



*Abstract, Social Welfare,  
Socio-Economic,  
Infrastructure,  
Technological,  
and  
Environmental  
Developments*



- Respond to a felt community need or gap;
- Make use of a technology or knowledge present in the University relevant to the distinctive academic competence of the university or a unit of the university; and
- Make the community more empowered.

Notice that our criteria uses the connective “and”. This means all three must be present in an “extension project”. In the case of our College of Nursing example, we find that the project responds to (1) and (3) but not (2).

### **Research and Extension Connection**

Criterion (2) above squarely places research in the context of the university’s extension program. Extension programs can be conceived out of the results of university researches. Applied research, in particular, normally gives birth to a new technology (in a broad sense) and such a technology can then be transferred to the community (technology-transfer).

Research plays yet another important role in extension. It should be used as a basis for conducting an extension project in a community. The University does a “needs analysis” for a particular target community and then, uses the results of the needs analysis to research on the proper matching of the University’s capabilities to respond to the identified gaps in the needs analysis. Just as we have a research framework, we also need an extension framework from which we can draw a rationale system for conducting our extension programs.

To illustrate the point more clearly, extension programs that deal with Literacy Projects for a particular community should not overlap with the mandates of government agencies responsible for such e.g. Department of Education and Department of Social Welfare Development. Here is where research should come in: what aspects of community literacy have not been responded to by these government agencies and where can the University come in? Similarly, projects on Community Poverty Alleviation should undergo a similar research-driven extension protocol because Poverty Alleviation is a central mandate of the National Poverty Commission and the Department of Social Welfare and Development.

A paradigm such as this also requires that accrediting bodies do not merely go through the motion of “counting” the number of extension projects per university program. They should look for the research bases of the extension projects presented by the University and should be convinced that indeed such extension projects respond to a gap which is not satisfactorily addressed by responsible government agencies. University extension projects that overlap with the mandates of responsible government agencies cost millions of pesos when we account for them across all higher education institutions in the country. A very rough approximation to such a wastage can be had by considering a very conservative estimate per college/university at P50,000 per extension project undertaken by a university which overlaps with the mandates of other government agencies. Multiply this by 1,700 higher education institutions and you have a whopping P85,000,000 (eighty five million pesos) wasted investment for the entire nation.

The Philippine Commission on Higher Education has a program called Best Higher Education Institution Extension Program and some of you may have participated in this competition. The main criteria for this CHED-sponsored competition is IMPACT to the community. I, personally, would have wanted the criterion of being research-based inserted as a main criterion for this competition because an extension project may truly have a huge socio-economic impact to the community but if it overlaps with what other government agencies are doing, then it is a difficult matter to attribute the IMPACT to the university’s extension project: what percentage of that impact is due to the university and what percentage is due to the other agencies?

### **Concluding Remarks**

The University’s extension function is a function that intimately relates with the two other functions of instruction and research.

All extension programs of the university should be research-based because only through research can we be assured that our extension projects respond to a need that is not addressed by other entities of the government.

We can only extend to the community if we have something to extend in the first place. It is therefore imperative that we also ensure that the two other functions: research and instruction, are already stable and that we can lay claim to a distinctive area of competence prior to the conduct of an extension project.

Thank you and good day.



# Research Impact Indicators

By: ROBERTO N. PADUA

## CATEGORIES OF THE IMPACT INDICATORS

We adopt the categories of the “Becker Model for Assessment of Research Impact” (2010). In this model, the impact indicators are categorized into:

1. Research Outputs. These are the products created or generated from basic or applied research (research data) and products disseminated by the research study investigators that discuss or interpret the findings of the research study (journal publications).
2. Knowledge Transfer. This represents awareness and/or use of research outputs. Subsequent use of the research output can be by the same study investigators or by another group.
3. Implementation. It is the application or adoption of research outputs in professional practice.
4. Community Benefit. This refers to the enhancement of community socio-economic-cultural outcomes as a result of research outputs.
5. Legislation and Policy Enactment. This represents codification of research outputs into public law, guidelines, standards or policy.

We shall refer to these categories as R,K,I,C and L respectively. These categories are partially ordered in the sense that when we evaluate impacts of research, the order of priority is as follows:  $R > K > I > C > L$ . The weights are 5,4,3,2, and 1 respectively or in terms of percentage weights: 33%, 27%, 20%,13% and 7% respectively. The impact score is then computed as:  $I.S.= 0.33xR + .27xK + .20xI + .13x C + .07 x L$ .

## CONCEPTUAL JOINT EFFECTS OF THE INDICATORS

The conceptual relationship among the indicators are schematically shown below:

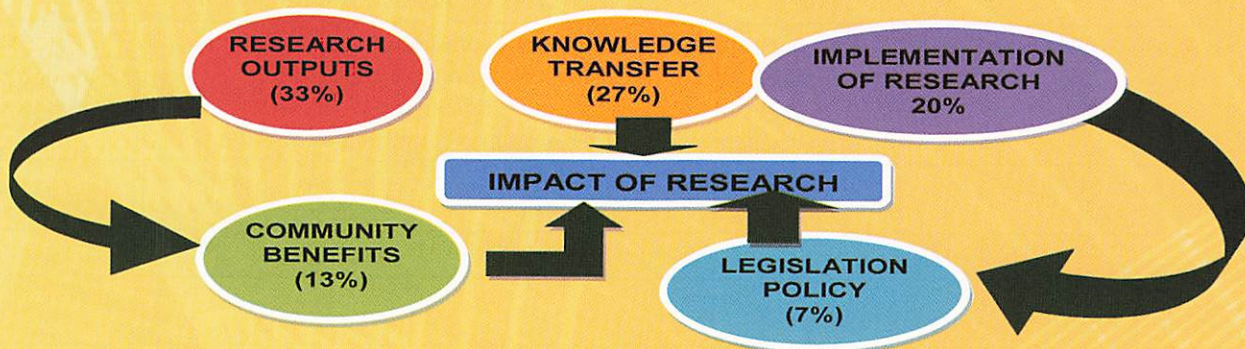


Figure 1: Conceptual Relationships Among Impact Indicators

The impact score obtained is interpreted as follows:

