

Concerned



Republic of the Philippines
EASTERN VISAYAS STATE UNIVERSITY
Ormoc City

EVSU ORMOC CAMPUS



14 April 2025

DR. DENNIS C. DE PAZ

President

Eastern Visayas State University
Archbp. Lino R. Gonzaga Ave., Tacloban City
6500 Leyte

RECEIVED
EVSU RECORDS OFFICE
DATE: 4/14/25 TIME: 8:24

MICADORA

CNX0025001

Through: **DR. ANALYN C. ESPAÑO**

VP for Research and Development, and Extension Services

Dear President de Paz:

I am respectfully submitting for your approval the extension project proposal titled "Empowering the Ati Community in Hamtic, Antique through the Establishment of a School of Living Traditions". This proposed initiative stems directly from our research titled "Unveiling the Aspirations of the Ati People in Panay Island: A Transformative Needs Assessment," which underscored the community's strong desire for cultural preservation, education, and empowerment.

In response to the identified needs and aspirations of the Ati community, this project seeks to establish a School of Living Traditions (SLT) in Hamtic, Antique where elders and cultural masters can mentor the younger generation in indigenous knowledge, practices, and arts. It will also involve capacity-building sessions, livelihood training, and the co-creation of culturally relevant learning resources. Aligned with our university's thrust toward inclusive and transformative extension services, this project reflects our commitment to a research-based community engagement and sustainable development for the less privileged, especially the indigenous peoples.

Attached herewith are the following for your perusal: 1) Extension Project Design; 2) Extension Activity Design; and 3) Final draft of our research paper, which I have already submitted to a Scopus-indexed journal for publication.

May this request merit your kind and generous approval.

In the service of God, country, and EVSU,

DR. JEFFRY OCAY
Campus Director

Endorsed by:

PROF. GEORGINA M. ORBETA
Head, Extension Office, EVSU OC

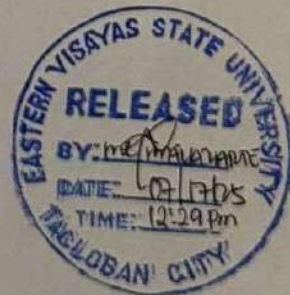
PROF. RUSTOM D. CLEMENTE
Director, Office of Extension Services

Recommending
Approval:

DR. ANALYN C. ESPAÑO
VP for Research and Development, and Extension Services

Approved:

DR. DENNIS C. DE PAZ
University President



"Building Globally Competitive Professionals"

BRGY. DON FELIPE LARAZABAL 6541 ORMOC CITY, PHILIPPINES
Email: evsu.ormoc@evsu.edu.ph | website: www.evsu.edu.ph



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DR. DENNIS C. DE PAZ

President

Eastern Visayas State University
 Archbp. Lino R. Gonzaga Ave., Tacloban City
 6500 Leyte

RECEIVED
 EVSU RECORDS OFFICE
 DATE: 5/2/25 TIME: 8:34
 BY: MNCARROSA
 CNX0525001

Through: **DR. ANALYN C. ESPAÑO**
VP for Research and Development, and Extension Services

Dear President de Paz:

I am respectfully submitting for your approval the extension project proposal titled "Empowering the Ati Community in Hamtic, Antique through the Establishment of a School of Living Traditions". This proposed initiative stems directly from our research titled "Unveiling the Aspirations of the Ati People in Panay Island: A Transformative Needs Assessment," which underscored the community's strong desire for cultural preservation, education, and empowerment.

