Strengthening Academe-Business-Government (ABG) Partnerships to Address SDGs in the Philippines

A collaborative project of GIZ and SDSN Philippines
With support from the Ateneo Institute of Sustainability

February 2020
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With contributions from facilitators, UN Development Programme, the Business for Sustainable Development (formerly the Philippine Business for the Environment), and Ateneo Institute of Sustainability

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Introduction

The Sustainable Development Solutions Network (SDSN) is a UN-initiated interdisciplinary network of experts and practitioners from over 28 countries and regional groups around the globe, with the aim of achieving the 2030 UN Agenda for Sustainable Development through international cooperation and cross-sectoral problem solving in sustainable development. The Philippine chapter was established in 2015 as a network of universities and agencies around the country that would promote sustainable development solutions through research and partnerships among the academe, the business sector, and government.

This project is a series of workshops on sustainability to be held in different cities around the Philippines. The workshops provide a platform for stakeholders from the academe (A), business (B) represented by small and medium enterprises (SMEs), and local government (G) to come together and align their initiatives with identified sustainable development problems in their respective localities.

Each workshop aims to develop the ABG partnership in order to address the most pressing SDGs in the country, specifically, to:

- mobilize technical knowledge, financial capability and management expertise in meeting the SDG-related needs of local communities and SMEs
- mobilize domestic resources and private investments for sustainable development

From here, we hope to promote interdisciplinary solutions for sustainability by catalyzing collaborations among the sectors. The expected tangible output of the workshops are worksheets that detail the collaborative initiatives among these stakeholders as well as the networks that may arise from the interaction of the sectors.

The project offers the opportunity for SDSN member institutions to host a workshop and be a catalyst in the network’s sustainable development solutions. Under the project, faculty members of the host university will be trained as facilitators for the workshops.
In light of the challenges faced around the world, the 17 UN Sustainable Development Goals are the blueprint towards a more sustainable future. By year 2030, the goals aim to address various global and local challenges including poverty, inequality, climate change, environmental degradation, and peace and justice (“About the Sustainable Development Goals”, n.d.). Despite each goal having a specific focus, all the goals are interconnected, systemic, and can only be effectively met through cooperation on all levels. This is why along with continuous projects around the world aimed at problem-solving for sustainability, the SDSN reports how each member country has made yearly progress in achieving all 17 goals, based on data gathered from various local experts (Bertelsmann Stiftung and The SDSN, 2019).

The workshops will use the Ecosystem Framework (Figure 2) developed by UNDP, Business for Sustainable Development (BSD, formerly PBE), and AIS (PBE, 2018). This framework clusters the 17 SDGs into five areas, namely, Food Systems (SDG 2), Natural Capital (SDGs 14 and 15), Social Services (SDGs 3, 4, and 6), Sustainable Communities (SDGs 7, 9, 11, 12, and 13), and Business Integrity (SDGs 1, 5, 8, 10, 16, and 17). The clusters make the discussion of the 17 SDGs more accessible, especially to business groups. For the purposes of this workshop, SDGs 14 and 15 will also be included under Food Systems because this might give more flexibility to networking options among the three sectors. See Annex 1 for a presentation overview of the clusters, their scope, and how they can apply to your participants.
The modified SDG clusters according to the UNDP-BSD-AIS SDG Ecosystem (PBE, 2018). The original clusters only had SDG 2 under Cluster 2.
The workshops on “Strengthening Academe-Business-Government (ABG) Partnerships for addressing SDGs in the Philippines” will have the proposed flow:

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Registration</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Overview, Introductions</td>
</tr>
<tr>
<td>9:00-9:45</td>
<td>Introduction to the Framework</td>
</tr>
</tbody>
</table>
| 9:45-10:15| Group Activity 1  
Current initiatives of participating groups                       |
| 10:15-10:25| Break                                                                    |
| 10:25-11:40| Group Activity 2  
Analysis of SDG-related problems and issues in the locality         |
| 11:40-1:00| Lunch  
(working break for facilitators)                                    |
| 1:00-1:30| Plenary report (facilitators)                                             
What are the pressing cluster concerns in the locality?                  |
| 1:30-2:00| Group Activity 3  
Identification of the interventions, and collaborations                 |
| 2:00-2:45| Group Activity 4  
Discussion of next steps                                                  |
| 2:45-3:15| Plenary report (facilitators)                                             
What are the ABG collaborations to promote SDGs in the community?         |
| 3:15-3:45| Synthesis, Awarding of Certificates, and Closing                          |
| 3:45-4:00| Distribution of Evaluation Forms                                          |
Organizing the Workshops

1. **VENUE**
   a. Reservation of venue to accommodate at least 5 tables, for 30-40 persons
   b. Layout of tables and presentation area

2. **CATERING**
   a. Provision of catering for AM/PM snacks and lunch
   b. Provision for reusables (please avoid the use of plastics and other single-use containers and utensils for a more sustainable workshop)

3. **MATERIALS**
   a. Registration: nametags, attendance sheet
   b. Please see the write-up on the Activities.
   c. Projector and screen (for presentations)

4. **TRANSPORTATION (IF NEEDED)**

5. **FACILITATORS & SECRETARIAT**
   a. Assignments for facilitators (One main facilitator; four cluster facilitators)
   b. Assignments for preparation of materials, registration, documentation

6. **DOCUMENTATION**
   a. Audio recording
   (Please ask for permission from participants for recordings to be made)
   b. Minutes (by a member of the secretariat)
   c. Photos/docx or pptx files of outputs
   d. Receipts (with accompanying summary)
   e. Final report

**INVITATIONS**
1. Participants: Please see sample letter for participants (Annex 2).
2. Speakers: Please see sample letter for speakers (Annex 3).