Table 1: Interpretation of Impact Scores

Range of Impact Scores (IS)	Interpretation
8-10	Very High Impact Research
6-7	High Impact Research
4-5	Moderate Impact Research
Below 4	Low Impact Research

## ORGANIZATIONAL RESEARCH IMPACT SCORES

Is the institution or organization doing high impact research? The paradigm for evaluating organizational research impact derives from the evaluation of individual researches. If the organization has a research journal, the researches published in the journal can be used for deriving an Organizational Research Impact Score (ORIS). The ORIS is defined as: (2.) ORIS = Average IS of published researches on a specified period.



**Table 2: Research Output Indicators**

Indicators	Evidence of Research Output	Score
Conference Materials	Conference abstracts, papers or posters resulting from the study Panel discussions resulting from the paper	2
Databases/software/	Databases resulting from the study/software developed from the study	
Algorithms	Algorithms generated from the study	3
Licenses and Patents	License agreements resulting from the study/patent applications	2
Media Releases	Media releases made by the researchers or organization	1
Publications	Publications resulting from the study/quality of journal publishing the research study (JAS or ISI)	2
<b>Max Score:</b>		10

**Table 2: Knowledge Transfer Indicators**

Indicators	Evidence of Knowledge Transfer	Score
Alternative or Informal dissemination	Research study is cited in or referred to in blog, tweet, wiki or other informal means Research study is cited in speeches, lectures or presentations	2
Cited references	Research study is cited in journal articles, books, gray literature, or other NCBI sources	1
Meta Analysis	Research study is cited in meta-analysis studies	1
Publication use Statistics	Publication generated by the research study accessed online. Supplemental material generated by the research study accessed online or requested	2
Ranking factors	Journal article generated by the research study assigned a ranking factor by a reviewer based on significance of the research study	1
Website of Research study	Number of page views/Number of unique and returning visitors/Origin of site visitors by country/Time on site/ Request from the public for more information/ Request from users/providers and researchers for more information	1
Research Studies/ New Reviews	New research study generated as a result of the research study Research study cited in a review	2
<b>Max Score:</b>		10

**Table 3: Implementation Indicators**

Indicators	Evidence of Implementation	Score
Extension implementation	Research study generates an actual extension program/ Presence of extension program beneficiaries	2
Codification	Guidelines and user's manual prepared as a result of the study/ Softwares developed by users	2
Quality Measures Guidelines	Research study cited in a guideline issued by a gov't agency Research study cited in a guideline issued by a non-gov't agency	2
Continuing Education Materials	Research study cited in continuing education materials Research study resulted in continuing education paradigm	2
Ranking factors	Journal article generated by the research study assigned a ranking factor by a reviewer based on significance of the research study	1
Technology	Technology developed out of research/ Technology adopted by industry	2
<b>Max Score:</b>		10



**Table 4: Community Benefit Indicators**

Indicators	Evidence of Community Benefit	Score
Economic Outcomes	Research study findings result in a cost-effective intervention for a particular area of concern Research study findings result in enhancement of existing resource and expertise Research study findings result in increased performance, quality, and consistency in the delivery of services	3
Quality of Life	Research study findings lead to enhancement of well-being among community members	1
Social Outcomes	Research study findings lead to a better social order, promote greater social mobility Organizational reputation highlighted by the research study as evidenced by media and publicity	2
Community of Scholars	Research study stimulates more research among the community of scholars in the discipline Research study generates interest in the particular problem tackled as evidence by the number of new approaches to the problems proposed.	2
Community of Users	End-users manifest interest on the subject matter as evidenced by inquiries and request for lectures, presentations and seminars Formal agreements on use of technology between researcher and industry	2
<b>Max Score:</b>		10

**Table 5: Legislation and Policy Enactment Indicators**

Indicators	Evidence of Legislation and Policy Enactment Indicators	Score
Legislations/ Regulations	Research study cited in enactment of national legislation or regulation Research study cited in enactment of regional legislation or regulation Research study cited in enactment of local legislation or regulation	3
Policy	Research study cited in enactment of national policy/ Research study cited in enactment of regional policy/ Research study cited in enactment of institutional policy	3
Testimony or Witness	Testimony based on research outputs is presented before a legislative body Research study cited by a speaker in a national conference	2
Standards	Research study cited in enactment of standards such as Philippine National Standards Institute (PNSI) or the International Standard Organization. Research study cited in a CHED order on Policies and Standards	2
<b>Max Score:</b>		10



# The PAEPI Advocacy Initiatives towards MDG's Accomplishment: Development Intervention in Terms of Extension Services Delivery

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## *Abstract*

This paper presents a case study about the good governance of the Philippine Association of Extension Program Implementers or PAEPI, a non-government organization (NGO) in monitoring United Nations (UN) Millennium Development Goals (MDGs) focused service delivery which are being conducted by its members thru advocacy initiatives and development interventions both at macro and micro levels.

