BACHELOR OF SCIENCE IN TOURISM MANAGEMENT COMMUNITY EXTENISON PROPOSAL

PART I

PROJECT SUMMARY

A. Title:	"Building a Tourism-Ready Community through Local Gastronomy, Hospitality Skills, Tourism Promotion, and Sustainable Livelihood Initiatives in White Beach, Pagadian City: Phase I" The project aims to develop the competencies of community members in White Beach, Pagadian City by providing integrated skills training in local gastronomy, hospitality, tour guiding, tourism marketing, sustainable tourism, beach tourism management, and community-based tourism development. It seeks to prepare the community to actively participate in tourism-related livelihood opportunities while promoting local culture, responsible tourism, and sustainable community development.
B. Implementer:	School of Business and Management-Bachelor of Science in Tourism Management
C. Project Team	Project Leader: Maricar P. Rellon Team Members: Julito V. Mandac Jr. Charmagne B. Merontos Dexter Carl Corpuz; BSTM students
D. Target Group	The primary beneficiaries are 35 composed of residents, unemployed/underemployed individuals, women, youth, micro-entrepreneurs, food vendors, homestay operators, community tourism volunteers, and other interested community members of Barangay White Beach, Pagadian City**.**
E. Cooperating Agencies	• Local Government Unit-White Beach, Pagadian City; • Department of Tourism (DOT)/City Tourism Office; • Department of Trade and Industry (DTI); • Technical Education and Skills Development Authority (TESDA); • Department of Labor and Employment • Community Association
F. Timeframe	November 3, 2026-November 3, 2027 The project will be implemented through a series of capability-building activities, skills training, community workshops, demonstrations, and monitoring and evaluation activities.
G. Financial Requirement	₱107,000.00
H. Impact Statement	The project is expected to contribute to the development of a tourism-ready and economically empowered community in White Beach, Pagadian City. Through skills training and community-based interventions, beneficiaries will acquire practical competencies in food preparation, hospitality, tour guiding, tourism promotion, environmental stewardship, beach tourism management, and community-based tourism.

	The project will also strengthen local participation in tourism while creating opportunities for livelihood generation, cultural preservation, improved visitor experience, environmental responsibility, and community empowerment**.** It supports the University's extension agenda through community empowerment, income generation, environmental resource conservation, skills development, and effective public service.
I. **Summary**	The project is an integrated tourism extension initiative designed to transform community members into capable tourism participants and potential tourism entrepreneurs. Phase I will focus on seven complementary training areas: 1. Food Preparation and Local Gastronomy Training 2. Local Culture and Heritage Promotion 3. Customer Service and Hospitality Skills 4. Tour Guiding and Visitor Assistance 5. Basic Tourism Marketing and Digital Promotion 6. Sustainable Tourism and Environmental Practices 7. Beach Tourism Management 8. Community-Based Tourism Development Through lectures, demonstrations, workshops, hands-on activities, simulations, community-based learning, and mentoring, the project will provide beneficiaries with practical knowledge and skills that can be applied to tourism-related livelihood activities.

PART II

PROJECT DETAILS

A. Background and Justification.

White Beach, Pagadian City has potential to become a community-based tourism destination because of its coastal environment, local food resources, community traditions, and potential for tourism-related livelihood activities. However, the development of a tourism destination requires not only physical resources but also a community that possesses the appropriate knowledge, skills, attitudes, and competencies necessary to provide quality tourism experiences.

The proposed project was conceptualized to address the need for community capacity building in tourism and hospitality. Local residents who interact directly with visitors need appropriate skills in food preparation, customer service, visitor assistance, tourism promotion, environmental protection, and destination management.

The project therefore adopts an integrated skills-training approach rather than treating tourism activities separately. Food preparation and local gastronomy can strengthen the destination's identity; hospitality training can improve visitor experience; tour guiding can facilitate meaningful visitor interaction; digital promotion can increase destination visibility; sustainable tourism practices can protect natural resources; and community-based tourism can encourage local participation and livelihood generation.

The project will serve as a foundation for developing White Beach into a tourism-ready community where residents are active stakeholders in tourism development**.**

A.1 Alignment to Global, National and Institutional Frameworks

The proposed project is anchored on the findings and objectives of the study "Assessment of Gastronomic Authenticity, Service Quality and Tourist Motivation among Food Establishments in Pagadian City." The study recognizes the importance of food establishments in creating meaningful tourism experiences and promoting local identity.

Gastronomy is an important component of tourism because local food reflects the culture, traditions, resources, and identity of a destination. However, the ability of food establishments to provide authentic gastronomic experiences must be complemented by appropriate food preparation, presentation, customer service, and tourism-oriented practices.

The proposed extension project therefore converts the research-based assessment into a practical intervention through skills training and capacity building. Rather than limiting the study's findings to academic knowledge, the project will bring the knowledge directly to community beneficiaries and food-service practitioners.

The training will focus on the following competency areas:

1. Local Gastronomy and Culinary Heritage
2. Gastronomic Authenticity and Product Development
3. Food Preparation and Presentation
4. Quality Customer Service
5. Effective Communication and Guest Relations
6. Tourism-Oriented Food-Service Practices
7. Basic Food Safety and Sanitation
8. Menu Enhancement and Local Food Promotion
9. Entrepreneurship and Cost Management
10. Digital Promotion of Local Gastronomic Products

A.1.1 **S.D.G.**

*(**S**ustainable **D**evelopment **G**oal)*

The project is particularly aligned with:

- **SDG 1 – No Poverty:** livelihood and income-generation opportunities
- **SDG 4 – Quality Education:** community skills development and lifelong learning
- **SDG 5 – Gender Equality:** inclusive participation of women and vulnerable sectors
- **SDG 8 – Decent Work and Economic Growth:** tourism-related employment and entrepreneurship
- **SDG 11 – Sustainable Cities and Communities:** community-based destination development
- **SDG 12 – Responsible Consumption and Production:** sustainable food and tourism practices
- **SDG 13 – Climate Action:** environmental awareness and responsible tourism
- **SDG 14 – Life Below Water:** responsible management of coastal and beach resources
- **SDG 17 – Partnerships for the Goals:** collaboration among the community, academe, government, and tourism stakeholders

A.1.2 **A.C.H.I.E.V.E.**

*(**A**dvanced and Accessible Lifelong Learning, **C**entralized Human Capital Development, **H**armonized SDG-Based Research and Innovation, **I**ntegrated Real-Time Data and Analytics, **E**xpanded Internationalization Strategies, **V**italized Policies and Governance, **E**ffective and Efficient Public Service)*

The project contributes particularly to:

- **Centralized Human Capital Development** through tourism and hospitality skills training;

- **Harmonized SDG-Based Research and Innovation** through community-responsive extension interventions;
- **Expanded Internationalization Strategies** through the adoption of quality tourism and hospitality practices; and
- **Effective and Efficient Public Service** through community extension services.

