



Republic of the Philippines
CEBU TECHNOLOGICAL UNIVERSITY
 TUBURAN CAMPUS
 Brgy 8, Poblacion Tuburan, Cebu, Philippines
 Website: <http://www.ctu.edu.ph> E-mail:
 tuburan.campus@ctu.edu.ph
 Phone: +6332 463 9313 loc. 1530



OFFICE OF THE CAMPUS GENDER AND DEVELOPMENT

On-the-Job Training – College of Agriculture Work Ethics & Safe Spaces

June 23, 2025

Evaluation Report

Introduction

The Cebu Technological University (CTU) Tuburan Campus, through the committed efforts of the College of Agriculture in partnership with the Gender and Development (GAD) Office, proactively organized a comprehensive training program **titled “On-the-Job Training – College of Agriculture Work Ethics & Safe Spaces.”** This targeted initiative was strategically designed to instill professional values and ethical conduct among OJT students while promoting awareness and responsiveness toward creating safe, inclusive, and respectful workplaces.

This capacity-building program aimed to prepare students for their immersion in real-world agricultural settings by equipping them with essential knowledge on work ethics, gender sensitivity, and their rights and responsibilities in maintaining safe spaces free from any form of discrimination or harassment. The first part of the training focused on developing a strong foundation in professional ethics, highlighting values such as accountability, integrity, punctuality, and cooperation—core qualities expected of students undergoing OJT. It also featured discussions on industry expectations and the importance of building professional relationships grounded in mutual respect and responsibility.

The second half of the training transitioned into the Safe Spaces component, offering a detailed orientation on the Safe Spaces Act (Republic Act No. 11313), its implications in the workplace, and the rights of individuals in both academic and professional settings. Sessions included real-life case studies, interactive activities, and scenario-based discussions to help students critically reflect on their roles in fostering respectful environments. Furthermore, participants were engaged in workshops on recognizing and addressing gender-based harassment, understanding reporting mechanisms, and upholding ethical conduct in professional spaces.

Throughout the training, emphasis was placed on building students’ confidence, nurturing empathy, and encouraging open dialogue, fostering an environment where future agricultural professionals not only meet technical standards but also embody values that contribute to a just, safe, and inclusive society.

This evaluation report presents a thorough analysis of participant feedback gathered through a post-training survey, designed to assess the effectiveness of the program in achieving its intended outcomes. The insights derived from this data will be essential in enhancing future





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iterations of the training, ensuring that CTU Tuburan remains steadfast in cultivating workplace-ready graduates who are ethically grounded and socially responsible.

Documentation Problem

The activity was conducted to determine the following:

1. Participants of the seminar.

- 1.1. Sex-at-birth
- 1.2. Gender Preference

2. Determine the results of the seminar evaluation for COA students in terms of evaluation result for:

- a. Platform (Face-to-Face)
- b. Time Allocation
- c. Seminar Presentation
- d. Resource Person
- e. Entire Orientation

Documentation Design

This documentation report utilizes a quantitative approach to analyse data collected through the guidance office's seminar evaluation form. The evaluation instrument assessed various aspects of the orientation program, including: The platform (face-to-face), Time Allocation, Orientation Presentation, Resource Person and, the Entire Orientation. Participants rated these aspects on a 5-point Likert scale, ranging from 1 (Poor) to 5 (Excellent).

Date / Venue

The seminar was conducted on June 23, 2025 at CTU – Tuburan Conference Hall.

Method Used

The guidance counsellor employed the following procedures before conducting this seminar.

1. Coordination and planning with the College of Agriculture;
2. Dissemination of seminar invitations;
3. On-site facilitation of the training using a face-to-face platform.

Participants

A total of **52 students** from the College of Agriculture participated and submitted evaluations following the training.





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Results

This section shows the different results of the seminar in a graphical presentation

Sex-at-Birth
 52 responses

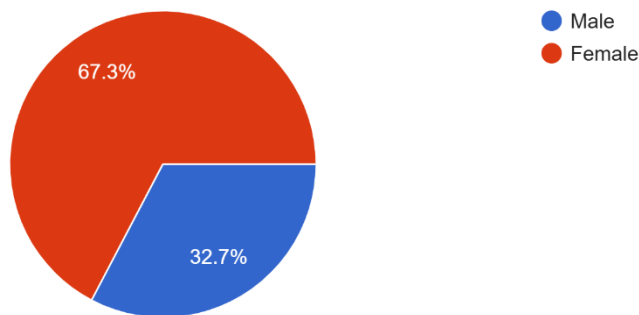


Figure 2: Sex-at-Birth

Figure 2 illustrates the distribution of participants by **sex at birth** among the respondents who completed the seminar evaluation. Out of a total of **52 participants**, a significant majority, **67.3%**, identified as **female**, while **32.7%** identified as **male**. This demographic breakdown provides valuable context for interpreting the evaluation's findings, potentially highlighting different perspectives or experiences based on sex.