This also resulted in coming up with policy guidelines and criteria on PAEPI awards for its members who contributed to MDGs accomplishments in terms of their individual or collective implementation of extension services delivery.

This paper highlights best approaches on extension by the PAEPI thru successful partnerships involving various sectors which successfully targets the poorest of the poor or the most marginalized. MDGs are integrated in the PAEPI Extension Programs FY 2009-2010 based on the needs of community and based on any of the following areas of developmental concerns namely: Social Welfare, Socio-Economic, Infrastructure/Technological and Environmental developments. These are conducted by PAEPI members through training; technical assistance and advisory services; communication and information services; and community outreach activities, that have impact on the institution, region and national development and productivity of the society with social benefits through the accomplishments of MDGs.

This paper also shares information about Extension: its legal mandate, its Association (PAEPI), its definition, its program preparation and enrichment. This also presents how PAEPI monitors and evaluates the MDGs accomplishment. PAEPI members and their respective institutional extension services and linkages program shall be duly recognized during the 2nd PAEPI Biennial Convention and General Assembly to be hosted by Aklan State University in December 2010. The paper recommends specifically for youth participation and expedient implementation of MDG Number 8 by PAEPI.

Keywords: MDG Accomplishment, Extension Services Programs, Planning, Implementation, Monitoring and Evaluation of MDG in Extension Programs



## MAAP SOCIAL WELFARE DEVELOPMENT EXTENSION PROGRAM: GASFI-BATAAN'S ADVOCAY-20 MINUTES AT BEDTIME

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**M**AAP Extension Service Program is a set of projects and activities involving community or outreach services, linkages, advocacy and other related activities undertaken by faculty, staff and students.

As part of its Social Welfare Development Extension Program, MAAP advocates Reading Twenty (20) Minutes at Bedtime and Book Donation in cooperation with the Gig and the Amazing Sampaguita Foundation, Inc. (GASFI). This extension program encourages parents to read to their children at least 20 minutes before bedtime as research shows that reading stimulates the development of the brain, language and builds a closer emotional relationship with a child. This program values the importance of helping build strong families especially between parents and their children as this ensures their capability to function as individuals in the society.

As part of this advocacy, MAAP thru the GASFI-Bataan Chapter, which was launched in 2009, conducted "Read Aloud" and Book Donation projects and other related activities in various pre-school and elementary schools in Bataan and other neighbouring provinces like Pampanga. For school year 2009-2010, 206 children and their parents benefited from the project. This project was initiated by about 99 students together with the faculty and staff. Beneficiaries of this projects provided positive feedback on the activities implemented for them. The success of this MAAP advocacy during its first year of implementation encouraged more support and participation amongst donors, volunteer MAAP faculty, staff and students and local government units such as barangay councils.

### BPUS'S EXTENSION SERVICES: RETROSPECT AND PROSPECT

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To provide social protection and promote the rights and welfare of the poor, vulnerable and disadvantaged individuals, families and communities that will contribute to poverty alleviation and empowerment through social welfare development policies, programs, projects and services implemented with or through local government units (LGUs), non-government organizations (NGOs), people's organizations (POs), other government organizations (GOs) and other members of civil society is one of the missions set by the university's extension services programs.

The University has been putting premium on promotion of social welfare development in depressed areas in the Province of Bataan thru its Lakbay-Kalinga sa Lipunan program, one of the four key extension programs of the university.

Over a period of three years, the various programs to promote the educational, leadership, values formation, socio-cultural, sports and health or well-being has catered hundreds of individuals. Most are local folks in the depressed coastal areas and/or poor barangays identified in the socio-economic profiling conducted by in-



volved extensionists. To help in the promotion of educational, leadership, and values, people from various walks of life. Government employees and public school teachers has received empowerment on public service, work ethics and values, and leadership in the workplace. Out-of-School-youth, IP children and school children received free tutorials to advance their academic achievement. Stress management and good parenting seminars, on the other hand, has helped mothers and persons with disabilities (PWDs) improve their social health. Local communities in far-flung areas, who do not have instant access for information received orientation programs in preparation for the 2010 election last April. The socio-cultural dimension was also put into consideration. Aeta communities in Bataan received arts and health programs. The sports and physical aspect was taken cared of thru the conduct of regular sports clinic for the youth. Finally, the physical and mental well-being of target clients were also part of the university's extension programs for holistic development thru the conduct of health enrichment programs for school children, preparation of herbal products, and handling family problems.

This paper, which presents the best practices in Extension Programs in BPSU, highlights the (1) theoretical foundations upon which the extension programs are anchored; (2) the strategy and mechanism of implementation for inter-institutional cooperation; (3) issues encountered in the conduct of ES; and (4) the recommendations pertaining to the conduct of ES.

The abovementioned extension services programs are based on consultations with various government agencies, and the output of the ES core group, guided by best practices and theoretical principles of delivering community programs.

Vital to the success of ES is the thorough implementation of a systematic evaluation mechanism, to which one would be able to benchmark the strengths and weaknesses of the activity for planning and improvement of community programs. This paper also presents the systematic evaluation of the social development programs presented in this paper. The degree to which the programs have contributed to the improvement of the community, on whether the conduct of an ES has really made a difference in the lives of the people in the target community, is also presented in this paper.