**REGISTRATION**
1. Please see Registration Form (Annex 4).
2. Please see Attendance Sheet (Annex 5).

**EVALUATION**
1. Please see Evaluation Form (Annex 6).
ACTIVITY 1
CURRENT SUSTAINABILITY INITIATIVES OF ORGANIZATIONS

RATIONALE
The module functions as the introductory activity where the participants are first meeting one another and introducing their roles in their respective institutions. This also starts the process of connecting and analyzing current initiatives with the environment and other stakeholders.

OBJECTIVE
To introduce the participants to one another in the context of their sectors, institutions, and positions

TOTAL TIME
20-30 minutes

GROUPS
Randomized groups with maximum of six (6) persons per group.

CONTINGENCIES
If the total number of participants is less than 30, maintain around 5 members per group, and have fewer groups.

INSTRUCTIONS
1. The main facilitator asks each sector (Academe, Business, Government) to count off to ensure representation of sectors for each group. There should be a maximum of five groups.
   
   For example:
   a. For 30+ pax, count off by 5 (5 groups of at least 6)
   b. For 20+ pax, count off by 4 (4 groups of at least 5)
   c. For 15 pax, count off by 3 (3 groups of 5)

2. In each group, participants introduce themselves: give the name, organization and position, nature of work of the organization, current initiatives of organization toward SDGs.

PARTICIPANTS’ GUIDE QUESTIONS:

1. What is your name, organization, and position?
   Ano ang inyong pangalan, organisasyon at ang posisyon dito?

2. What does your organization do?
   Ano ang ginagawa ng inyong organisasyon?

3. What are your organization’s current initiatives toward sustainable development; for example, social and environmental programs/projects?
   Anu-ano ang mga ginagawa ng inyong organisasyon tungo sa sustainable development; halimbawa, mga programa o proyektong panlipunan at pangkalikasan?
RATIONALE
This SDG framework groups the 17 SDGs into five clusters (i.e., Natural Capital, Food Systems, Social Services, Livable Communities, Ethics and Governance) to simplify the discussion. The participants go around different stations/tables to think/ discuss about each cluster.

OBJECTIVE
• To increase awareness of the 17 Sustainable Development Goals (clustered for better focus)
• To identify sustainable development challenges in the participants’ local environments

TOTAL TIME
50-70 minutes (World Café) + 30 min (facilitator’s work on report) + 30 min (plenary)

MATERIALS
• Markers (6 per station—same as the number of participants per group; 30 total)
• Metacards (100 per station; 500 total)
• Manila paper (1 per station; 5 total)
• Cluster description of SDGs
  - Print from Facilitator’s Manual to be posted at the station (next page)
• Facilitator presentation template (Manila paper and/or PowerPoint)

GROUPS
Same as in Activity 1

CONTINGENCIES
Same as in Activity 1

INSTRUCTIONS
1. The main facilitator introduces the activity and gives the instructions:
   a. There are five stations (tables) for each of the five SDG clusters.
   b. One group goes to one station. The facilitator assigned to that station gives an overview of the cluster (please refer to script). Each participant then answers the guide questions on metacards (one answer per metacard) and posts it on the Manila paper. There may be a short discussion on the topic if time allows.
   c. Each group spends about 10-12 minutes per station. I (the main facilitator) will then give instructions for the groups to move to the next station (clockwise, or the most efficient way according to the room layout).

2. The SDG cluster facilitators take care of one station each.
   a. For each new group, introduce yourself, your cluster, and the guide questions (please refer to script).
   b. Ask the participants to write their answers to the guide questions on the metacards (one answer per metacard). Have them post the metacards on the Manila paper (please refer to the template below). You may regroup the metacards as you see fit.
   c. Assist the participants in understanding the SDGs and try to clarify any questions they may have.
   d. Present your summary report in the plenary session.

<table>
<thead>
<tr>
<th>Cluster Concerns</th>
<th>How can you be involved?</th>
<th>Partners for collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Cluster Concerns

How can you be involved?

Partners for collaboration
This cluster encompasses **SDG 6** (Clean water and sanitation), **SDG 13** (Climate action), **SDG 14** (Life under water), and **SDG 15** (Life on land). These cover watersheds and upland ecosystems, and coastal and marine ecosystems in your environment. What are the pressing problems and issues related to these ecosystems in your area?

**What problems**, if any, does your community face regarding environmental degradation? What do you think are the causes of these problems?

**How** could you or your organization be **involved** in these concerns?

**With whom** should you **work** on these concerns? (government, schools, business, NGOs, etc.)

---

**GUIDE QUESTIONS:**

**CLUSTER 1**

**NATURAL CAPITAL**

**YAMANG KALIKASAN**

*Kasama dito ang SDG 6 (Malinis na tubig at sanitasyon), SDG 13 (Aksyon ukol sa klima), SDG 14 (Buhay sa tubig), at SDG 15 (Buhay sa lupa). Tinatalakay dito ang mga watershed at mga ecosystem sa kabundukan, sa baybayin, at sa karagatan. Ano ang mga mahalagang problema at isyu tungkol sa mga nabanggit na ecosystem sa inyong lugar?*

**MGA TANONG:**

**Anong mga problema**, kung mayroon, ang kinakaharap ng inyong komunidad ukol sa pagkasira ng kalikasan? Ano sa palagay ninyo ang dahilan ng mga problema ito?