Gender Preference
 52 responses

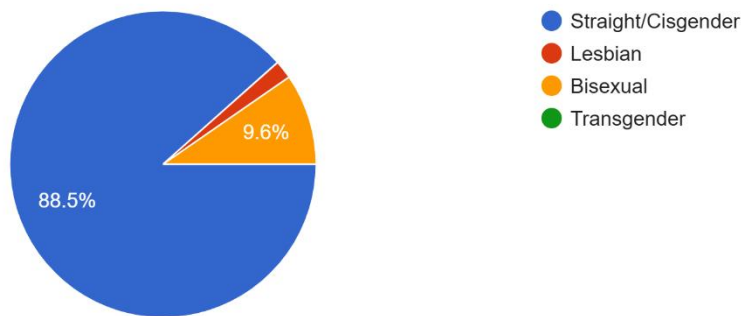


Figure 3: Gender Preference





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Figure 3 illustrates the self-identified gender preferences of the 52 participants surveyed. A significant majority, **88.5%** of the respondents, identified as **straight/cisgender**. The remaining **9.6%** of participants identified as **gay**. This data provides a clear overview of the gender identity distribution within this specific group of respondents.

Platform used is user friendly.

52 responses

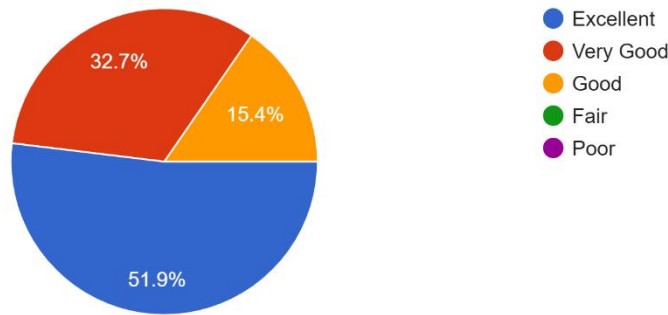
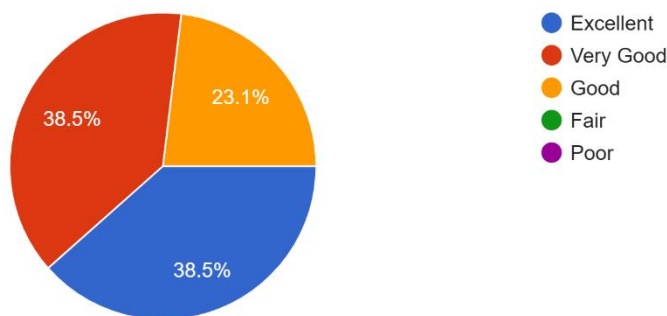


Figure 4: Platform (Face-to-Face)

Figure 4 vividly illustrates the overwhelmingly positive reception of the face-to-face platform utilized for the seminar, demonstrating its effectiveness in facilitating an engaging and accessible learning environment. A substantial **51.9% of the 52 respondents** lauded the platform as "**excellent**" in terms of user-friendliness, highlighting its intuitive design and seamless navigation. The remaining **32.7% of participants** further underscored this positive sentiment by rating the platform as "**very good**" in the same category.

Time allotted is sufficient.

52 responses





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Figure 5: Time Allocation

Figure 5 illustrates the overwhelmingly positive participant assessment regarding the seminar's time allocation. A substantial **38.5% of respondents rated the time as "excellent,"** while the remaining **38.5% deemed it "very good."** This strong consensus emphatically suggests that the time allotted for the seminar was **amply sufficient** for the vast majority of participants, allowing for comprehensive coverage of topics and adequate engagement with the material.

Seminar materials are clearly presented.
 52 responses

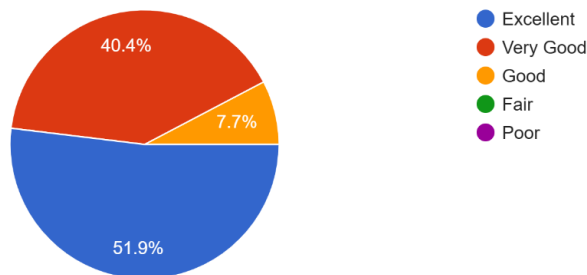
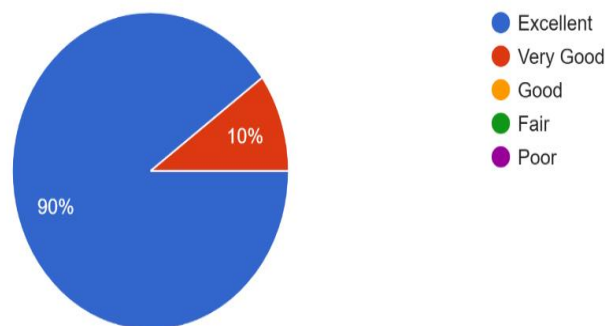