## **DUGONG ALAY, DUGTONG BUHAY: A VOLUNTARY BLOOD DONATION PROGRAM AT THE PAMANTASAN NG LUNGSOD NG MAYNILA**

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**C**onsistent with RA 7719, the “Dugong Alay, Dugtong Buhay”, A Voluntary Blood Donation Program at the Pamantasan ng Lungsod ng Maynila was launched with a goal to establish a well-organized, university-wide coordinated blood donation service that can provide adequate and timely supply of safe blood for the PLM community and its selected beneficiaries. This was led by the Center for University Extension Services in partnership with the Philippine Blood Center Department of Health and supported by all units of the university which were divided into 4 clusters, each cluster consisting of 4 colleges or units.

To achieve the goal, blood letting is conducted every month permitting every cluster to host the activity three times a year. A team of volunteer educators and medical support group are assigned to organize promotional and medical activities prior to the scheduled blood letting.



The hard launch was held on July 26, 2010 participated by all units in the university. Out of the 330 enlisted and assessed blood donors, 163 were blood let, with the highest proportion (26%) from the College of Engineering. The number of volunteers exceeded our target. Promotional activities started two weeks before the launch which comprised of lectures on the importance of blood donation, a video display and room-to-room campaign by a mascot. Games and band-playing were undertaken by the Student Council officers adding to the festive atmosphere and generating more involvement from students and employees. Baller IDs, donor cards and certificates were given as a token for the volunteers. A survey among the first year students was done to assess the effectiveness of a poster on blood donation.

Subsequent blood letting activities were held in August 26, September 14, October 14 and November 24, 2010 at the University Activity Center spearheaded by Clusters 1 to 4. Videos demonstrating the power of saving lives through blood donation were developed and aired in the mounted televisions in the university. Mascots from the College of Human Development and the College of Science went around the campus to help increase awareness about the event. The cluster members took charge of the different stations: the Registration, Assessment, Blood Letting and After Care. Aside from the food and souvenirs given by the DOH, CUES gave additional perks through the budget of the university and assistance from the Alumni group abroad. There were a total of 475 blood donors from the all clusters.

Presently, 17 blood units were issued to relatives of PLM students and 100 blood units were awarded to a tertiary government-run hospital in Manila.

The Voluntary Blood Donation Program has found a home in the premises of the Pamantasan ng Lungsod ng Maynila, a genuine gesture of a “Caring” university, one that PLM envisions to be.

## EMPOWERING RURAL COMMUNITIES THROUGH VALUES ENHANCEMENT AND LIVELIHOOD PROGRAMS

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**T**his research cum extension program was jointly implemented by Sorsogon State College in partnership with Energy Development Corporation (EDC) from 2007 to 2010 by virtue of a Memorandum of Agreement. It aimed to empower rural communities in the nine barangays of Sorsogon City through self-awareness, values enhancement trainings and livelihood projects. Training needs and assessment of the residents' values and practices towards community development was done prior to the conduct of this extension program.

From the result of the TNA and survey to the 577 respondents, the extensionists of the two agencies organized the residents into various sectors and cooperative; undertook self-awareness and values enhancement trainings; conducted trainings on various livelihood projects along the four sectors; and established livelihood programs. The projects included aqua-silviculture, lambaklad, and fish corral for the fishing sector while rice production, agricultural loan assistance and food processing were implemented for lowland agriculture. For upland sector, production of high-value vegetables and coco coir twining and geotextile production were established; and for labor sector, livelihood included labor contracting like welding, riprapping, and other construction-related work. The project has initially benefited 1,376 members.



Most respondents have positive perceived values but others still manifested negative attitudes that could hamper community development. Nevertheless, the trainings on self-awareness and values have enhanced the level of awareness of their strengths and capabilities, confidence and commitment to improve themselves. The livelihood programs have increased their family income and made them more self-reliant, productive and empowered to manage some livelihood enterprises for an improved life in their communities.

Thus, it is recommended that continuous trainings on values be conducted among the residents together with their family members. Phase 2 of the project be implemented in the neighboring communities as requested by the residents and local officials.

## **THE BATAAN PENINSULA STATE UNIVERSITY'S LAKBAY KALINGA SA KALUSUGAN PROGRAM: ADDRESSING THE BASIC HEALTH NEEDS IN THE GRASSROOTS LEVEL**

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and

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Extensionist



Prevention and control of diseases, protection and promotion of health of the people are the primary mandate of public health. The fulfillment of this goal does not solely rely on the government, but needs support of the private sector, communities, families and individuals. Basic health services delivery at the local level depends on the interplay of supply and demand. With the advent of devolution in 1991, the burden of providing these public health services are transferred to the hands of the local government from the central DOH. In most areas, the devolution added more to the inadequacy of the service provision experienced in the centralized system.

Health care and delivery of public health resources at the grassroots level rely mainly on the BHWs and the midwives, especially for primary care. However, as indicated in the research on the status of BHWs of Joson (2008) and the analysis of health programs of Laggui (2008), it has been strongly recommended that further support for health workers and delivery of more basic health services are needed to improve the health condition of the population.

In lieu with this, institutions such as the Bataan Peninsula State University, has felt the urgency to alleviate the gaps in the delivery of health services to the grassroots level. A university has a catalytic role in helping other agencies to provide basic health services to the people.

In BPSU, the Lakbay-Kalinga Program sa Kalusugan has been implemented since 2008. Health awareness campaigns on asthma, leprosy, breast cancer, goiter, negative effects of smoking, oral health, lifestyle diseases, and mental retardation has become regular programs of the university.