The A.C.H.I.E.V.E. framework is identified in the template as one of the institutional alignment frameworks.

A.1.3 R.E.S.I.L.I.E.N.T.

*(**R**esearch-driven, SDG-based, and industry responsive education, **E**mpowered Communities and Effective Public Service, **S**trategic student affairs, culture, **I**nternational Institutional linkages, and development, **L**earning Excellence anchored in Quality Assurance, accreditation and Partnerships, **I**nclusive Governance and Vitalized Policies, **E**nhanced research culture with global relevance and innovation impact, **N**urtured Professional Excellence and Workforce Development, **T**echnology integration & Infrastructure Development for Advancement and Real-time Analytics)*

The project supports:

- Research-driven, SDG-based, and industry-responsive education
- Empowered Communities and Effective Public Service
- Learning Excellence anchored in Quality Assurance and Partnerships
- Nurtured Professional Excellence and Workforce Development
- Technology Integration and Real-Time Analytics

These areas correspond directly with the R.E.S.I.L.I.E.N.T. framework specified in the proposal template.

A.1.4 T.A.B.A.N.G.E.

(**T**echnology and Literacy initiatives, **A**griculture and Aquatic Resources Management, **B**arangay Empowerment and Good Governance, **A**dopt a Community, **N**utrition and Health Programs, **G**ender Development and Income Generation, **E**nvironmental Resource Conservation and Disaster Risk Reduction)

The project strongly supports:

- **Barangay Empowerment and Good Governance**
- **Adopt a Community**
- **Gender Development and Income Generation**
- **Environmental Resource Conservation and Disaster Risk Reduction**

These are among the stated components of T.A.B.A.N.G.E. in the institutional extension proposal format.

B. Specific Objectives.

The project specifically aims to:

1. Develop practical food preparation and local gastronomy skills among selected community beneficiaries using locally available ingredients and culturally relevant food products.
2. Enhance community awareness and skills in promoting local culture and heritage as tourism assets.
3. Develop customer service and hospitality competencies necessary for providing safe, courteous, and quality visitor experiences.

4. Equip selected community members with basic tour guiding and visitor assistance skills, including communication, destination interpretation, and visitor support.
5. Introduce basic tourism marketing and digital promotion techniques to increase the visibility and marketability of White Beach as a community tourism destination.
6. Develop awareness and practical skills in sustainable tourism and environmental practices, particularly responsible waste management, resource conservation, and protection of coastal resources.
7. Enhance community capacity in beach tourism management, including visitor management, safety awareness, cleanliness, and responsible use of beach resources.
8. Strengthen community participation in tourism development by introducing community-based tourism concepts, livelihood opportunities, and collaborative destination management.
9. Establish a foundation for sustainable tourism-related livelihood initiatives that can be further developed in succeeding phases of the project.

C. Logical Framework.

A structured planning tool that organizes a project's objectives, activities, and results into a clear matrix, showing how actions lead to measurable outcomes and long-term impact. Outline the set of activities and their corresponding outcomes, showing how they fulfill one or more of the project's objectives. Include the overall structure and project plan if applicable.

Particular	Indicators	Means of Verification	Assumptions
Goal:	White Beach develops as a tourism-ready and community-empowered destination	Project reports, photographs, evaluation reports	Continued community and institutional support
Purpose:	Community members acquire tourism, hospitality, gastronomy, and sustainable tourism competencies	Pre/post-tests, skills assessment, attendance	Beneficiaries actively participate
Outputs:	Training sessions, workshops and demonstrations completed; trained community beneficiaries	Training records, certificates, attendance sheets, photos	Resources and trainers are available
Outcomes:	Improved knowledge, skills, confidence, and participation in tourism-related activities	Evaluation results, observation, skills demonstration	Beneficiaries apply acquired skills
Activities:	Eight integrated training and capability-building components implemented	Activity reports and documentation	Partners and beneficiaries cooperate

Major Activities

Activity 1 – Food Preparation and Local Gastronomy Training
Training on basic food preparation, sanitation, food presentation, local food products, recipe standardization, and showcasing local gastronomy.

Activity 2 – Local Culture and Heritage Promotion
Orientation and workshop on local history, culture, traditions, stories, heritage resources, and appropriate cultural interpretation for visitors.

Activity 3 – Customer Service and Hospitality Skills
Training on greeting and welcoming guests, communication, handling complaints, service etiquette, professional appearance, and basic hospitality standards.

Activity 4 – Tour Guiding and Visitor Assistance
Basic tour guiding techniques, destination interpretation, visitor assistance, communication, itinerary orientation, and responsible visitor handling.

Activity 5 – Basic Tourism Marketing and Digital Promotion
Introduction to destination branding, basic photography/content creation, social media promotion, digital storytelling, and responsible online tourism promotion.

Activity 6 – Sustainable Tourism and Environmental Practices
Training on waste segregation, coastal resource protection, environmental responsibility, sustainable use of resources, and responsible visitor behavior.

Activity 7 – Beach Tourism Management
Orientation on beach cleanliness, visitor management, safety awareness, basic risk prevention, carrying-capacity awareness, and community participation in beach management.

Activity 8 – Community-Based Tourism Development
Workshop on community participation, tourism livelihood opportunities, local tourism products, partnerships, basic entrepreneurship, and community-based destination development.

D. Methodology.

The project will employ a participatory, experiential, skills-based, and community-centered extension approach**.** The methodology will combine short lectures, demonstrations, hands-on training, workshops, simulations, group activities, community immersion, and practical assessment.