Figure 6: Seminar Presentation

Figure 6 clearly illustrates the overwhelmingly positive reception of the seminar's presentation materials. A significant **51.9% of respondents** lauded the materials as **excellent** in terms of clarity, with the remaining **40.4%** rating them as **very good**. This strong consensus highlights the exceptional comprehensibility and accessibility of the information presented. Similarly, the materials were perceived as highly valuable, with **51.9% of participants** finding them **excellent** in terms of usefulness, and **40.4%** rating them as **very good**. These impressive results collectively underscore the seminar's success in delivering content that was both **effectively presented** and **highly valuable** to all attendees, directly contributing to a fruitful learning experience.

The resource person is well prepared.
 10 responses





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The resource person/s conveys the topic clearly.
 52 responses

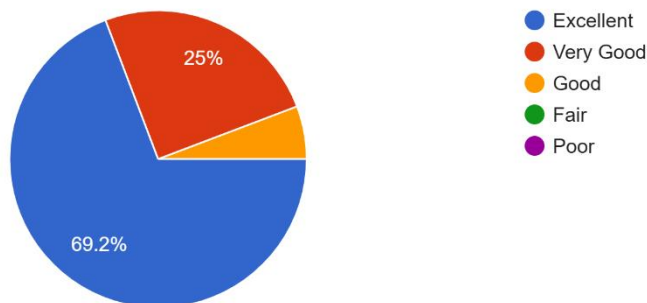


Figure 7: Resource Person

Figure 7 vividly illustrates the exceptionally positive feedback garnered by the seminar's resource person, underscoring their remarkable effectiveness. A significant **67.3% of participants** unequivocally rated the resource person as **excellent** in both **preparation** and the **clarity of topic delivery**. The remaining **26.9% of respondents** consistently rated the resource person as **very good** across these same crucial attributes. These compelling results collectively affirm the resource person's meticulous level of preparedness and their evident skill in engaging the audience, ensuring the presented information was both comprehensive and easily digestible. Their ability to convey complex topics with such clarity and precision was clearly a key factor in the seminar's overall success.

Please rate the entire seminar.
 52 responses

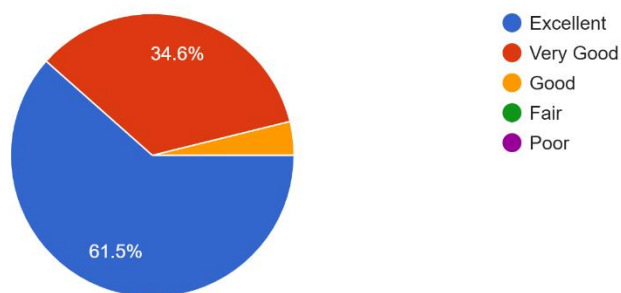


Figure 8: Entire Seminar

Figure 8 powerfully illustrates the overwhelmingly positive reception of the recent three-day seminar-workshop. Out of the ten participants surveyed, a remarkable **61.5% rated the seminar as "Excellent,"** with the remaining **34.6% categorizing it as "Very Good."**





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These compelling results unequivocally demonstrate that the seminar was exceptionally effective in delivering content that was not only highly informative but also genuinely helpful to all who attended. The consistently high ratings underscore the program's success in meeting its objectives and providing valuable insights to the GAD Coordinators and CODI Officers

Summary of Findings

The seminar **“On-the-Job Training – College of Agriculture Work Ethics & Safe Spaces”** achieved its core objective of equipping student interns with practical knowledge on workplace ethics and safe, inclusive environments. Feedback from 52 student participants indicates a strong positive response across all evaluation dimensions, reflecting the training’s overall success and relevance.

The **participant demographic profile** revealed a majority female group (67.3%) and predominantly straight/cisgender individuals (88.5%). This representation suggests that the seminar’s impact on gender sensitivity and inclusivity was especially meaningful within a generally traditional demographic. Despite the limited gender diversity, the inclusion of safe space awareness created opportunities for dialogue and perspective-shifting among students.

In terms of **training delivery, the face-to-face platform** received high marks, with 51.9% rating it as excellent and 32.7% as very good. Participants found the in-person format conducive to interaction and learning, likely due to the dynamic discussions and hands-on activities integrated into the sessions. This validates the continued use of face-to-face platforms for topics requiring social interaction, empathy-building, and situational role-play.