Moreover, various health programs ranging from breast cancer prevention, free medical and dental services, circumcision, blood typing and mass blood donations, other diseases awareness campaigns and health caravans have become part of the university's extension life. These programs are presented and discussed in this paper.

This paper presents the (1) theoretical foundations upon which the health extension programs is anchored; (2) the strategy and mechanism of implementation for inter-institutional cooperation; (3) issues encountered in the conduct of the ES; and (4) the recommendations pertaining to the conduct of the ES.

The abovementioned extension services programs are based on consultations with various government agencies, and the output of the ES core group, guided by best practices and theoretical principles of delivering



community programs.

This paper also presents the systematic evaluation the program. The degree to which the program has contributed to the improvement of the community, on whether the conduct of an ES has really made a difference in the lives of the people in the target community, is also presented in this paper.

## COMMUNITY ORGANIZING AS A STRATEGY TO LOCALIZE AND ACHIEVE THE MILLENNIUM DEVELOPMENT GOALS: THE SITIO AVILLION EXPERIENCE

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**B**orrowing from the social development concept, the best way of resolving sectoral and therefore community problems is still through continuous efforts of social institutions to encourage participation and people empowerment.

According to Felizmeña and Yangco (1997) and Pestelos (1990), this can be achieved through community organizing, where people are engaged in collective problem-solving towards development of community for better quality of life.

If people engaged in cooperative and collaborative efforts towards solution to community problems, the action becomes sustainable and more impactful and people will have ownership of the solution to their issues and not just handed down prescription by development specialist. The same principles can also be applied to the localization and attainment of the Millennium Development Goals or MDGs.

This is the actual experience of Angeles University Foundation, through its Center for Community Development Services (AUF-CCDS) in its partner-community, Sitio Pavillion at Barangay Sapalibutad.

The MDG's are actually linked to the quality of life of partner-communities so localizing it was not a difficult task. The AUF-CCDS utilized community organizing as the main strategy to localize and move towards the achievement of the MDG at Sitio pavilion, Barangay Sapalibutad.

The AUF-CCDS implemented the steps in community organizing which are: initial entry, integration, social analysis through Focus Group Discussions and baseline survey; spotting potential leaders, core group formation, and strengthening the group through networking and linkages.

As a result of community organizing, a group of community leaders was formed and the Sitio Pavilion Homeowners' Association, Inc (SPHOA) was formally registered in the Securities and Exchange Commission (SEC). The SPHOA officers act as leaders/representatives of the community in the implementation of the "Lipat Bahay, Bagong Buhay:" AUF-H.E.L.P. Sitio Pavillion Program of the University.

The AUF-H.E.L.P or the "Health, Education, Livelihood and Policy Participation" Program is the flagship program of AUF in localizing the MDG's in the said community. The AUF-H.E.L.P has four (4) components: Health, Education, Livelihood and Policy Participation. Each of the components has the MDGs for its objectives.

Doing community organizing in development work is actually arduous task as experienced by the CCDS staff in their work at Sitio Pavillion. It is a step by step process which is scientific and detail-oriented. Still, there is no short-cut if we really want genuine development and progress. Community organizing as a strategy in localizing and achieving the MDG's is a viable and sustainable option as seen in the Sitio Pavillion Experience.



# ENHANCING INCOME GENERATING PROJECTS (IGP) IN AN R&D MANAGEMENT SET-UP: THE DMMMSU-SRDI EXPERIENCE

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**T**he paper discusses how the income generating projects were enhanced in an Research and Development Management Set-up as experienced by the DMMMSU-SRDI.

The Sericulture Research and Development Institute has not wavered in its commitment to perform its mandates to conduct researches, generate and extend technologies through education and training. A national research institute on sericulture, SRDI has completely packaged the best practices from mulberry production, silkworm rearing and cocoon processing; established 32 sericulture enterprises with an area of 10.75 ha that provide gainful employment and additional source of income to sericulture farmers.

The challenge of SUC leveling and the Normative Financing Scheme which resulted to reduction of R & D budget of DMMMSU served as the working target of the Institute to look for strategies in enhancing IGP in support to R&D and to meet criterion of policy makers in evaluating agency's budget - returns from R&D investments.

The realization of supplemental resource of SRDI for its R&D activities was attained through the enhancement of its IGPs by implementing the following strategies: creation of the Income Generating Projects Unit (IGPU); identification of sources of incidental income in the R&D programs; prioritization and streamlining of researches focusing on development of cost effective technologies, processes and equipment to achieve efficiency in the production process; enhancing research and extension capabilities and management through stronger research and extension linkages ; and (4) deposition of policies in R & D for monitoring and evaluation.

From 2005-up to present, SRDI accumulated a total of P7,285,431.00 incidental income from various sericulture R & D based-products and services i.e., mulberry cuttings, saplings, leaves silkworm eggs; silkworm larvae, cocoons, novelty items raw silk and silk fabrics; cocoon processing and other and other technical services. Silk fabrics particularly the hand woven 100% suksuk design fabric significantly contributed 46% of the total SRDI income amounting to P 3,139,795.00 which indicated it has already created a market niche.