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Campus Director

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Head, Extension Office, EVSU OC

PROF. RUSTOM D. CLEMENTE
Director, Office of Extension Services

Recommending
 Approval:

DR. ANALYN C. ESPAÑO
VP for Research and Development, and Extension Services

Approved:

DR. DENNIS C. DE PAZ
University President

"Building Globally Competitive Professionals"

BRGY. DON FELIPE LARAZABAL 6541 ORMOC CITY, PHILIPPINES
 Email: evsu.ormoc@evsu.edu.ph | website: www.evsu.edu.ph





EASTERN VISAYAS STATE UNIVERSITY
Tacloban City

Title of Form: **EXTENSION ACTIVITY
DESIGN**

Control No.	EVSU-ORDExS-F-072
Revision No.	01
Effectivity Date	January 10, 2025

EXTENSION ACTIVITY DESIGN

I. Executive Summary

Based on the research conducted by the proponents of this proposed extension project on the needs of the Ati peoples in Panay Island (Ocay et al., forthcoming), findings reveal that the Ati people in Hamtic, Antique face considerable challenges in preserving their cultural heritage. In fact, many younger Ati members are gradually losing connection with their ancestral practices, language, and crafts, which clearly threatens the survival of their unique cultural identity. These challenges stem from the rapid influence of modernization, restricted access to formal education, and the diminishing transmission of traditional knowledge across generations. The study also revealed that the Ati people in Hamtic, Antique push for the establishment of the School of Living Traditions (SLT) as one of the most practicable solutions to the problem. Indeed, without structured programs to sustain and pass down their indigenous knowledge, such as the said School of Living Traditions, these traditions may disappear over time. It is for this reason that this proposed extension project titled "Empowering the Ati Community in Hamtic, Antique through the Establishment of a School of Living Traditions" aims to address this critical gap by creating a dedicated learning space where elders and cultural masters can actively teach traditional skills, arts, crafts, and oral traditions to the younger generation. This initiative aligns with national and international frameworks which advocate for the preservation of indigenous cultural heritage and inclusive community development. Specifically, it aims to: 1) Establish a functional School of Living Traditions as a hub for cultural learning; 2) Develop and implement a curriculum based on Ati traditional knowledge and practices; 3) Train indigenous youth as cultural bearers and future trainers; and 4) Promote indigenous cultural awareness within the broader community through outreach activities and partnerships.

As we can see, the establishment of the School of Living Traditions is expected to significantly contribute to the Ati community's cultural sustainability, empowerment, and socio-economic development. By preserving indigenous knowledge systems, fostering intergenerational learning, and enhancing the Ati people's sense of identity, especially the Ati people in Hamtic, Antique, the project ensures that their heritage remains a living and evolving tradition. Moreover, this initiative can serve as a model for other indigenous groups that strive to maintain their cultural legacies in an increasingly globalized world.

- A. **Extension Project:** Empowering the Ati Community in Hamtic, Antique through the Establishment of a School of Living Traditions
- B. **Proponent/s:** Dr. Jeffry Ocay, Dr. Anesito Cutillas, Prof. John Paul Petrol, Dr. Beatrice Mabitad, Prof. Georgina Orbeta
- C. **Implementing College/Campus/Office:**
Eastern Visayas State University, Ormoc Campus
 - **Partner Agencies/Industry/Community:**
Cebu Technological University and University of San Agustin
 - **Type and Number of Clienteles:**
Indigenous peoples



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D. Date and Venue: June 2025 to May 2026
in Hamtic, Antique

E. Duration:

Activity 1 – 2 days
Activity 2 – 5 days
Activity 3 – 1 days
Activity 4 – 3 days
Activity 5 – 2 days
Activity 6 – 60 days
Activity 7 – 2 days
Activity 8 – 5 days
Activity 9 – 3 days
Activity 10 – 2 days
Activity 11 – 3 days
Activity 12 – 5 days

F. Cost and Funding Source:

EUVSU Ormoc Extension Office Budget

I. Rationale:

Based on the research conducted by the proponents of this proposed extension project on the needs of the Ati peoples in Panay Island (Ocay et al., forthcoming), findings reveal that the Ati people in Hamtic, Antique face considerable challenges in preserving their cultural heritage. In fact, many younger Ati members are gradually losing connection with their ancestral practices, language, and crafts, which clearly threatens the survival of their unique cultural identity. These challenges stem from the rapid influence of modernization, restricted access to formal education, and the diminishing transmission of traditional knowledge across generations. The study also revealed that the Ati people in Hamtic, Antique push for the establishment of the School of Living Traditions (SLT) as one of the most practicable solutions to the problem. Indeed, without structured programs to sustain and pass down their indigenous knowledge, such as the said School of Living Traditions, these traditions may disappear over time. It is for this reason that this proposed extension project titled "Empowering the Ati Community in Hamtic, Antique through the Establishment of a School of Living Traditions" aims to address this critical gap by creating a dedicated learning space where elders and cultural masters can actively teach traditional skills, arts, crafts, and oral traditions to the younger generation. This initiative aligns with national and international frameworks which advocate for the preservation of indigenous cultural heritage and inclusive community development.