**Paano** kaya kayo (o ang organisasyon ninyo) **makatutulong** sa mga problema ito?

**Sino** ang dapat ninyong **katuwang** sa paglutas ng mga problema ito? (gobyerno, eskwelahan, negosyo, NGOs, atbp.)

---

*You may wish to print this as guide for the Cluster Station:*
This cluster focuses on **SDG 2** (Zero Hunger), **SDG 14** (Life under water), and **SDG 15** (Life on land). This covers the land and sea, agriculture and aquaculture, and food concerns within your community. What are the conditions of the people as well as the land and sea life around your immediate area? What are the pressing problems and issues related to food, the state of food security, and the quality of food in your area?

**What problems**, if any, do members of your community face regarding food security? Are sources of food (river/lake/sea/agricultural land) that are threatened by natural or human-caused hazards?

**How** could you or your organization be **involved** in these concerns?

**With whom** should you **work** on these concerns? (government, schools, business, NGOs, etc.)

---

**Guide Questions:**

**MGA TANONG:**

You may wish to print this as a guide for the Cluster Station:

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**What problems**, if any, do members of your community face regarding food security? Are sources of food (river/lake/sea/agricultural land) that are threatened by natural or human-caused hazards?

**Anong mga problema**, kung mayroon, ang kinakaharap ng inyong komunidad ukol sa seguridad ng pagkain? Mayroon bang nagbabantang panganib sa mga pinanggagalingan ng pagkain, mula sa kalikasan o mula sa gawain ng mga tao?

**Paano kaya kayo (o ang organisasyon ninyo) makatutulong sa mga problemang ito?**

**Sino ang dapat ninyong katuwang sa paglutas ng mga problemang ito?** (gobyerno, eskwelahan, negosyo, NGOs, atbp.)
This cluster covers **SDG 3** (Good health and well-being), **SDG 4** (Quality education), and **SDG 6** (Clean water and sanitation). You may want to think about aspects and experiences with nutrition, water and sanitation, health, and education in your community and area. What are the pressing issues and problems related to these?

**What problems**, if any, do members of your community face regarding social services? (health, education, access to clean water, sanitation)?

**How** could you or your organization be **involved** in these concerns?

**With whom** should you **work** on these concerns? (government, schools, business, NGOs, etc.)

---

**SERBISYONG PANLIPUNAN**

Tumututok ito sa **SDG 3** (Kalusugan at Kagalingan), **SDG 4** (Edukasyong may kalidad), at **SDG 6** (Malinis na tubig at sanitasyon). Maari ninyong isipin ang mga aspeto at karanasan ukol sa nutrisyon, tubig at sanitasyon, kalusugan, at edukasyon sa isang komunidad at t lugar. Ano ang mga mahalagang problema at isyung nauugnay dito?

**MGA TANONG:**

Anong mga problema, kung mayroon, ang kinakaharap ng iyong komunidad ukol sa serbisyong panlipunan? (kalusugan, edukasyon, pagkakaroon ng malinis na tubig, sanitasyon)?

**Paano** kaya kayo (o ang organisasyon ninyo) **makatutulong** sa mga problemang ito?

**Sino** ang dapat ninyong **katuwang** sa paglutas ng mga problemang ito? (gobyerno, eskwelahan, negosyo, NGOs, atbp.)

---

**SOCIAL SERVICES**

**CLUSTER 3**

**THE SUSTAINABLE DEVELOPMENT SOLUTIONS NETWORK SUPPORTS THE SUSTAINABLE DEVELOPMENT GOALS**

**What problems**, if any, do members of your community face regarding social services? (health, education, access to clean water, sanitation)?

**Anong mga problema, kung mayroon, ang kinakaharap ng iyong komunidad ukol sa serbisyong panlipunan? (kalusugan, edukasyon, pagkakaroon ng malinis na tubig, sanitasyon)?**

**Paano** kaya kayo (o ang organisasyon ninyo) **makatutulong** sa mga problemang ito?

**Sino** ang dapat ninyong **katuwang** sa paglutas ng mga problemang ito? (gobyerno, eskwelahan, negosyo, NGOs, atbp.)

---

**GUIDE QUESTIONS:**

- **What problems**, if any, do members of your community face regarding social services? (health, education, access to clean water, sanitation)?
- **How** could you or your organization be **involved** in these concerns?
- **With whom** should you **work** on these concerns? (government, schools, business, NGOs, etc.)

---

You may wish to print this as a guide for the Cluster Station:
This cluster is about **SDG 7** (Affordable and clean energy), **SDG 9** (Industry, innovation, and infrastructure), **SDG 11** (Sustainable cities and communities), **SDG 12** (Responsible consumption and production), and **SDG 13** (Climate action). You want to think about the materials you use and the energy consumed, waste management, the industrial systems around you, your built environment, your experiences with mobility. What are the pressing issues related to these aspects in your community?

**GUIDE QUESTIONS:**

**What problems**, if any, does your community face regarding energy, infrastructure, waste management, mobility, water and air quality?

**How** could you or your organization be involved in these concerns?

**With whom** should you work on these concerns? (government, schools, business, NGOs, etc.)

---

**MGA KOMUNIDAD NA MAY MAGANDANG URI NG PAMUMUHAY**

**What problems**, if any, does your community face regarding energy, infrastructure, waste management, mobility, water and air quality?