## LIVEHIHOOD AND PRODUCTIVITY EXTENSION PROGRAM: DEVELOPMENT OF METALCRAFT ENTERPRISES

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**T**his paper accounts for the linkaging and complementation among partner agencies: the University of Northern Philippines, Agencia Española Cooperacion Internacional, Department of Science and Technology-1 and Local Government Units in bringing technological and economic interventions to the countryside, through the Metalcraft Enterprise Development Project, where resources were jointly shared according to how much the agencies can afford for the creation of significant innovations for poverty alleviation.

Provision of skills and granting of soft loans capacitated the project beneficiaries to become entrepreneurs and improved their present status in life, which were evaluated to range from 10% to 108% increase in their level of income, using NEDA's Regional Project Monitoring and Evaluation System (RPMES).

All in all, there were about 1,250 direct beneficiaries as co-operators. The unemployment rate in Ilocos Sur is 14.4%. Through this project, about 1,238 unemployed were provided livelihood, decreasing the unemployment rate by 1.4%.

A recount on the performance of the associations formed would flash good and bad memories of successes and failures. Though more were receptive to the interventions, two associations did not prosper due to wrong values. One association was adversely affected with wrong political intervention. Nevertheless, witnessing the slow transformation of a marginalized, underserved segment of society- that of out-of school youths and unemployed family men towards sure strides of prosperity is an incomparable feeling of satisfaction and joy.

## **MENTORING THE MENTORS PROGRAM FOR COOPERATING TEACHERS AND ADMINISTRATORS OF WEST VISAYAS STATE UNIVERSITY: COLLEGE OF EDUCATION COOPERATING AND PARTNER SCHOOLS (PHASE I)**

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**T**he West Visayas State University (WVSU) College of Education (COE) embarked on Mentoring the Mentors Program (MMP) Phase I as an extension program in relation to Student Teaching, an experiential learning course that students have to undergo during the final year of their pre-service education with cooperating teachers mentoring students enrolled in Student Teaching.

This extension program was conducted to enhance the skills of cooperating teachers as well as school heads or administrators who mentor their teachers thru a mentoring program.

The main objective of MMP is to capacitate cooperating teachers and administrators of the COE cooperating and partner schools towards transformed persons and professionals. Specifically MMP hoped to inspire and empower teachers and administrators to become effective and passionate agents of change; re-train teachers and school administrators in character formation that develops leadership for service; enable teachers to become better educators with a deep sense of mission to contribute to nation building; and develop the nurturing dimension of teaching.

Driven by the belief that Education is People Power, this program adheres to the Education Revolution program of the Foundation for Worldwide People Power, Inc. (FWWPPI) towards genuine social and political renewal. It is a multi-layered mentoring process for the transformation of leadership for service that involve school administrators, teachers, teacher educators, student teachers and students.

The program was conducted at Cabatuan District II and at Tigbauan National High School and neighboring high schools from the second semester (2004-2005) to second semester (2008-2009). A series of seminar-



workshops was held using seven modules which include Mentoring: Answer to Education Revolution. This module emphasized a social transformation that begins with oneself, called *Kambio sa Pananaw*.

It was a shift of perspectives from an “*akin*” (mine) to an “*atin*” (ours) mentality. To imbibe the “*atin*” mentality is to take care of the last, the least and the lost. Mentoring: An Overview, introduced the participants to the idea of Mentoring as the answer to Education Revolution. Character Formation highlighted the urgency to restore the order of values in society. Other modules are “Leadership for Service”, “Designing Instruction”, “Building Win-Win Relationship”, and “Active Teaching and Learning”. Enrichment activities as follow through of the seven modules included topics on The Teacher’s Journey, Personality Development, Personhood, Computer Literacy, Developing Instructional Materials, Active teaching-Learning Strategies, Assessment Techniques, Stress Management, Team Building, Peace Education, Action Research, Basic Journalism, Multiple Intelligences, Cooperative Learning and The Art of Questioning among others. The program’s effort towards quality teacher education has now produced teachers and administrators for both elementary and secondary levels who are imbued with a sense of professionalism, empowered teachers with purpose and vision, committed to and proud of being teachers, socially involved, and with deep sense of integrity.

The activities undertaken stimulated among the teachers and school heads a sense of urgency on the need for “Character Formation” than ever before. The MMP activities have somehow sparked a commitment on the part of the participants to upgrade the quality of education as “better mentors.” With all the positive outcomes of the program, MMP is recommended to be replicated in other public schools after having undergone implementation in sample elementary and secondary public schools.

Keywords: Mentoring, professional development, educational and instructional leadership, pre-service and in-service education.

## THE READING LITERACY SERVICE PROGRAM OF THE COLLEGE OF TEACHER EDUCATION, UNIVERSITY OF NORTHERN PHILIPPINES

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**T**here is a serious widespread problem on difficulty of reading and in dealing with numbers among the public elementary pupils in Ilocos Sur. The College of Teacher Education, University of Northern Philippines responded to this problem and has been extending services to pupils in the different schools of the Department of Education, Ilocos Sur since 2004.

This study aimed to assess the competencies, strengths and weaknesses of the pupils in reading and in dealing with numbers before, during and after each year of the implementation of the “Adopt- a- School Reading Literacy and Numeracy Service Program”. The assessment of the pupils’ competencies could be an indicator of measuring the effectiveness and impact of the program to its clientele.

The findings show that the literacy program enhanced the pupils’ reading performance and strengthened their reading skills weaknesses. The school heads, teachers and parents of adopted schools found the program effective. The LGU Officials instituted measures by drafting ordinance to address the issue on problem on difficulty of reading among public school pupils.