This follows the template's requirement that methodology should explain not only the activities but also the strategies and techniques used to ensure learning, adoption, and impact**.**

Activity	Description	Target Participants	Timefr ame	Responsibl e	Expected Output
1. Community Needs Assessment and Orientation	Orientation and validation of training needs based on the research and consultation with beneficiaries	Food establishment owners/worke rs, community members, women, youth, tourism volunteers	Month 1	Project Team	Validated training needs
2. Food Preparation & Local Gastronomy	Demonstration and hands-on training on food preparation, local food products, presentation and basic food safety	Food establishment owners/worke rs, community members, women, youth, tourism volunteers	Month 2	SBM Faculty/Trai ners	Trained beneficiari es; local food products
3. Local Culture & Heritage Promotion	Workshop on local culture, heritage resources and	Food establishment owners/worke rs, community	Month 2	Tourism Faculty/Part ners	Communit y heritage promotion plan

	cultural interpretation	members, women, youth, tourism volunteers			
4. Customer Service & Hospitality Skills	Training on guest relations, service etiquette, communication and	Food establishment owners/workers, community members, women, youth, tourism volunteers	Month 3	Hospitality Faculty	Improved hospitality competencies
5. Tour Guiding & Visitor Assistance	Basic guiding, destination interpretation and visitor	Food establishment owners/workers, community members, women, youth, tourism volunteers	Month 3	Tourism Faculty/Practitioners	Trained community guides
6. Tourism Marketing & Digital Promotion	Basic social media marketing, content creation and destination promotion	Food establishment owners/workers, community members, women, youth, tourism volunteers	Month 4	Tourism/Marketing Faculty	Basic digital tourism promotional materials
7. Sustainable Tourism & Environmental Practices	Environmental awareness, waste management, conservation and responsible tourism	Food establishment owners/workers, community members, women, youth, tourism volunteers	Month 4	SBM/Environmental Partners	Community sustainability practices
8. Beach Tourism Management	Visitor management, cleanliness, safety and responsible beach use	Food establishment owners/workers, community members, women, youth, tourism volunteers	Month 5	Tourism Faculty/Partners	Basic beach management action plan
9. Community-Based Tourism Development	Workshop on tourism livelihood, community participation and local tourism products	Food establishment owners/workers, community members, women, youth, tourism volunteers	Month 5	Project Team/Assessors	Community-based tourism development plan

E. Line-Item Budget. Following the budget categories in the template, the project may use the following structure. The template identifies Operating Cost, Travel Costs and Food Expenses, Miscellaneous, and Total Budget as the major categories.

Budget Item	Particular Item	Estimated Cost	Total
1. Operating Cost			
1.1 Supplies	Bond paper, long folders, ballpens, pencils, markers, permanent markers, notebooks, name tags, certificates and frames, tarpaulin, masking tape, stapler	₱12,000	₱12,000
1.2 Communication	Internet/data load, mobile communication, flash drive	₱5,000	₱5,000
1.3 Documentation	Photo paper, ink, report printing/binding, tarpaulin	₱5,000	₱5,000
1.4 Others	Sanitation supplies, equipment use (sacks, Heavy duty trash bags, trash bins/containers, shovels, disposable gloves, brooms, dust pans, shovels, rubber boots, first-aid kit, drinking water, handwashing soap, alcohol, whistle, megaphone, plastic aprons, signage/label)	₱20,000	₱20,000
2. Travel Costs and Food Expenses (if any)			
2.1 Fare	Local transportation for project team/resource persons	₱10,000	₱10,000
2.2 Food Expense	Meals/snacks during training activities	₱35,000	₱35,000
2.3 Others	Training-related logistical expenses (T-shirt) and other transportation related expenses	₱15,000	₱15,000
3. Miscellaneous	**Contingency/other allowable expenses**	₱5,000	₱5,000
Total Budget			**₱107,000**

Prepared by:

MARICAR P. RELLON, PHD-IHTM
Project Leader

Reviewed by:

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Dean

PATRICIA D.J. BAHIAN, Ed.D.
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Noted by:

JOEL M. SABELLANO, JR. DVM, MAGD
Community Extension Services Director

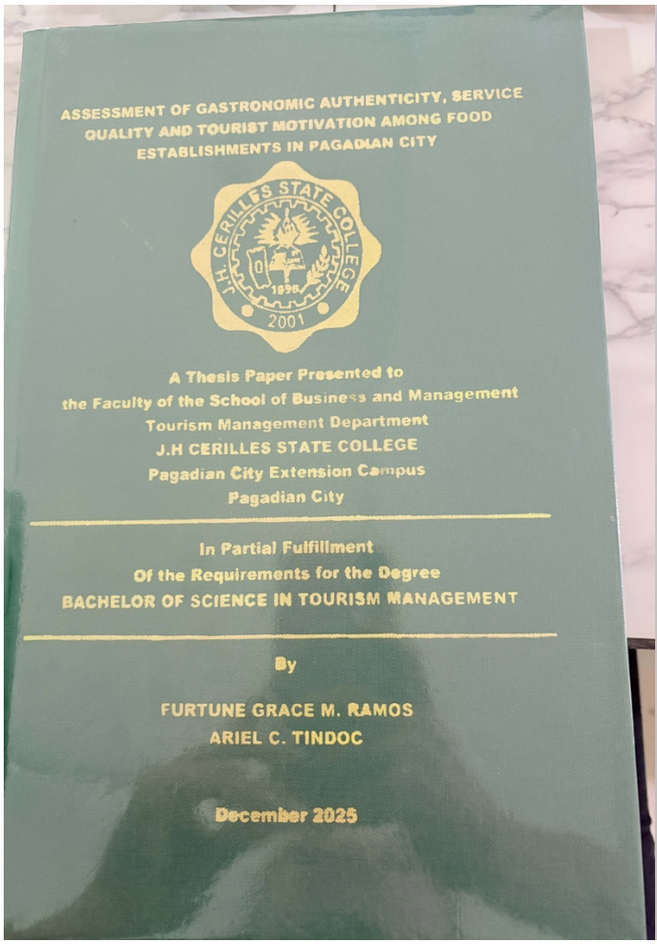
Recommending Approval:

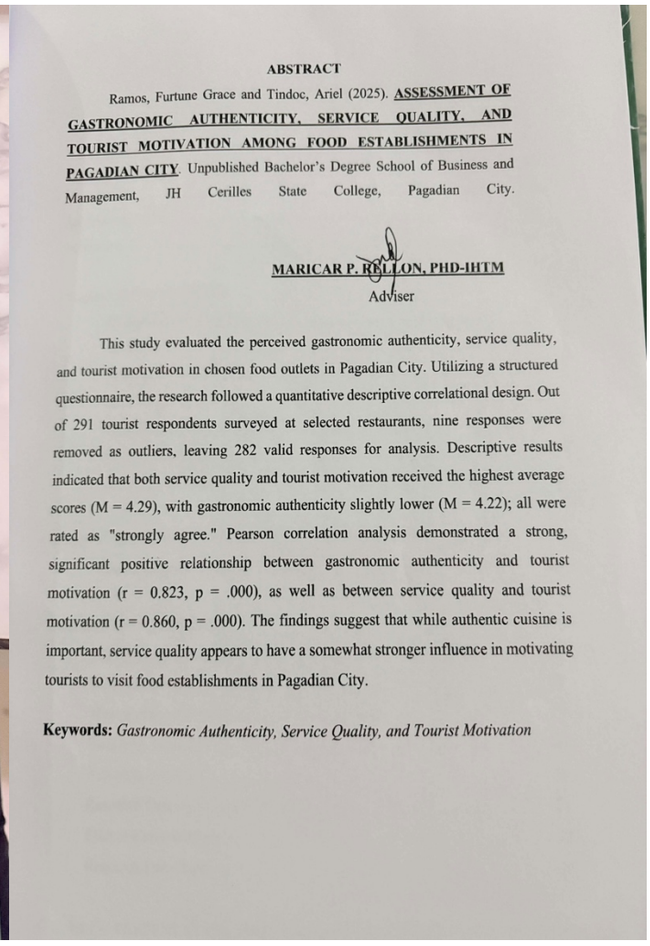
MARK E. PATALINGHUG, Ph.D
Vice President for Research, Innovative Development and Extension

Approved by:

EDGARDO H. ROSALES, Ed.D.
President

ANNEX A
RESEARCH STUDY APPROVAL SHEET





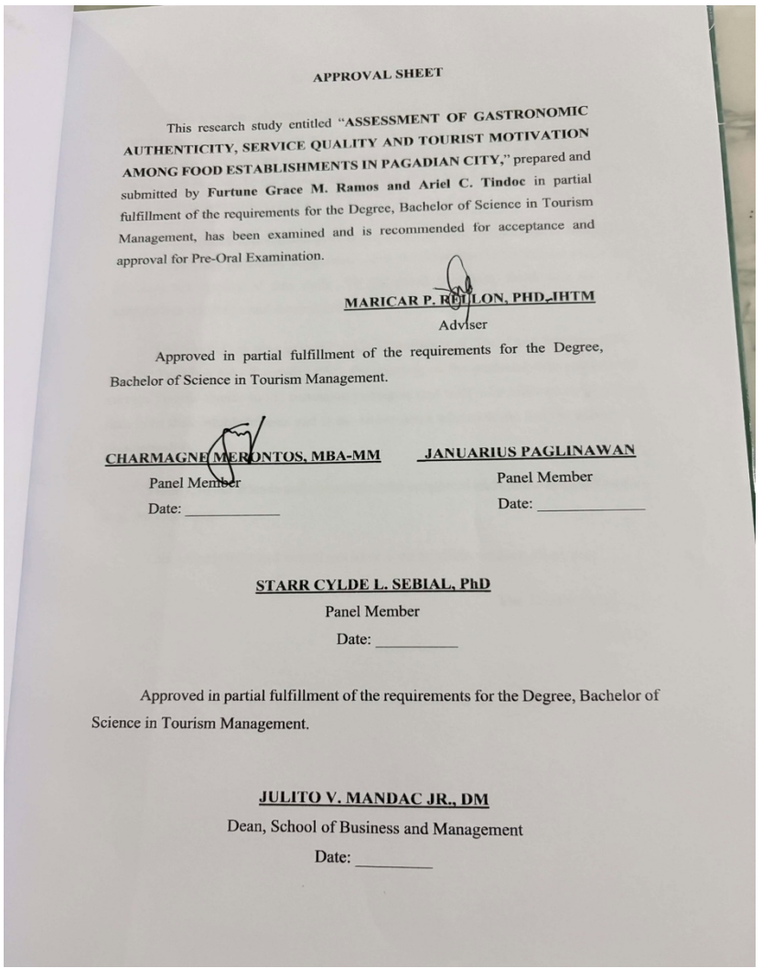
ABSTRACT

Ramos, Furtune Grace and Tindoc, Ariel (2025). **ASSESSMENT OF GASTRONOMIC AUTHENTICITY, SERVICE QUALITY, AND TOURIST MOTIVATION AMONG FOOD ESTABLISHMENTS IN PAGADIAN CITY**. Unpublished Bachelor's Degree School of Business and Management, JH Cerilles State College, Pagadian City.

MARICAR P. RELLON, PHD-IHTM
Adviser

This study evaluated the perceived gastronomic authenticity, service quality, and tourist motivation in chosen food outlets in Pagadian City. Utilizing a structured questionnaire, the research followed a quantitative descriptive correlational design. Out of 291 tourist respondents surveyed at selected restaurants, nine responses were removed as outliers, leaving 282 valid responses for analysis. Descriptive results indicated that both service quality and tourist motivation received the highest average scores (M = 4.29), with gastronomic authenticity slightly lower (M = 4.22); all were rated as "strongly agree." Pearson correlation analysis demonstrated a strong, significant positive relationship between gastronomic authenticity and tourist motivation (r = 0.823, p = .000), as well as between service quality and tourist motivation (r = 0.860, p = .000). The findings suggest that while authentic cuisine is important, service quality appears to have a somewhat stronger influence in motivating tourists to visit food establishments in Pagadian City.