**How** could you or your organization be involved in these concerns?

**With whom** should you work on these concerns? (government, schools, business, NGOs, etc.)

---

**MGA TANONG:**

You may wish to print this as a guide for the Cluster Station:
This cluster encompasses SDG 1 (No poverty), SDG 5 (Gender equality), SDG 8 (Decent work and economic growth), SDG 10 (Reduced inequalities), SDG 16 (Peace, justice, and strong institutions), and SDG 17 (Partnerships for the goals). This covers decent work, strong institutions, and welfare of vulnerable groups in your community. What are the problems and issues related to this?

**What problems**, if any, do members of your community face regarding poverty, gender issues, human rights, access to livelihood, access to government assistance?

**How** could you or your organization be **involved** in these concerns?

**With whom** should you **work** on these concerns? (government, schools, business, NGOs, etc.)

---

**ETHICS & GOVERNANCE**

**GUIDE QUESTIONS:**

**MGA TANONG:**

You may wish to print this as guide for the Cluster Station.
RATIONAL
In this module, participants identify an SDG cluster (not necessarily all the SDGs under it, but at least one) they find most relevant in terms of their experiences in their environment and their capacity as an organization. From here, they identify connections between their current initiatives and the SDG/s chosen. Lastly, they identify what collaborations with other stakeholders, sectors, and disciplines are further needed to meet the SDG/s.

OBJECTIVE
• To choose a relevant SDG/s to respond to, based on the five clusters
• To identify their current initiatives that meet SDG/s
• To identify relevant and realistic collaborations with other sectors/disciplines for the achievement of the SDG/s

TOTAL TIME
30 minutes

MATERIALS
• Pens (per participant; 30 total)
• SDGs clusters (projected)
• Print out of worksheets (5 per participant/organization; 150 total)
  (Annex 2)

GROUPS
Participants work individually/by organization.

INSTRUCTIONS
1. For 20 minutes, participants are tasked to fill up worksheets that identify,
   a. the relevant SDG/s their organization can respond to,
   b. types of current interventions that meet the SDG/s,
   c. desired collaborations with relevant stakeholders to meet the SDG/s.

2. If they want to work on SDGs of more than one cluster, they can accomplish more than one worksheet.

3. They are then given 10 minutes to post their worksheets according to their chosen cluster/s.
Participants’ worksheets for Activity 3

1. Which SGDs can your organization support?  
   Anong SGDs ang masusuportahan ng inyong organisasyon?

2. What is the name and nature of your organization?  
   Ano ang pangalan at produkto/serbisyo ng inyong organisasyon?

3. What are your organization’s current initiatives that meet this SGD? Give a brief explanation.  
   Anong mga gawain o proyekto ng inyong organisasyon ang nakatutulong na makamit ang napiling SGD?

4. What type of collaborations are you willing to do these initiatives (research, outreach, training, etc.)?  
   Anong klaseng kolaborasyon ang nais ninyong maisagawa upang palawakin ang inyong mga proyekto (pananaliksik, outreach, training)?

5. Who are you willing to collaborate with (academe, specific university, business, local government unit, etc.)?  
   Sinu-sino ang nais niyong makatuwang sa mga kolaborasyon?
RATIONALE
This culminating activity regroups the participants based on the identified collaborations in Activity 3. Facilitators will then present their discussions moving forward with their collaborations.

OBJECTIVE
• To group with the identified collaborations from Activity 3
• To identify collaborative efforts moving forward

TOTAL TIME
45 minutes + 30 minutes

MATERIALS
• Accomplished worksheets from Activity 3 (per institution)
• Facilitator’s discussion points

GROUPS
Based on cluster collaborations

INSTRUCTIONS
1. Participants are go to the Cluster Station according to their most (in case there are more than one) desired collaboration.
2. Facilitators are given 35 minutes to discuss the collaborations with their groups, based on the guide questions.
3. Participants then go on a 10 minute break, while the facilitators prepare plenary reports.
4. Facilitators are given 6 minutes each to present the groups’ discussions.

FACILITATOR’S GUIDE QUESTIONS:
1. What is the most desired collaboration among those suggested?
2. Who are the stakeholders involved in the collaboration?
3. How do the groups envision moving forward with the collaboration?
4. Facilitators are given 6 mins each to present the groups’ discussions.


\textit{(Below)}
One of the workshops on "Strengthening Academe-Business-Government (ABG) Partnerships for addressing SDGs in the Philippines"
**OVERVIEW OF POWERPOINT PRESENTATION**

**ANNEX 1**

**Strengthening Academe-Business-Government (ABG) Partnerships to Address SDGs in the Philippines**

**The Sustainable Development Framework**

Development that meets the needs of the present without compromising the ability of future generations to meet their own needs. (Brundtland Commission, 1987)

![Image of Sustainable Development Goals](image)

- In 2012, UN Secretary General Ban Ki Moon launched the SDSN in order to mobilize global scientific and technological expertise that will undertake practical problem solving for sustainable development.

- SDSN PH Goals
  - Promotion of the SDGs as the accepted international framework for development planning and investment over the next 15 years.
  - Application of an integrated, participatory, multi-sectoral approach for tackling complex problems such as poverty, food security, disaster risk and climate change.
  - Participation in a global network of knowledge institutions, each of which is also networked nationally and regionally, while dedicated to sustainable development.

