Grade 1 until Grade IV in order to enable these children complete primary education with possibilities of moving up to Grade VI.

Secondary Education for Tomorrow (SET) program started in 1994, it continues to serve the recipients of PET who have gone to high school.

Skills Training and Enablement Program (STEP) provides skills training in tailoring, dressmaking, basic electrician course, food technology, and handicrafts useful for livelihood activities.

Business Education for Self -Reliance and Trade (BEST) project started in 1987. It trains participants in basic bookkeeping, record keeping and inventory and other skills necessary in small-scale business management. It also introduces to participants means of procuring either for starting, maintaining or expanding a small business holding. It gives training for Cooperatives.

Leadership Education and Development (LEAD) began in 1990, reaching out to the youth particularly those who are not in school. The project trains young leaders in organizing activities in performing arts, creative arts, and sports development.

Social Assistance Geared for Indigenous People (SAGIP) is the restructured Scholarship Assistance Program (SAP), which was started in 1991 gives scholarship assistance to children of Aeta families and other indigenous group who were victims of Mt. Pinatubo eruption. The restructured program now expands to livelihood and entrepreneurship, medical and health services not only to Aetas but also to other indigenous groups.



Community Outreach Research (CORE) started in 2002, this project of the Graduate School assists community based researches mainly to determine relevance of outreach programs, actual needs of recipients, assess competence of volunteer workers, quantify and qualify impact of the programs, investigates areas of concern that would contribute to the improvement to the outreach program.

Living Initiatives for Enablement (LIFE) is a project which started in 1990, is a partnership between Trinity University and residents of depressed communities near the school. LIFE provides job training and work opportunities for the Skill's Training and Enablement Project (STEP) graduates. At present LIFE participants earned by sewing school uniforms for Trinity University.

3.11 Centro Escolar University

The CEU-Community Outreach Department was established based on the imperative of the University to actively participate in COMMUNITY EDUCATION and SERVICE in order to provide opportunities to develop and deepen the sense of community awareness on the different concerns, needs and issues that affect the lives of people and which prevent them from maximizing their full potentials to become productive citizens, and conduct relevant activities which are aimed at developing community self-reliance.

Community Outreach Movement Pro-Active Student Service (COMPASS) is university-wide organization which was established on June 26, 1998. It aims to promote and strengthen student involvement through voluntary participation in the University Community Outreach Program. It also seeks to coordinate with various community outreach organizations of the different schools, GOs and NGOs in pursuit of exchanging experiences, ideas & furtherance of knowledge in terms of community understanding & genuine community involvement...

Teachers' Empowering Approach as Community Helpmates (TEACH) is an organization which seeks to promote and strengthen faculty involvement through worthwhile activities that would promote participation in the University's Community Outreach Program. It aims to train faculty leaders who would volunteer to assist in the implementation of the Community Outreach Program.

Support Personnel Outreach Team (SUPPORT) aims to encourage the voluntary involvement of non-teaching personnel in community building efforts within and outside the university.

Collaboration of Helpful Alumni who are Involved Now (CHAIN) aims to encourage the voluntary involvement of CEU Alumni in community outreach programs within and outside the university.



3.12 University of Perpetual Help

To value educate its graduates, students are encouraged and inspired to develop a character of helpfulness which is essential in all fields of disciplines. This legacy is fostered in the core curriculum especially in the “Filipino Christian Living” component of the University educational program.

Medical assistance is also being provided to thousands of indigent families through the JONELTA Foundation. Also, for several years now, the school has the distinction of being the first academic system in the Philippines to offer free college degree program to the medium risk inmates of the Bureau of Corrections in Muntinlupa extension program.

CONCLUSION

Private school business organizations are now institutionalizing their CSR efforts. CSR is integrated into core business strategies and operations amongst school organizations. Schools are mindful of their corporate identity and deliberately project a caring and socially responsive community-partner in conducting meaningful sustainable CSR programs. Evidently, resulting to a more enhanced public image and creating an organizational pride from within. Likewise, it creates goodwill even to the so-called secondary stakeholders such as the media, interest groups and others. Needless to mention, a strong corporate culture and identity emanates from organizations exuding with organizational pride. Today, school organizations have become increasingly influential in their impact on peoples’ lives in and out of campus. Redefining the conduct of educational business affairs geared towards ethics, sustainability and development. The implications of this phenomenon – CSR can be profound and far-reaching.

REFERENCES

- Adamson University. Cited from reliable sources available at http://en.wikipedia.org/wiki/Adamson_University
- Asian Institute of Management. “Asian Forum on Corporate Social Responsibility celebrates its 10th year.” (2011) available at <http://www.aim.edu/index.php/component/content/article/12-aim-news/262-asian-forum-on-corporate-social-responsibility-celebrates-its-10th-year.html>
- Centro Escolar University. “Profile of CEU Community Outreach Department.” (2009) available at http://www.ceu.edu.ph/index.php?option=com_content&view=article&id=23



[6:community-outreach-dept&catid=50:community-outreach-projects&Itemid=109](#)

Far Eastern University. "The President's Report." (2011). Manila

International School Manila. *citations from reliable sources. (May 2011) available at* [http://en.wikipedia.org/wiki/International School Manila](http://en.wikipedia.org/wiki/International_School_Manila)

MaharMangahas. (2006). "Corporate Social Responsibility: Doing Well By Doing Good." sws_info@sws.org.ph available at <http://www.sws.org.ph/pr060927.htm>

National Search for Sustainable and Eco-Friendly Schools. (December 11, 2011) available at <http://sustainableschools.ph/whatsnew.html>

Southville International School and Colleges. (May 5, 2012). "Social Responsibility" available at http://southville.edu.ph/opencms/opencms/Southville/v2/Webpages/About/Social_responsibility.html

St. Michael's College off Laguna. Citations from reliable sources available at [http://en.wikipedia.org/wiki/Saint Michael's College of Laguna](http://en.wikipedia.org/wiki/Saint_Michael%27s_College_of_Laguna)

University of the Cordilleras. "Community Extensions." (2012) available at <http://www.uc-bcf.edu.ph/Community/About?Page=CommunityPrograms>

University of the East. "The Office of Extension and Community Outreach." (2009) available at <http://www.ue.edu.ph/manila/?page=academic&link=oeco>

Philippine Schools News. "University of Perpetual Help Las Pinas." (2009) available at <http://www.eskwelahan.net/news/?p=3777>