Keywords: *Gastronomic Authenticity, Service Quality, and Tourist Motivation*



APPROVAL SHEET

This research study entitled "**ASSESSMENT OF GASTRONOMIC AUTHENTICITY, SERVICE QUALITY AND TOURIST MOTIVATION AMONG FOOD ESTABLISHMENTS IN PAGADIAN CITY,**" prepared and submitted by **Furtune Grace M. Ramos and Ariel C. Tindoc** in partial fulfillment of the requirements for the Degree, Bachelor of Science in Tourism Management, has been examined and is recommended for acceptance and approval for Pre-Oral Examination.

MARICAR P. RELLON, PHD.-IHTM
Adviser

Approved in partial fulfillment of the requirements for the Degree, Bachelor of Science in Tourism Management.

CHARMAGNE MERONTOS, MBA-MM
Panel Member
Date: _____

JANUARIUS PAGLINAWAN
Panel Member
Date: _____

STARR CYLDE L. SEBIAL, PhD
Panel Member
Date: _____

Approved in partial fulfillment of the requirements for the Degree, Bachelor of Science in Tourism Management.

JULITO V. MANDAC JR., DM
Dean, School of Business and Management
Date: _____

ANNEX B

SURVEY QUESTIONNAIRE

PART I. RESPONDENT PROFILE

Instruction: Please check (✓) or fill in the appropriate answer.

1. **Age:** _____ years old
2. **Sex:**
   ☐ Male
   ☐ Female
   ☐ Prefer not to say
3. **Civil Status:**
   ☐ Single
   ☐ Married
   ☐ Widowed
   ☐ Separated
   ☐ Others: _____
4. **Educational Attainment:**
   ☐ Elementary
   ☐ Junior High School
   ☐ Senior High School
   ☐ Vocational/Technical
   ☐ College
   ☐ Graduate Studies
   ☐ Others: _____
5. **Current Occupation:**
   ☐ Employed
   ☐ Self-employed
   ☐ Unemployed
   ☐ Student
   ☐ Homemaker
   ☐ Fisherfolk
   ☐ Food vendor/food business
   ☐ Tourism-related worker
   ☐ Others: _____
6. **Years of residence in White Beach:**
   ☐ Less than 1 year
   ☐ 1–5 years
   ☐ 6–10 years
   ☐ More than 10 years
7. **Are you currently involved in any tourism-related activity?**
   ☐ Yes
   ☐ No

If yes, please specify: _____

8. **Have you attended tourism, hospitality, food preparation, livelihood, or entrepreneurship training before?**

☐ Yes
☐ No

If yes, specify the training: _____

PART II. COMMUNITY TOURISM KNOWLEDGE AND SKILLS ASSESSMENT

Direction

Please indicate your level of knowledge or competency for each statement using the following scale:

Scale	Interpretation
5	Highly Knowledgeable/Highly Competent
4	Knowledgeable/Competent
3	Moderately Knowledgeable/Competent
2	Slightly Knowledgeable/Competent
1	Not Knowledgeable/Not Competent

A. FOOD PREPARATION AND LOCAL GASTRONOMY

No.	Statement	5	4	3	2	1
1	I know proper food preparation techniques.	☐	☐	☐	☐	☐
2	I know proper food handling and sanitation practices.	☐	☐	☐	☐	☐
3	I can prepare local dishes or food products.	☐	☐	☐	☐	☐
4	I know how to use locally available ingredients in food preparation.	☐	☐	☐	☐	☐
5	I can present food attractively to visitors/customers.	☐	☐	☐	☐	☐
6	I understand the importance of preserving local food traditions.	☐	☐	☐	☐	☐
7	I am interested in developing local food products as tourism products.	☐	☐	☐	☐	☐

Training Need:

What food preparation/local gastronomy skills would you like to learn?

B. LOCAL CULTURE AND HERITAGE PROMOTION

No.	Statement	5	4	3	2	1
8	I am familiar with the local culture and traditions of White Beach.	☐	☐	☐	☐	☐
9	I know local stories, practices, food traditions, or heritage resources that can interest visitors.	☐	☐	☐	☐	☐
10	I understand the importance of preserving local culture and heritage.	☐	☐	☐	☐	☐
11	I can explain or share local cultural practices with visitors.	☐	☐	☐	☐	☐
12	I am interested in participating in cultural and heritage tourism activities.	☐	☐	☐	☐	☐

Training Need:

What local culture or heritage topics should be promoted?

C. CUSTOMER SERVICE AND HOSPITALITY SKILLS

No.	Statement	5	4	3	2	1
13	I know proper ways of welcoming guests and visitors.	☐	☐	☐	☐	☐
14	I can communicate appropriately with customers/visitors.	☐	☐	☐	☐	☐
15	I know how to respond to customer inquiries.	☐	☐	☐	☐	☐
16	I know how to handle customer complaints appropriately.	☐	☐	☐	☐	☐
17	I understand the importance of personal grooming and professional appearance.	☐	☐	☐	☐	☐

No.	Statement	5	4	3	2	1
18	I can provide courteous and respectful service to visitors.	☐	☐	☐	☐	☐

D. TOUR GUIDING AND VISITOR ASSISTANCE

No.	Statement	5	4	3	2	1
19	I know the basic responsibilities of a tour guide.	☐	☐	☐	☐	☐
20	I can provide basic information about local attractions.	☐	☐	☐	☐	☐
21	I can communicate effectively with visitors.	☐	☐	☐	☐	☐
22	I know how to assist visitors with basic inquiries and concerns.	☐	☐	☐	☐	☐
23	I understand basic visitor safety practices.	☐	☐	☐	☐	☐
24	I am interested in becoming a community tourism guide/visitor assistant.	☐	☐	☐	☐	☐

E. BASIC TOURISM MARKETING AND DIGITAL PROMOTION

No.	Statement	5	4	3	2	1
25	I know the basic principles of tourism marketing.	☐	☐	☐	☐	☐
26	I can use social media to promote a tourism destination/product.	☐	☐	☐	☐	☐
27	I can create basic tourism-related social media content.	☐	☐	☐	☐	☐
28	I know how to take/use photographs for tourism promotion.	☐	☐	☐	☐	☐
29	I know how to promote local food and tourism products online.	☐	☐	☐	☐	☐
30	I am interested in learning digital tourism marketing.	☐	☐	☐	☐	☐