The program is highly commendable. It should be continued. Close and continuous monitoring and evaluation should be done by the Extension Services Office and the program implementers. Comprehensive research which includes parents and teachers as respondents should also be conducted to improve the program.



# AGRICULTURAL PRODUCTIVITY ENHANCEMENT IN BATAAN THROUGH INTER-AGENCY PARTNERSHIPS ON EXTENSION DELIVERY SERVICES

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Seeing the potentials of the agricultural sector in the province for crops and animal production, continuing extension and technical assistance have been provided through livelihood projects and S&T demonstrations on various commodities.

In addition, networking and partnerships with extension stakeholders engaged on agriculture and natural resources for sustainable development have been established to strengthen the technology transfer and promotion effort of the university. The strong and harmonious working relationships of the university with the LGUs, People's Organizations, private agencies and government institutions have brought a lot of opportunities to address the gaps between the improved production systems and low productivity on most farming communities.

BPSU has worked with PhilRice for its Palayamanan Project to showcase effectiveness of integrated rice-based farming systems in communities. The technology was introduced in the Municipality of Hermosa in which the Pandatung Farmers Association (PFA) was chosen as the project beneficiary on March 2005. Participatory Technology Demonstrations (PTD) on rice, livestock and poultry and off-season vegetable productions were conducted in the area. Goats dispersed to the members increase by 500%, from 20 in 2006 to 120 in 2009. Thirty quality calves have been born by cows bred by the breeder bull. The project has also received 500 heads of chicken layers from the Community-Based Egg Production Project of BPSU-DOST-SETUP program. Aside from Palayamanan beneficiaries, three (3) other farmers were chosen as project partners. The production technology commercialization component was undertaken at the campus-based operation of 1,000 chicken layers.

Twenty pineapple farmer cooperators in Palili, Samal, Bataan received financial and technical assistance from CHED in May 2007. Adopting the technology on sloping areas resulted to an improved yield and income aside from soil structure improvement. Aside from the economic gains, their production systems have been popularized through a number of individuals visiting the production site.

Another project was the "Cattle Fattening As Complementary Enterprise for Bataan Upland Farmers" by NEDA-KR2, wherein 20 farmers in Brgy. Palili, Samal, Bataan were identified to be the qualified beneficiaries. A five (5) year program that started in 2007, it is envisioned that all farmers in the area shall own a cattle fatter or breeder cow. The amount received by farmers for stocks, feeds and cost of cattle shed shall be rolled over. Ten of the cooperators have already returned their starting capital with net gained plus the breeder cow. Ten (10) cattle fatteners are now being raised in the campus out of the payment of the farmers.

The Techno Gabay Program of PCARRD-DOST has been extensively promoted in the province to address the gap of low technology adoption among small farmers. For 2008 alone, eight (8) Techno Pinoy Centers were established in the province in addition to two (2) centers launched in 2006 and 2007 by CLARRDEC.



The program has improved the facilities, equipment and set-up of the respective Municipal Agriculture Offices. Capability enhancement trainings of their staff were increased as well as the number of consultancy, trainings, technology forum and clinics rendered to the farmer clients. Science and Technology-Based Farms are also being implemented by these centers in coordination with BPSU.

These efforts and involvement of BPSU on agricultural development plus its efficient resource generations and alliances with various agencies would propel the agricultural productivity in the province and could somehow help in uplifting socio-economic status of its farmers.

## **THE EFFECTS OF COMMUNITY OUTREACH PROGRAM OF ST. THERESE-MTC COLLEGES, LA FIESTA SITE ON THE ECONOMIC CONDITION OF THE PEOPLE OF WEST TIMAWA, MOLO, ILOILO CITY**

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**T**he St. Therese-MTC Colleges, La Fiesta Site is keeping its mission to provide the students excellent educational program through linkages with the industry and the community. The adopted barangay, the West Timawa, Molo, Iloilo City is one of the beneficiaries of the outreach activities of the college.

The study was conducted to carefully ascertain the effects of the outreach program of St. Therese-MTC Colleges during school year 2007-2008 on the economic condition of the recipients.

The descriptive survey method was used and the subject of the study included all of the recipients of the outreach program.

The summary of findings of the study revealed favorable response regarding the different activities conducted by the college.

## **PROJECT H.E.L.P. ENHANCING HEALTH, EDUCATION, LIVELIHOOD AND ENVIRONMENTAL PROTECTION (HELP) FOR THE DIFFERENT FARMING COMMUNITIES IN OCCIDENTAL MINDORO, PHILIPPINES**

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**T**his paper highlights the significance of the extension program in promoting environmental education and sustainable livelihood in the uplands and farming communities of Occidental Mindoro. Project HELP advocates the use of ecologically sound farming practices; helps generate income through proper utilization of locally available resources; trains farm households to increase their productivity; and improves community awareness on environmental conservation. This program is a collaborative undertaking of the Occidental Mindoro State College, and other government organizations and private individuals to enhance agriculture, environment, livelihood and education of the upland communities in the province of Occidental Mindoro.

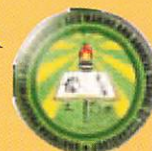


Observed effects of the program include the following: (1) adoption of ecologically sound farming practices, (2) generation of sustainable livelihood, (3) increased farm productivity and income, (4) improved farmers' access to information, technology, and service institution, and (5) forging of partnerships among development organizations and agencies.