II. Objectives:

General:

This proposed extension project aims to preserve, revitalize, and sustain the indigenous knowledge, skills, and cultural heritage of the Ati people in Hamtic, Antique by creating a dedicated learning space where traditional practices can be transmitted across generations.

Specific:

- 1) Establish a functional School of Living Traditions as a hub for cultural learning;
- 2) Develop and implement a curriculum based on Ati traditional knowledge and practices;



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- 3) Train indigenous youth as cultural bearers and future trainers; and
- 4) Promote indigenous cultural awareness within the broader community through outreach activities and partnerships.

III. Methodology:

This proposed extension project will be implemented using a participatory, community-based approach to ensure inclusive planning, cultural sensitivity, and long-term sustainability. The project will involve five key phases, namely: 1) Community Consultation and Planning; 2) Capacity Building and Training; 3) Establishment of the School of Living Traditions; 4) Documentation and Resource Development; and 5) Monitoring and Evaluation.

To the first, initial consultations with Ati elders, leaders, and youth will be conducted to identify cultural priorities, resources, and expectations. Participatory workshops will facilitate the co-creation of the SLT's framework and activities.

Second, cultural experts and educators will conduct immersive training camps and workshops, focusing on traditional skills such as weaving, crafts, oral history, rituals, and indigenous music. Supplementary skills in documentation, community organizing, and pedagogy will be integrated.

Third, a dedicated space will be constructed or renovated using indigenous and sustainable materials. It will serve as a cultural learning hub for the community.

Fourth, learning modules, visual aids, and video documentation will be developed and printed to support instruction and future reference.

And fifth, midterm and final assessments will be conducted through workshops and community feedback sessions to ensure objectives are met and improvements are implemented collaboratively.

IV. Program Implementation:

Activity 1: Conduct community consultation and planning workshops		
Date: Jul - Aug 2025 Time: TBA	Venue: Hamtic, Antique	Activity Leader: Dr. Jeffry Ocay
Topics	Objectives	Learning Outcomes
Framework for the design of the School of Living Traditions	To develop a comprehensive and culturally grounded framework for the design of the School of Living Traditions, encompassing architectural plans, spatial layout, and design elements that reflect and support the preservation, transmission, and celebration of indigenous knowledge and heritage.	- Demonstrate the ability to integrate indigenous cultural values, practices, and spatial traditions into the architectural design and layout of the School of Living Traditions. - Produce a detailed building plan that reflects functional requirements, community input, and
Budget: PHP 70, 000.00		

Activity 2: Procurement of learning materials		
Date: Sept – Oct 2025 Time: TBA	Venue: EVSU Ormoc	Activity Leader: Dr. Beatrice Mabitad
Topics	Objectives	Learning Outcomes
List of all acquired learning materials	To compile and organize a comprehensive inventory of all acquired learning materials—including books, instructional guides, and multimedia resources—to ensure accessibility, relevance, and alignment with the educational goals of the program or institution.	<ul style="list-style-type: none"> - Identified and categorized all acquired learning materials based on subject relevance, format, and intended audience to support effective instructional delivery. - Demonstrate the ability to maintain an organized and accessible database of learning resources that aligns with curriculum objectives and supports diverse learning needs.
Budget: PHP 80, 000.00		

Activity 3: Organize a launching ceremony		
Date: Oct 2025 Time: TBA	Venue: Hamtic, Antique	Activity Leader: Prof. John Paul Petrola
Topics	Objectives	Learning Outcomes
Launching ceremony	To successfully organize and conduct an inclusive and meaningful opening ceremony for the School of Living Traditions that honors cultural heritage and fosters active participation from community members, local leaders, cultural practitioners, and key stakeholders.	- Demonstrate the ability to plan and implement a culturally respectful and community-centered ceremonial event that fosters collaboration, showcases indigenous traditions, and strengthens stakeholder engagement.
Budget: PHP 31, 000.00		