**SDSN Philippines was launched in August 3, 2015**

- Keynote speaker was Dr. Jeffrey Sachs, Special Advisor to the UN Secretary General on SDGs and SDSN Director.
- The SDSN Philippines was elected, composed of members of academe, business and civil society.

**The SDSN Phil - GIZ workshop**

- To provide a platform for stakeholders from the academe (A), business (B) represented by small and medium enterprises (SMEs), and local government (G) to come together and align their initiatives with identified sustainable development problems in their respective localities.
- To develop the ABG partnership in order to address the most pressing SDGs in the country.

**Our facilitators today**

![Image of Facilitators](image)
OVERVIEW OF POWERPOINT PRESENTATION

SDG Ecosystem

Activity 2: SDG-related problems and issues
1. What are the issues in this cluster experienced by your organization?
   - Ano ang mga isyu na nararanasan ng iyong organisasyon?
2. Which issues can your organization address?
   - Ano ang isyu na maaaring tugunin ng iyong organisasyon?
3. Who would you like to work with on these concerns?
   - sino ang gusto ninyong makatuwang sa pagligsainito?

Activity 3: Identification of the relevant clusters, interventions, and collaborations
1. What are SDGs can your organization support?
   - Ano ang mga SDGs na maaaring suportahan ng iyong organisasyon?
2. What is the name and nature of your organization?
   - Ano ang pangalan at gawain ng iyong organisasyon?
3. What is your organization currently doing regarding the SDGs?
   - Ano ang ginagawa ng iyong organisasyon tungkol sa SDG na inyong nalanang?
4. What collaboration are you willing to work on?
   - Ano ang kolaborasyon ang nali ang ninyong gawin?
5. Who would you like to collaborate with?
   - sino ang gusto ninyong makatuwang?

Activity 4: Networking and plenary reporting
1. How can you collaborate for this concern?
   - Paano kaya magtutulungan para sa problema nito?
2. Who would be involved?
   - sino ang maaaring makasangkot?
3. What are the next steps to make the collaboration work?
   - Ano mga susunod na hakbang para gumalaw ang kolaborasyong ito?

Synthesis and closing

Activity 1: Your current sustainability initiatives
1. What is your name, institution and position?
   - Ano ang iyong pangalan, institusyon, at posisyon?
2. What are your organization’s projects for community development or the environment?
   - Ano-ano ang mga proyekto ng iyong institusyon para sa kaunlaran ng komunidad o para sa kapaligiran?
3. How long have these respective initiatives been running?
   - gaano katapos ang tumatagal ang mga ito?

The SDG ecosystem resulting from a systems analysis led by UNDP, BSD, and AIS (PBE, 2018)

The modified SDG clusters according to the UNDP-BSD-AIS SDG Ecosystem (PBE, 2018). The original clusters only had SDG 2 under Cluster 2.

Activity 2: SDG-related problems and issues (World Café)

1. What are the issues in this cluster experienced by your organization?
   - Ano ang mga isyu na nararanasan ng iyong organisasyon?
2. Which issues can your organization address?
   - Ano ang isyu na maaaring tugunin ng iyong organisasyon?
3. Who would you like to work with on these concerns?
   - sino ang gusto ninyong makatuwang sa pagligsainito?
Access to land is another important connection to agriculture and fisheries, as well as food and nutrition because of the emphasis on soil and nutrient management.

Access is also one of the things that make our farmers very poor—the lack of access to their own land. How do you give access to ownership and give equal rights to ownership? This is a pressing topic for the indigenous communities as well, because part of their identities is their land ownership and what it means to have then lose their land.

How do you manage impacts on land against conversion and erosion as well?

So to have healthy agriculture and fisheries, we also need healthy coastal and marine ecosystems, as well as watersheds and upland ecosystems. This primarily means pollution prevention. This can happen through waste water treatments and ecosystem protection and restoration.

Environmental regulations also help with sustainable development. Complying with DENR regulations can protect ecosystems. For school, businesses, and barangays, you can initiate or participate in coastal clean up projects or mangrove planting, to name some examples.

Remember that elements in an ecosystem, such as agriculture, don’t exist in a vacuum. You need a good and healthy ecosystem for your crops to survive. We must ensure our ecosystems are protected, used, restored, and financed sustainably.
This is the ultimate goal. We want to eradicate extreme poverty, specifically by starting with reducing it by at least 50%. How do you contribute?

All of these things discussed in the past slides are interconnected. That’s part of the mindset here, you’re not just thinking on your own or of materials only, but we’re also thinking of people. Without one of these boxes, we can’t have an improved quality of life. We can’t have one without the other.

**FOOD SYSTEMS**

To have good food and proper nutrition, we need healthy agriculture and fisheries. This could mean helping the productivity of small producers, giving them access to technology and sustainable practices, fair markets, and information. This is especially applicable to communities farther from coastal or agricultural areas, where you can’t directly come into contact with these areas. However for communities, near coastal and/or agricultural areas, you have direct access to the challenges of these sectors. What can your institution do to alleviate or mitigate these challenges, if any?

Regardless, we come into contact—whether directly or indirectly—with a farmer or fisherfolk every single day. As the poorest of the poor in our country, it is unjust that they are some of the most marginalized sectors and yet we as a nation rely on them for our daily survival.

How can your institution contribute to food and nutrition? For food businesses or restaurant owners, you can directly help in providing access to safe, nutritious, and affordable food to your employees and/or customers and thus combat forms of malnutrition in your community.

You can locally source your food from nearby markets, which also ensures that you are supporting farmers and fisherfolk in the community. Schools should also continue emphasizing knowledge of the right food types and promoting a balanced diet for our children.