F. SUSTAINABLE TOURISM AND ENVIRONMENTAL PRACTICES

No.	Statement	5	4	3	2	1
31	I understand the importance of environmental protection in tourism.	☐	☐	☐	☐	☐
32	I practice proper waste segregation and disposal.	☐	☐	☐	☐	☐
33	I understand the importance of keeping the beach clean.	☐	☐	☐	☐	☐
34	I can encourage visitors to practice responsible tourism.	☐	☐	☐	☐	☐
35	I understand how tourism activities can affect coastal resources.	☐	☐	☐	☐	☐
36	I am willing to participate in environmental conservation activities.	☐	☐	☐	☐	☐

G. BEACH TOURISM MANAGEMENT

No.	Statement	5	4	3	2	1
37	I understand the basic principles of beach tourism management.	☐	☐	☐	☐	☐
38	I know basic practices for maintaining beach cleanliness.	☐	☐	☐	☐	☐
39	I understand the importance of visitor safety at the beach.	☐	☐	☐	☐	☐
40	I know how community members can help manage beach tourism activities.	☐	☐	☐	☐	☐
41	I understand the importance of responsible use of coastal resources.	☐	☐	☐	☐	☐
42	I am willing to participate in community beach management activities.	☐	☐	☐	☐	☐

H. COMMUNITY-BASED TOURISM DEVELOPMENT

No.	Statement	5	4	3	2	1
43	I understand the concept of community-based tourism.	☐	☐	☐	☐	☐
44	I am interested in participating in community tourism activities.	☐	☐	☐	☐	☐
45	I am willing to participate in developing local tourism products.	☐	☐	☐	☐	☐

No.	Statement	5	4	3	2	1
46	I am interested in tourism-related livelihood opportunities.	☐	☐	☐	☐	☐
47	I am willing to work with other community members in tourism activities.	☐	☐	☐	☐	☐
48	I believe tourism can provide additional livelihood opportunities for our community.	☐	☐	☐	☐	☐

PART III. PRIORITY TRAINING NEEDS

Which training activities would you most like to attend?
Check all that apply.

☐ Food Preparation and Local Gastronomy
☐ Local Culture and Heritage Promotion
☐ Customer Service and Hospitality Skills
☐ Tour Guiding and Visitor Assistance
☐ Basic Tourism Marketing and Digital Promotion
☐ Sustainable Tourism and Environmental Practices
☐ Beach Tourism Management
☐ Community-Based Tourism Development
☐ Entrepreneurship and Livelihood Development
☐ Other: _____

Rank your top three training priorities:

1st: _____
2nd: _____
3rd: _____

PART IV. COMMUNITY TOURISM RESOURCES

What tourism resources or attractions in White Beach should be developed or promoted?

What local food/dishes/products should be promoted as local gastronomy?

What tourism-related livelihood would you be interested in?

☐ Food business
☐ Catering
☐ Food vending
☐ Tour guiding
☐ Homestay/accommodation
☐ Souvenir/pasalubong products
☐ Beach-related services
☐ Tourism digital promotion
☐ Community tours
☐ Others: _____

What are the major challenges preventing community members from participating in tourism?

What other training or assistance do you recommend?

ANNEX C

INFORMED CONSENT FORM FOR TARGET BENEFICIARIES

Project Title

"Building a Tourism-Ready Community through Local Gastronomy, Hospitality Skills, Tourism Promotion, and Sustainable Livelihood Initiatives in White Beach, Pagadian City: Phase I**"**

Dear Community Member:

You are invited to participate in the Community Needs Assessment and the community extension activities of **J.H. Cerilles State College – School of Business and Management**.

The purpose of this assessment is to determine the community's existing knowledge, skills, interests, training needs, and priorities related to tourism, hospitality, local gastronomy, livelihood, environmental practices, and community-based tourism. Your participation is completely voluntary. You may choose whether or not to participate. You may also decline to answer any question that you do not wish to answer.

Your decision to participate or not participate will not result in any penalty or loss of benefits to which you are otherwise entitled.

The information gathered will be used to:

1. Identify community tourism and hospitality training needs;
2. Design appropriate extension training programs;
3. Establish baseline information for the project;
4. Evaluate the effectiveness of the extension activities; and
5. Develop appropriate sustainability and livelihood initiatives.

The information you provide will be treated with confidentiality and will be used only for legitimate extension, assessment, monitoring, evaluation, and related academic purposes. Individual responses will not be unnecessarily disclosed in reports or presentations.

Photographs or videos may be taken during project activities for documentation and institutional reporting. Where required, appropriate permission will be obtained. Your participation may provide opportunities to gain knowledge and skills in:

- Local gastronomy and food preparation;
- Hospitality and customer service;
- Tour guiding;
- Tourism marketing and digital promotion;
- Sustainable tourism;
- Beach tourism management; and
- Community-based tourism and livelihood development.

There are no anticipated significant risks associated with answering the survey. You may skip any question that makes you uncomfortable.

I have read and understood the information above. I have been given the opportunity to ask questions regarding the assessment and extension project. I voluntarily agree to participate.