Activity 4: Conduct cultural knowledge mapping		
Date: Nov to Dec 2025 Time: TBA	Venue: Hamtic, Antique	Activity Leader: Dr. Anesito Cutillas
Topics	Objectives	Learning Outcomes
Database for various indigenous cultural practices, knowledge, skills, and traditions	To systematically identify, document, and analyze the cultural knowledge, practices, and resources of the community to support the preservation, transmission, and integration of <i>indigenous heritage</i> into educational and development initiatives.	- Demonstrate the ability to effectively identify and document key cultural knowledge, practices, and resources within a community, ensuring the preservation of cultural heritage.
Budget: PHP 85, 800.00 (includes food and traveling expenses)		

Activity 5: Formation of a curriculum development team		
Date: Jan to Feb 2026 Time: TBA	Venue: EVSU Ormoc	Activity Leader: Dr. Jeffrey Ocay
Topics	Objectives	Learning Outcomes

Curriculum development team	To establish a diverse and skilled curriculum development team that collaborates to design, implement, and continuously improve a culturally relevant and effective curriculum tailored to the needs of the community or educational institution.	- Demonstrate the ability to collaborate effectively within a team to design a curriculum that reflects diverse perspectives, cultural relevance, and educational goals.
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Budget: PHP 36, 000.00

Activity 6: Design and write modules

Date: Jan to Feb 2026 Time: TBA	Venue: EVSU Ormoc	Activity Leader: Dr. Jeffry Ocay
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Topics	Objectives	Learning Outcomes
Modules	To design and write educational modules that are engaging, well-structured, and aligned with the curriculum objectives, ensuring they effectively facilitate learning and promote the understanding of key concepts.	- Demonstrate the ability to create clear, coherent, and instructional modules that effectively convey subject matter, support diverse learning styles, and align with established curriculum goals.

Budget: PHP 20, 000.00

Activity 7: Pilot testing and feedback sessions

Date: Feb 2026 Time: TBA	Venue: Hamtic, Antique	Activity Leader: Prof. Georgina Orbeta
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Topics	Objectives	Learning Outcomes
Curriculum and teaching materials	To conduct pilot testing and feedback sessions of teaching materials to assess their effectiveness, gather insights, and make necessary revisions for improvement based on learner and educator responses.	- Demonstrate the ability to analyze feedback from pilot testing to refine and enhance teaching materials, ensuring they meet educational objectives and effectively support learners' needs.

Budget: PHP 70, 000.00 (includes traveling expenses)

Activity 8: Finalization and reproduction of curriculum

Date: Mar 2026 Time: TBA	Venue: EVSU Ormoc	Activity Leader: Prof. Georgina Orbeta
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Topics	Objectives	Learning Outcomes
Teaching curriculum	To finalize and reproduce curriculum teaching materials that are accurate, culturally appropriate, and pedagogically effective, ensuring their readiness for widespread distribution and classroom implementation.	- Demonstrate the ability to produce high-quality, culturally responsive teaching materials that are ready for effective use in educational settings and aligned with the finalized curriculum.

Budget: PHP 20, 000.00

Activity 9: Conduct youth cultural camp

Date: Mar to Apr 2026 Time: TBA	Venue: Hamtic, Antique	Activity Leader: Prof. John Paul Petrola
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Topics	Objectives	Learning Outcomes
Youth camp	To organize and facilitate a youth cultural camp that engages participants in immersive learning experiences focused on indigenous traditions, values, and practices, fostering cultural appreciation and intergenerational knowledge transfer.	- Demonstrate increased understanding and appreciation of indigenous cultural practices, values, and traditions through active participation in youth cultural camp activities.