Food waste is also a major issue worldwide, and should be a main concern on all parts of the chain from farmer to waste collector. What is your institution doing to reduce and manage food waste? How do you make sure that procurement and consumption are efficiently done?
Another factor is clean water and sanitation. Access and efficiency for sanitation are important because if water is not treated, this could allow water-borne diseases to proliferate. Do your areas have proper sanitation (septage and sewage systems, and sewage treatment plants)?

Ecosystems and their restorations are also part of watersheds. Healthy watersheds mean access to more water.

So from food and nutrition, this promotes health and wellbeing. Hospitals, for example, could directly help with this through disease prevention and treatments, and with matters related to reproductive and family care as well. Health coverage and access, particularly universal health coverage, is one of the main issues right now in the Philippines.

With regards to universal health coverage from a business or school standpoint, do your employees have coverage (PhilHealth)? Do you give their contributions on time? These are some of the lower hanging fruits that you could contribute to. For schools, do your teachers have coverage, insurance, health insurance?

For education, we want equal access to all levels, from primary to college, which also includes alternative forms of learning. For formal education, do your communities have proper school facilities that meet the demand of the student population? Are teachers adequately trained? Are parents also educated?

It’s not just providing education but also ensuring that we are able to graduate and be part of our productive workforce. Are there proper links to industries and businesses in your communities as well? For communities outside Metro Manila, part of sustainability is promoting a decentralized system where those from the provinces do not feel the need to move to the center just to find a better future in education and work.
LIVABLE COMMUNITIES

INDUSTRIAL SYSTEMS & ENERGY

- How efficient is your energy use with lights and air conditioning units?
- We want to increase the global percentage of renewable energy; what can you do?
- Do you have technologies for productivity, efficiency, and sustainability?

MATERIALS & WASTE

- With access to land, we are able to source our materials
- On sustainable lifestyles and procurement, what is your lifestyle like?
- On materials efficiency, how much of your materials do you consume and how much waste do you produce?

HUMAN SETTLEMENTS

- Resilient, inclusive, low-impact settlements
- Green, safe, public spaces with affordable housing
- Sustainable transportation
- Access to information and communications technology (ICT)
- Cities with strong institutions that are corrupt-free, able, transparent, inclusive, and accountable
- From government to the private sector

How efficient are you with your lights and air conditioning units? For low-carbon transitioning, we want to increase the global percentage of renewable energy. Materials and energy are our inputs to our industrial systems, our offices and technologies. Do you have technologies for productivity and sustainability? You can purchase green energy star appliances, for example. Do you go for more energy efficient photocopiers or machines?

So from land, here we are able to source our materials. This includes sustainable lifestyles and procurement. How sustainable or unsustainable is your lifestyle? How frequently do you buy clothes? Do you have a consumeristic mindset or do you own your clothes for years to come? Do your institutions or communities follow a recycling policy?

For materials efficiency, printing shops for example are directly related to this. How do you reduce the cases of printing errors and paper wastage? How do you reduce tarpaulin use? In a circular economy, how do you bring these used materials back to be used again? The world can’t do it without each one of us doing our part.

So with good industrial systems and decent work, we are now leading towards sustainable settlements. Green, safe, and public spaces with affordable housing. Sustainable transportation and access to ICT. Part of this as well is for cities to have strong institutions that are corrupt-free, able, transparent, inclusive, and accountable from government all the way to the private sector.
For job creation and enterprise growth, it is not just about the number of jobs, but quality of work as well. Work place conditions have to be abuse-free, harassment-free, discrimination-free, which is very important in schools also. What is usually discussed and applied here is women who are business owners.

Another aspect here is ensuring a livable wage for your employees, and giving them benefits on time (i.e. SSS, PhilHealth, PAG-IBIG). Hopefully, we’re not just stuck with giving minimum wage, because it is not the living wage. If we don’t give decent work, we are just perpetuating the cycle of poverty.

Within human settlements, we should also look out for the welfare of vulnerable groups, which pertains to social protection. Giving resources to improve the productivity of PWDs, for example. Our vulnerable groups include the PWDs, the poorest of the poor, etc. We want to increase their ability to create value, through capacity building, access to fair markets, and access to financing.

We want to reduce income inequality as well. We have to give them opportunities, because the motto of the Sustainable Development Goals is ‘Leaving no one behind’. We have to accommodate and cater to the bottom of the pyramid.

We won’t achieve or maintain any progress in the aspects and sectors aforementioned without strong institutions that promote peace, justice, and cooperation in our society. This means enforcement of good governance in the sub-national and local levels, and ensuring non-discrimination and equality in every sector of society. For certain communities, peace and conflict resolution are also prerequisites to many of the challenges we have to solve, especially in the southern region of Mindanao.
Here you can see how the aspects, discussed are all interrelated. The challenges all relate to one another, and you can’t solve one without taking into account other aspects in this diagram.

This diagram shows the outcome of consultations from experts from over a hundred organizations in the Philippines about the localization of the SDGs in the country (90 representatives from the private sector, 23 from industry associations, 18 civic organizations, 13 government agencies).

The emphasis of the UN SDGs are localization and implementation according to the contexts of the local scale.

The UN Development Programme, the Philippine Business for the Environment (as it was known then), and the Ateneo Institute of Sustainability (AIS), led by the development of a framework, which organizes the 17 UN SDGs into 5 clusters in accordance with the needs of the local context in the Philippines. From the systemic diagram in the previous slide, they came up with these five clusters to organize the 17 goals for businesses, government, and civil society to more easily digest and take action towards achieving the SDGs.