Name of Beneficiary: _____
Signature/Thumbmark: _____
Date: _____
Contact Number (optional): _____

DR. MARICAR P. RELLON
Project Leader
School of Business and Management
J.H. Cerilles State College – Pagadian Campus

ANNEX D
MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This **Memorandum of Agreement (MOA)** is entered into by and between:

J.H. CERILLES STATE COLLEGE, a state higher education institution with office address at _____, represented herein by its President, **EDGARDO H. ROSALES, Ed.D.**, hereinafter referred to as the **"COLLEGE"**;

-and-

BARANGAY WHITE BEACH, PAGADIAN CITY, represented herein by its Barangay Captain, _____, hereinafter referred to as the **"COMMUNITY PARTNER"**;

-and, where applicable,

_____, represented herein by _____, hereinafter referred to as the **"PARTNER/SPONSOR."**

The COLLEGE, COMMUNITY PARTNER, and PARTNER/SPONSOR shall collectively be referred to as the **"PARTIES."**

WHEREAS

The COLLEGE recognizes the importance of community extension services in transferring knowledge, skills, technology, and expertise to communities;

The COMMUNITY PARTNER recognizes the potential of tourism, local gastronomy, hospitality, cultural heritage, environmental stewardship, and sustainable livelihood activities in strengthening community development;

The PARTIES desire to establish cooperation in implementing the extension project entitled:

"Building a Tourism-Ready Community through Local Gastronomy, Hospitality Skills, Tourism Promotion, and Sustainable Livelihood Initiatives in White Beach, Pagadian City: Phase I"

The project shall provide community members with appropriate knowledge and practical skills in food preparation, local gastronomy, hospitality, tourism promotion, visitor assistance, sustainable tourism, beach tourism management, and community-based tourism.

NOW, THEREFORE, for and in consideration of the foregoing premises, the PARTIES agree as follows:

ARTICLE I

PURPOSE OF THE AGREEMENT

This Agreement aims to establish a partnership among the parties for the implementation of the extension project through:

1. Skills training in food preparation and local gastronomy;
2. Local culture and heritage promotion;
3. Customer service and hospitality skills training;
4. Tour guiding and visitor assistance;
5. Basic tourism marketing and digital promotion;
6. Sustainable tourism and environmental practices;
7. Beach tourism management; and
8. Community-based tourism development and sustainable livelihood initiatives.

ARTICLE II

OBJECTIVES

The partnership aims to:

1. Enhance the knowledge and skills of community members in tourism and hospitality;
2. Develop local food and gastronomy as potential tourism and livelihood products;
3. Promote local culture and heritage;
4. Improve the quality of hospitality and visitor services;
5. Develop community capacity for tourism promotion and digital marketing;
6. Promote sustainable and environmentally responsible tourism practices;
7. Strengthen community participation in beach tourism management; and
8. Establish foundations for community-based tourism and sustainable livelihood.

ARTICLE III

RESPONSIBILITIES OF THE COLLEGE

The COLLEGE shall:

1. Provide qualified faculty members, trainers, and resource persons;
2. Develop appropriate training modules and instructional materials;
3. Conduct training, workshops, demonstrations, and skills assessments;
4. Provide technical expertise in tourism, hospitality, food preparation, marketing, sustainability, and community development;
5. Conduct pre- and post-assessment of beneficiaries;
6. Document project activities and accomplishments;
7. Monitor and evaluate project implementation;
8. Prepare accomplishment and terminal reports; and
9. Provide recommendations for succeeding phases of the project.

ARTICLE IV

RESPONSIBILITIES OF THE COMMUNITY PARTNER

The COMMUNITY PARTNER shall:

1. Assist in identifying and mobilizing qualified beneficiaries;
2. Provide or facilitate access to suitable training/activity venues;
3. Coordinate with community members and local stakeholders;
4. Assist in community tourism and cultural resource identification;
5. Encourage participation in environmental and beach management activities;
6. Support the application of skills acquired from the training;
7. Assist in monitoring community participation and project sustainability; and
8. Support the continuation of viable community-based tourism and livelihood initiatives.

ARTICLE V

RESPONSIBILITIES OF THE PARTNER/SPONSOR

The PARTNER/SPONSOR may provide, subject to availability and applicable policies:

1. Training materials and supplies;
2. Food preparation ingredients and equipment;
3. Sanitation and safety supplies;
4. Financial or in-kind support;
5. Technical assistance and resource persons;
6. Marketing and promotional support;

7. Equipment or facilities necessary for project implementation; and
8. Other forms of assistance mutually agreed upon by the PARTIES.

ARTICLE VI

PROJECT BENEFICIARIES

The primary beneficiaries shall be residents of **Barangay White Beach, Pagadian City**, particularly:

- Food handlers and vendors;
- Unemployed and underemployed residents;
- Women and youth;
- Tourism-related workers;
- Community organizations;
- Small entrepreneurs;
- Beach stakeholders; and
- Other interested community members.

ARTICLE VII

IMPLEMENTATION

The activities shall be implemented according to an agreed project implementation plan and schedule.

Training and extension activities may include:

Activity	Major Intervention
1	Food Preparation and Local Gastronomy Training
2	Local Culture and Heritage Promotion
3	Customer Service and Hospitality Skills
4	Tour Guiding and Visitor Assistance
5	Basic Tourism Marketing and Digital Promotion
6	Sustainable Tourism and Environmental Practices
7	Beach Tourism Management
8	Community-Based Tourism Development

ARTICLE VIII

MONITORING AND EVALUATION

The PARTIES shall cooperate in monitoring and evaluating the project through:

- Attendance monitoring;
- Pre- and post-training assessments;
- Skills demonstration;
- Beneficiary feedback;
- Training evaluation;
- Community observation;
- Photo and video documentation;
- Accomplishment reports; and
- Terminal evaluation.

The results shall be used to improve succeeding activities and provide a basis for **Phase II** or other related community extension initiatives.

ARTICLE IX

FINANCIAL ARRANGEMENTS

Each PARTY shall provide financial or in-kind contributions based on its available resources and institutional policies.

No provision of this Agreement shall be interpreted as requiring any PARTY to provide funds beyond those duly authorized and appropriated under applicable laws, rules, regulations, and institutional policies.

A separate **Program of Works/Budget** may be prepared for specific activities.

ARTICLE X

DATA PRIVACY AND CONFIDENTIALITY

The PARTIES agree to observe applicable laws, policies, and institutional guidelines concerning the collection, processing, storage, and use of personal information obtained during the implementation of the project.

Information gathered from beneficiaries shall be used only for legitimate project implementation, monitoring, evaluation, documentation, reporting, and related academic purposes.

ARTICLE XI

INTELLECTUAL PROPERTY AND USE OF PROJECT OUTPUTS

Training materials, photographs, reports, promotional materials, and other outputs developed under the project shall be used for legitimate extension, educational, documentation, and community development purposes, subject to applicable institutional policies and the rights of the persons or organizations involved.