Regarding **time allocation**, 38.5% of students rated it as excellent, and another 38.5% as very good. This consistent rating pattern suggests that the seminar schedule was well-balanced, allowing sufficient time for theoretical input, open discussion, and active engagement, while preventing fatigue.

The **seminar presentation materials** also received overwhelmingly positive feedback, with more than 90% of respondents rating them as either excellent or very good. Students appreciated the clarity, relevance, and structure of the content, indicating that the materials effectively communicated both abstract concepts (such as ethical responsibility) and legal frameworks (such as the Safe Spaces Act).

The **resource person** was highlighted as a major strength of the program. 67.3% of the students rated the facilitator’s delivery and preparedness as excellent, with an additional 26.9% rating them as very good. The feedback points to the speaker’s ability to simplify complex issues, create an inclusive learning environment, and engage students through participatory methods and relatable examples.

Most notably, the **overall seminar experience** was rated as excellent by 61.5% of the participants and very good by 34.6%. These results reflect a deep appreciation of the content, the engaging format, and the relevance of the training in preparing students for their professional immersion.

Beyond numbers, the qualitative atmosphere during the session—marked by openness, attentive listening, and active participation—suggests that students resonated not only with the





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information presented, but also with the values of respect, accountability, and inclusion being promoted.

In conclusion, the seminar effectively addressed both its intended learning outcomes and the developmental needs of the participants. It provided a timely and necessary foundation for students about to enter professional agricultural settings, equipping them not just with technical readiness but also with the moral compass and social awareness vital to becoming ethical and inclusive professionals.

The Implications of the Study and Recommendations

The “On-the-Job Training – College of Agriculture Work Ethics & Safe Spaces” seminar carries significant implications for both student development and institutional growth. The overwhelmingly positive feedback reflects not only the seminar’s effectiveness in delivering technical knowledge but also its deeper impact on shaping student values, awareness, and behavior as they prepare to enter professional environments.

1. Preparing Ethical and Workplace-Ready Graduates

The results indicate that students emerged from the seminar with a clearer understanding of professional standards, ethical expectations, and respectful conduct. This suggests that CTU Tuburan is succeeding in bridging the gap between academic preparation and real-world work culture. By emphasizing punctuality, integrity, cooperation, and respect, the seminar helps cultivate a generation of agriculturists who can be trusted to contribute responsibly and professionally to industry settings.

2. Enhancing Awareness of Legal Rights and Responsibilities

By integrating the Safe Spaces Act (RA 11313) into the curriculum, the seminar empowered students with legal literacy around harassment, discrimination, and inclusive workplace policies. The implication here is twofold: first, students are better equipped to protect themselves and advocate for others; second, they are more likely to contribute to cultivating safe and inclusive environments wherever they go. This awareness is a critical step toward reducing incidents of abuse and building accountability in both academic and professional institutions.

3. Promoting Gender Sensitivity and Respect for Diversity

The inclusion of gender preference data and related discussions encouraged students to reflect on identity, bias, and inclusion. Even though most participants identified as straight/cisgender, the safe environment created during the session allowed for respectful engagement with topics that are often sensitive or overlooked. This has far-reaching implications in transforming the culture within colleges—normalizing conversations on gender and promoting a respectful atmosphere that can ripple into future workplaces.





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4. Reinforcing the Role of the University as a Safe Learning Space

The success of this training affirms the university's role not just as a provider of technical education but as a moral and ethical guide for young professionals. It validates CTU Tuburan's commitment to holistic education, where values-based learning is integrated into professional preparation. The Guidance Services Center and GAD Office emerge from this effort as pivotal units in ensuring that students are not only skilled but also socially responsible and emotionally intelligent.

5. Establishing the Importance of Preventive Education

The seminar demonstrates the power of proactive intervention, educating students before workplace challenges arise, rather than addressing issues only after problems occur. This preventive approach builds resilience, sharpens judgment, and reduces the likelihood of misconduct or misunderstandings in OJT or employment scenarios. Over time, such initiatives can contribute to a more just and respectful workforce in the agricultural sector and beyond

6. Setting a Model for Other Colleges

The COA training experience can serve as a template for similar initiatives across other colleges and departments within CTU. The structure, content, and success of this seminar provide a tested framework for implementing ethics and safe spaces training institution-wide. As the university continues to promote gender equality and professional integrity, scaling programs like this could result in a unified institutional culture rooted in accountability, empathy, and mutual respect.

Prepared by:

VIRNALYN C. PORTE, M. Ed., RGC

Guidance Counselor III

Noted by:

MA. CARLA Y. ABAQUITA, RCHE, Dev. Ed. D.

Campus Director