Although the PBE primarily deals with businesses, the framework can be used by other stakeholders, such as local government and schools, as well.

The team of SDSN PH added goals in the first 4 clusters because some clusters overlapped in scope.
[DATE]

[ADDRESSEE]

Dear [ADDRESSEE],

On behalf of SDSN Philippines, I would like to invite you and one other managerial-level colleague to the workshop on

Strengthening Academe-Business-Government Partnerships in addressing SDGs

[DATE, TIME]

[VENUE]

The Sustainable Development Solutions Network (SDSN) is a UN-initiated interdisciplinary network of experts and practitioners from over 28 countries and regional groups around the globe, with the aim of achieving the 2030 UN Agenda for Sustainable Development through international cooperation and cross-sectoral problem solving in sustainable development. We hope to engage different actors to actively participate in interdisciplinary problem-solving for sustainability challenges. In this workshop, we will have the opportunity to analyze the sustainability of the [AREA] locale and identify collaborations that could help us address both your own and the community’s sustainability concerns.

We look forward to your favorable response. Please send in your reply before [DATE] or let us know your concerns by contacting [NAME], at [EMAIL].

Thank you very much.

Sincerely Yours,

[SIGNATORY]
Dear [ADDRESSEE],

On behalf of SDSN Philippines, I would like to deliver an overview of the SDGs for our workshop

Strengthening Academe-Business-Government Partnerships in addressing SDGs

[DATE, TIME]

[VENUE]

The Sustainable Development Solutions Network (SDSN) is a UN-initiated interdisciplinary network of experts and practitioners from over 28 countries and regional groups around the globe, with the aim of achieving the 2030 UN Agenda for Sustainable Development through international cooperation and cross-sectoral problem solving in sustainable development. We hope to engage different actors to actively participate in interdisciplinary problem-solving for sustainability challenges. In this workshop, we will have the opportunity to analyze the sustainability of the [AREA] locale and identify collaborations that could help us address both your own and the community’s sustainability concerns.

We look forward to your favorable response. Please send in your reply before [DATE] or let us know your concerns by contacting [NAME], at [EMAIL].

Thank you very much.

Sincerely Yours,

[SIGNATORY]
Thank you for accepting our invitation! In line with our advocacy of sustainability, we would like to inform you that this will be a plastic-free workshop. Reusable containers will be provided for food and beverages, and we would also like to request for you to bring your own reusable container.

Thank you and we look forward to working with you!

DATE: ________________________________
VENUE: ____________________________________________
FIRST NAME*: _________________________________________
MIDDLE INITIAL: _______________________________________
SURNAME*: __________________________________________
EMAIL*: ____________________________________________
CONTACT NUMBER*: ________________________________
INSTITUTION/ ESTABLISHMENT*: ________________________
☐ Academe
☐ Business
☐ Non-governmental Organization (NGO)
☐ Local Government Unit (LGU)
☐ Others: ________________________________
DEPARTMENT (FOR EDUCATIONAL INSTITUTIONS): ________________________________
POSITION*: __________________________________________
CURRENT INITIATIVES OF YOUR ORGANIZATION TOWARD THE SUSTAINABLE DEVELOPMENT GOALS*: __________________________________________
Dietary restriction/ allergies*: 
☐ None
☐ Vegetarian
☐ Vegan
☐ Other: ________________________________
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Thank you for your participation! Your feedback is critical for us to ensure that we meet the objectives of our project. We would appreciate it if you could take a few minutes to evaluate your experience.

Name (optional): 

Workshop date: Workshop venue: 

Please encircle your response to each item.

1 = Strongly disagree  3 = Neither agree or disagree  5 = Strongly agree  
2 = Disagree  4 = Agree

**WORKSHOP ACTIVITIES**

| 1. The activities were enjoyable and informative.     | 1 | 2 | 3 | 4 | 5 |
| 2. The instructions and flow were clear.              | 1 | 2 | 3 | 4 | 5 |
| 3. The activities were well planned.                  | 1 | 2 | 3 | 4 | 5 |
| 4. I felt encouraged to collaborate and network.      | 1 | 2 | 3 | 4 | 5 |

Any suggestions for improvement?

**WORKSHOP SPEAKERS**

| 1. The speaker was clear and informative.             | 1 | 2 | 3 | 4 | 5 |
| 2. The speaker was knowledgeable about the topic.     | 1 | 2 | 3 | 4 | 5 |
| 3. The speaker’s segment was well-paced               | 1 | 2 | 3 | 4 | 5 |

Any suggestions for improvement?

**RESOURCE PERSON/S**

| 1. The resource person/s were knowledgeable.          | 1 | 2 | 3 | 4 | 5 |
| 2. The resources were helpful and informative.        | 1 | 2 | 3 | 4 | 5 |
| 3. The resource person/s were clear and audible.      | 1 | 2 | 3 | 4 | 5 |

Any suggestions for improvements?