Budget: PHP 40, 000.00

Activity 10: Organize community cultural exhibits and performances

Date: Apr to May 2026 Venue: Iloilo City Activity Leader: Prof. John Paul Petrola
Time: TBA

Topics	Objectives	Learning Outcomes
Cultural exhibits and performances	To plan and implement community cultural exhibits and performances that showcase indigenous heritage, promote cultural pride, and encourage active community participation and intergenerational learning.	- Demonstrate the ability to curate and present cultural exhibits and performances that authentically represent indigenous traditions and actively engage the community in cultural preservation and celebration.

Budget: PHP 40, 000.00

Activity 11: Conduct school-based indigenous culture awareness campaigns

Date: Apr to May 2026 Venue: Iloilo City Activity Leader: Prof. John Paul Petrola
Time: TBA

Topics	Objectives	Learning Outcomes
Cultural awareness campaigns	To implement school-based indigenous culture awareness campaigns that educate students and staff about indigenous heritage, promote respect for cultural diversity, and foster inclusive and culturally responsive learning environments.	- Demonstrate increased awareness, appreciation, and respect for indigenous cultures among students and school personnel through active participation in awareness campaign activities.

Budget: PHP 25, 000.00

Activity 12: Organize media and advocacy campaigns

Date: May 2026 Venue: Iloilo City Activity Leader:
Time:

Topics	Objectives	Learning Outcomes
Media and advocacy campaigns	To develop and implement media and advocacy campaigns that raise public awareness, promote positive narratives about indigenous cultures, and advocate for the protection of indigenous rights and cultural heritage.	- Demonstrate the ability to create and disseminate effective media and advocacy materials that communicate key messages, influence public perception, and support the promotion and protection of indigenous cultures and rights.

Budget: PHP 25, 000.00



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<ul style="list-style-type: none"> • Operating Costs <ul style="list-style-type: none"> - Supplies and Materials 	<ul style="list-style-type: none"> - Training materials and supplies (traditional craft tools, weaving materials, musical instruments, costumes, visual aids, and the like) 	60,000.00			
	<ul style="list-style-type: none"> - Training materials and supplies (bond papers, print ink, Manila papers, cartolina papers, pentel pens, whiteboards, whiteboard markers, and pens) 	20,000.00			
<ul style="list-style-type: none"> - Food and Snacks 	<ul style="list-style-type: none"> - Food and snacks for 6 workshops, 30 pax for each workshop @ PHP 450 each (450 x 30 x 6) 	81,000.00	10,000.00	50,000.00	
<ul style="list-style-type: none"> - Communication 	<ul style="list-style-type: none"> - Mobile phone load allowance for project members and one tribal leader (500 per pax X 6 members and one tribal leader X 12 months) 	36,000.00			
<ul style="list-style-type: none"> - Monitoring and Evaluation 	<ul style="list-style-type: none"> - Midterm and final assessment workshops (10,000 each workshop X 2 workshops) 	20,000.00			
<ul style="list-style-type: none"> - Documentation 	<ul style="list-style-type: none"> - Printing of learning modules and visual materials 	40,000.00			
	<ul style="list-style-type: none"> - Video documentation and editing 	30,000.00			
<ul style="list-style-type: none"> - Transportation 	<ul style="list-style-type: none"> - Travel of three (3) project members from EVSU Ormoc to Hamtic, Iloilo (via Tacloban City and Iloilo City) 	155,800.00			
	<ul style="list-style-type: none"> Ormoc to Tacloban by Van – 4800 pesos (return fare at 200 per pax X 3 pax X 4 travels) 				
	<ul style="list-style-type: none"> Tacloban to Iloilo by Airplane – 96000 pesos (return fare at 4000 per pax X 3 pax X 4 travels) 				
	<ul style="list-style-type: none"> Iloilo City to Hamtic, Antique (car rental) – 				



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	12000 pesos (3000 pesos per day X 4 travels)				
	Per diems per visit – 43000 (1200 per day X 3 days per visit X 4 travels/visits)				
	Sub-total: 155, 800.00				
Subtotal			10, 000.00	50, 000.00	
• Miscellaneous	Admin support	10, 000.00			
• Contingency	Unexpected costs	20, 000.00			
GRAND TOTAL		542, 800.00			602, 000.00