ARTICLE XII

EFFECTIVITY AND DURATION

This Agreement shall take effect upon signing by the authorized representatives of the PARTIES and shall remain effective for the duration of **Phase I of the project**, unless earlier terminated or extended through written agreement.

ARTICLE XIII

AMENDMENT

Any amendment or modification to this Agreement shall be made in writing and signed by the authorized representatives of the PARTIES.

ARTICLE XIV

TERMINATION

Any PARTY may request termination of this Agreement by providing written notice to the other PARTIES. The PARTIES shall endeavor to settle any pending responsibilities and ensure that beneficiaries are not unnecessarily disadvantaged by the termination.

ARTICLE XV

SETTLEMENT OF DISPUTES

Any disagreement arising from the implementation of this Agreement shall, as far as practicable, be resolved through consultation and amicable settlement among the PARTIES.

ARTICLE XVI

SEPARABILITY

If any provision of this Agreement is declared invalid or unenforceable, the remaining provisions shall continue to be valid and effective.

IN WITNESS WHEREOF

The PARTIES have hereunto affixed their signatures this _____ day of _____**, 2026** at _____.

FOR J.H. CERILLES STATE COLLEGE

EDGARDO H. ROSALES, Ed.D.
President
J.H. Cerilles State College

Signature: _____
Date: _____

FOR BARANGAY WHITE BEACH

_____
Punong Barangay
Barangay White Beach, Pagadian City

Signature: _____
Date: _____

FOR PARTNER/SPONSOR

_____
Authorized Representative
Organization/Agency: _____

Signature: _____
Date: _____

WITNESSES

_____
Name/Position

_____
Name/Position

ACKNOWLEDGMENT

To be completed/notarized as required by the parties and institutional policy.

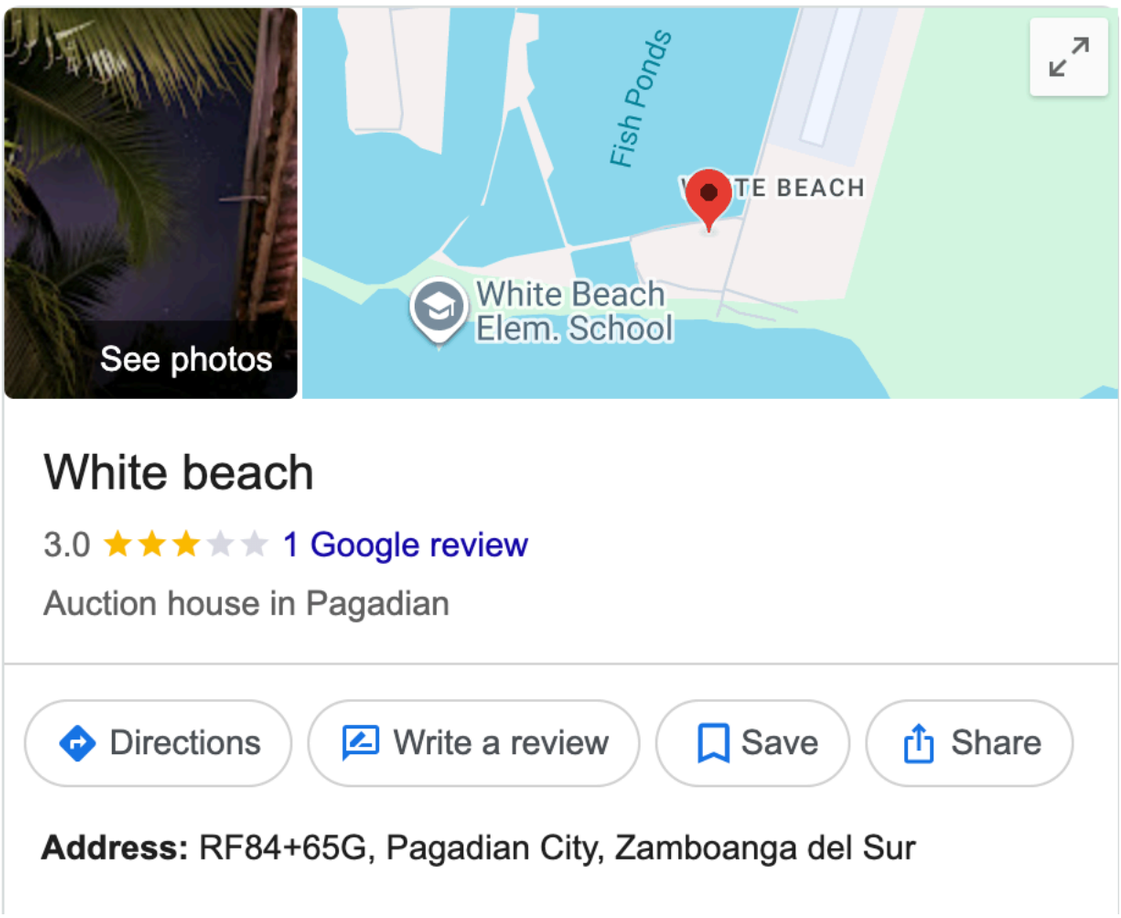
Recommended attachments to the MOA

To make the MOA stronger for extension/accreditation documentation, attach:

1. **Annex A – Project Proposal**
2. **Annex B – Project Implementation Schedule**
3. **Annex C – List of Target Beneficiaries**
4. **Annex D – Training Program/Modules**
5. **Annex E – Program of Works and Budget**
6. **Annex F – Roles and Responsibilities Matrix**
7. **Annex G – Monitoring and Evaluation Plan**

This gives you the three major documentary requirements identified in your B.1 template: **(1) comprehensive assessment/survey instrument, (2) beneficiary consent form, and (3) sample MOA with partners/sponsors**.

ANNEX E
LOCATION MAP OF BARANGAY WHITE BEACH, PAGADIAN CITY



Note:
DOCUMENTARY ATTACHMENTS

A. Abstract or copy of the action research output used as the basis for the extension program.
B. Comprehensive assessment report and related paraphernalia (e.g., survey questionnaire)
C. Consent form from target beneficiaries
D. Location map of the project site.
E. Sample copy of the Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA) with partners and sponsors.
F. Other relevant documents, as required.