**OVERALL WORKSHOP**

| 1. The workshop was useful for my job.                | 1 | 2 | 3 | 4 | 5 |
| 2. The time and venue were adequate                   | 1 | 2 | 3 | 4 | 5 |
| 3. The presenter was clear and thorough               | 1 | 2 | 3 | 4 | 5 |
| 4. The session increased my knowledge on the SDGs     | 1 | 2 | 3 | 4 | 5 |

Any suggestions for improvement?
The facilitator plays a crucial role in any workshop. It is the facilitator who helps participants learn from an activity, who will help draw insights from them, who will steer them into the proper direction. In one sense, the role of the facilitator is different from the role of a lecturer. Instead of sharing your knowledge and expertise, you will be guiding the participants through the experience and bringing out their thinking as structured by the activities. Instead of being the resource person, you will be an active listener who will help clarify their ideas and focus their thoughts.

In this workshop, you have adult participants, who also consider themselves experts in their own fields; thus, it is important that there is an atmosphere of collegiality. Participants may include fellow academics, local government officials, and SME managers from businesses of all sorts, for example, you can expect owners and managers from the food service, housing, retail, schools and tutorial centers, and call centers depending on the locale of your workshop.

It is good to remember that there is a chance that your participants only have a basic level of knowledge on the workshop topic, in this case, sustainability and the UN Sustainable Development Goals.

On the other end of the spectrum, you may have participants who have in depth experience with sustainability and you may find yourself learning more from the exchange than you would expect.

As a facilitator, it is always good to:

- Be prepared
- Be organized
- Have presence of mind
- Be an audible speaker
- Possess good posture and body language

In any case, it is best to orient yourself for any mix of participants since your groups will be randomized, and as a result an unpredictable group dynamic.
This manual serves as your reference for all matters related to the project and workshop. Here, you will find the 4 activities which make up the workshop's program flow. Please familiarize yourselves with these activities, including:

- the activity's objectives
- instructions
- timing and flow
- guide questions
- the importance of each activity in the overall flow of the program

Each of the activities come with a set of guide questions for you and/or for the participants. Please familiarize yourselves with them, as these are the main bodies of the activities. It would also be good to always check if the discussions are still in line with the objectives. In case your participants’ input leads the discussion astray from the activity’s objective, this is the perfect time to reel the group back with the guide questions.

As in all activities, not everything will go according to plan. You may find that you do not have enough participants as expected or that you may have to accommodate more participants in each group. In cases such as these or any other logistical changes, please be prepared with contingencies in mind. It is best that in cases like these, those assigned to oversee the workshop as well as other facilitators are aware of any contingencies that will be applied, to ensure cohesion across the participants’ experiences. Your skills of adaptability and resourcefulness will be very useful here. If the circumstances surrounding your workshop make it difficult to follow the original plans, what is most important to keep in mind is the workshop and activity objectives. How can you adapt the activity to meet the new conditions of the workshop/group, so that the participants will still have the most fruitful experience?

During the activities

Now that you are familiar and comfortable with the workshop flow and activity details, use the guide questions and the instructions provided during the program, so that you do not have to repeatedly refer to this manual. It is important that the participants know you are well prepared and confident with the materials.

A good facilitator is able to guide the group discussions to stay relevant to the activity topic. However, try to listen first to any and all input from your participants before guiding them back politely to the discussion. It is also important to draw the quieter members of the group into the discussion, and this means knowing that they don’t have to feel ashamed, embarrassed, or unwelcomed for attempting to share something. As their facilitator, the challenge is to have the balance of being open to different ideas and of moving the discussion in the right direction.

Please avoid distractions, such as the use of your mobile phone or leaving the workshop premises for extended periods of time. Always be visible in case your participants have questions or need to be excused. It is also crucial to monitor time, as each module has a certain time allotted to ensure that the workshop ends on time. In the event that delays are unavoidable, you can utilize the buffer time provided per activity.

There are a multitude of participant personalities to expect in the workshop and in your groups. It is not enough to anticipate their professional or academic backgrounds beforehand, as they will eventually be working with others from different sectors and disciplines. Therefore, as the facilitator you may have to balance varying personalities, with some more or less shy than others, some more or less expressive than others, some more or less firm than others, and some more or less argumentative than others. Here are a few tips to help you get your participants to share more, to steer the discussion back to relevance, to clarify surface level information, and to encourage shy participants.
It is important to remember that non-verbal skills can help you facilitate a good discussion. Be conscious of positive communications, such as eye contact, nodding, relaxed posture, facing the speaker, smiling, and giving participants focused attention. It is also good to keep everyone in the scope of vision and to project voice. There may be moments, when you need to give them space to think and reflect, and here, sometimes silence is best.

Last but not the least, thank everyone for their interest, participation, and support for sharing their insights and experiences and for working towards our advocacy of sustainable development. In the end, remember to congratulate participants on their collaborative work! Many of them have gone out of their regular work day to attend this workshop.

**Final Reminders**

- ✔ Sometimes you have to refocus/guide the discussion
- ✔ Avoid interjecting or giving input yourself
- ✔ Draw from their experiences and insights
- ✔ Use participants’ names to show that you really listened
- ✔ Always thank them for their insights, regardless of whether they are desired or not
- ✔ Avoid reading the guide (you should already be familiar with the activities!)
- ✔ Do not play favorites and try to engage with all your participants in the group
- ✔ Be conscious of the time and your objectives in the activity
- ✔ Remember to thank your participants for coming

**After the activities/workshop**

For two of the activities, you are expected to deliver a short report based on your group’s discussions, structured by guide questions provided. This means that throughout the activity, you should be keeping notes on points brought up that stand out to you and that are relevant to the overall objectives of the workshop. The reporting questions provided for you should be your guide. Make sure to summarize the main points. This will also encourage the participants to share more valuable input in the next activities.