VI. Monitoring and Evaluation Plan:

<i>Indicator</i>	<i>Definition and Unit of Measurement</i>	<i>Data Source</i>	<i>Method/Tool</i>	<i>Person/s Responsible</i>	<i>Information Use</i>
Number of consultation sessions conducted	Feedback forms from participants;	Activity schedules; Attendance sheets; Workshop reports and minute;	Focus group discussions (FGD); Community mapping tools	Project Leader, Assistant Leader, Members	Ensure community needs and voices are reflected
Number of materials delivered on time	Purchase requests and purchase orders (PRs & POs)	Procurement documents (PRs, POs, delivery receipts)	Supplier evaluation form; Inventory checklist	Project Leader; EVSU Procurement Head	To ensure transparency and accountability in procurement
Number and type of promotional materials developed/disseminated	Program of activities; Attendance sheets	Event documentation (e.g., program, speech transcripts); Communication and publicity records	Event evaluation tool; Photo/video documentation	Project Leader, Assistant Leader, Members	To assess the success and outreach of the launching
Number of knowledge holders/key informants identified and engaged	Key informant interview records; Field notes and documentation logs; Cultural maps, thematic matrices	Interviews with elders and cultural bearers; Field observations	Focus Group Discussions (FGDs); Key Informant Interviews (KIs); Participant observation	Project Leader, Assistant Leader, Members	To inform the content and curriculum of the School of Living Traditions
Number of team members recruited and confirmed	List of team members with affiliations	Meeting and orientation minutes; Project	Document review	Project Leader, Assistant Leader, Members	To ensure qualified and inclusive representation



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		administrative files			in curriculum development
Number of modules drafted vs. target	Module drafts and final versions;	Module writing schedules and outputs	Progress tracking sheet	Project Leader, Assistant Leader, Members	To ensure quality, relevance, and authenticity of learning content
Final version of the SLT curriculum endorsed and approved	Approved curriculum document	Finalized curriculum and module files	Document review and monitoring logs	Project Leader, Assistant Leader, Members	To ensure timely and complete delivery of culturally appropriate learning materials
Number of youth participants	Participant registration forms; Attendance sheets	Activity schedules and facilitator reports	Pre- and post-camp knowledge and attitude surveys	Project Leader, Assistant Leader, Members	To assess the effectiveness of the camp in transmitting cultural knowledge
Number of exhibits and performances organized	Event program and schedule; Photos and videos of exhibits and performances; Attendance sheets	Event planning and execution records; Participant and visitor logs	Event observation; Post-event debrief and report	Project Leader, Assistant Leader, Members	To assess the success of the event in preserving and promoting Ati culture
Number of cultural awareness activities conducted (e.g., talks, exhibits, interactive sessions)	Campaign schedule and planning documents	Event documentation (e.g., photos, activity logs)	Direct observation of activities	Project Leader, Assistant Leader, Members	To assess the effectiveness of the campaign in increasing awareness about Ati culture
Number of campaign materials produced and disseminated (e.g., press releases, social media posts, posters)	Copies of advocacy materials	Media outreach and engagement records	Media tracking tool (for monitoring coverage)	Project Leader, Assistant Leader, Members	To assess the effectiveness of the campaign in raising awareness about the Ati community



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Prepared by:


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Proponent/s

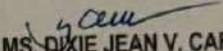
Checked and Verified:


PROF. GEORGINA M. ORBETA
Head, Extension Office, EVSU OC

Noted:

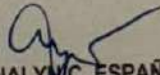

DR. JEFFRY OCAY
Campus Director, EVSU OC

Budget Clearance:

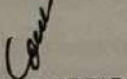

MS. DIXIE JEAN V. CARESOSA
Budget Officer

Recommending Approval:


PROF. RUSTOM D. CLEMENTE
Director, Office of Extension Services


DR. ANALY M. C. ESPAÑO
Vice President, ORDExS/ Director, OES

Approved:


DR. DENNIS C. DE PAZ
University President/ Vice President, ORDExS