This program proves that public-private-people partnership must be institutionalized to help monitor, evaluate, and sustain the extension programs. Existing linkages must be strengthened and other organizations with similar undertakings should be invited to improve delivery of services. Continuing capability building of communities especially in natural resource management and entrepreneurship is necessary. An impact study should be conducted to find out how much the projects had contributed in attaining quality of life in the rural communities.

## **SPAMAST-ECODEV PROGRAM: DULANGAN EXPERIENCE**

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**S**PAMAST-ECODEV Program crafted by the institution and was implemented at Barangay Dulangan, Digos City. The program generally aims to improve the living conditions of the residents by identifying and conducting appropriate field research and extension activities through different units comprising the institution in assisting livelihood projects in agriculture and non-agriculture projects, facilitating in the formation of a viable economic enterprise, in the preservation of its environment and conducting outreach activities.

An evaluation type of research had been utilized to determine the merit of the program. Activities conducted in this study were those conducted from November 2005 to March 2009.

Livelihood activities such as skills training on baking and food processing, poultry and goat production and management, food supplement preparation for animals and poultry dispersal project was extended in the locality.

Formation of self-helped economic activity through cooperative that provides the basic need to members and non members was realized.

Resource sharing was also made by the institution for environment protection. The preservation of the water shed site in the area. Also jatropa seedlings were being donated for future research study on the institution.

Other outreach activities to malnourished children was conducted by having an arrozcaldo feeding and pamaskong handog to indigent families had also been done.

## **EMPOWERING FARMERS THROUGH COMMUNITY RESOURCE-BASED ORGANIC FERTILIZER PRODUCTION: A SUSTAINABLE WASTE MANAGEMENT AND FARMING PRACTICE IN OCCIDENTAL MINDORO**

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**T**he use of farm wastes as organic fertilizers is a practice that offers reduction in crop production costs, increasing yield and income, and reduction of source of pollution. Its use is a promising strategy to achieve the universal goal for environmental preserva-



tion and conservation.

This paper summarized the different technologies in the production of organic fertilizers using waste materials available in the community and enhanced using the compost fungus activator *Trichoderma harzianum*. These technologies were developed in Occidental Mindoro National College and were introduced to the community through extension activities throughout the province. Farm waste materials produced in the community were identified through participatory rural appraisal and focus group discussions. Likewise, an interview schedule was used in gathering data. The acceptance of farmers of the produced organic fertilizers was assessed based on their responses as to the procurement and use of inoculated mixtures and their participation in related seminar-workshops that were sponsored by collaborating agencies, or by the agriculture students as part of their field works in extension subject.

Results revealed that the use of composted farm waste materials like carbonized rice hull, rice straw, vegetable trimmings, seaweed extract and different kinds of animal manure had significantly improved the yield of various crops. Its effect was found comparable to the use of inorganic fertilizer. Moreover, the use of isolated indigenous microorganisms and fermented plant extracts were found comparable to the expensive and imported inoculants. As to diffusion, the compost and the technology of using compost enhancer were accepted by farmers at high level, indicated by the high attendance of farmers to extension activities and the increasing number of individuals and farmer organizations who are using self-prepared inoculants. Significant number of owners of commercial and backyard scale poultry and livestock farms are now transforming their farm wastes into composts. Students of the OMNC had likewise found a source of income in collecting and selling compost materials.

## **PRODUCTION AND DISPERSAL OF IMPROVED PHILIPPINE NATIVE (DARAG) CHICKS TO TRAINED FARMER-COOPERATORS FOR RURAL-BASED ENTERPRISE DEVELOPMENT: A WVSU EXTENSION STRATEGY**

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**T**his extension program aimed to produce and disperse improved Philippine native Darag chicks for rural-based enterprise development. Research outputs, innovations and practices generated, developed and implemented by West Visayas State University from 1985 up to May 2005 were utilized to produce Darag chicks from June 2005 to June 2008 for dispersal to trained farmer-cooperators.

Coordination, linkaging, networking with government and non-government agencies, academic institutions and individuals and with the different units of WVSU was done in support to the program. Trainings of prospective cooperators were conducted on-site and/or at WVSU poultry facilities. Breeders and chicks produced and their performance at WVSU station, trainings conducted, number of chicks dispersed and the number of cooperators or recipient were recorded. Average and percentage were used to analyze and interpret data.

For 3 years, 43,945 eggs having an average weight of 49.84 g were produced from 562 hens. Fertility rate 68.28% and hatchability rate was 71.87%. Weight gained from day-old to 40-45 days-old ranged from 257 to 261 g, with a survival rate of 95.05% at brooding stage and 94.76% at hardening stage. Average feed consumption at brooding was 12.75 g per chick, while at hardening was 22.5 g.

To disseminate the WVSU research outputs, innovations and practices training was required. Thirteen



(13) trainings with duration of at least 3 days/training and with an average of 40 participants were conducted during the period. Total chicks dispersed to 190 trained farmer-cooperators were 530 week-old and 10,010 40-45 days-old. Involvement of other institutions/organizations contributed to effectiveness of the extension program. With the utilization of appropriate technologies, innovations and practices, production of improved Darag chicks could be enhanced. Success of the technology transfer depends also on the qualities of the selected farmer-cooperators. Trainings are very important in transferring the technologies, innovations and best practices to the end users.

There are organizations/institutions/agencies and units of the University which are more than willing to get involved and give their support in many forms. It is recommended that government subsidies and continuous technical support should be provided to institutions and individuals who will engage mainly in the production of Darag chicks to push for the commercialization of this industry with a niche market. Selection of the farmer cooperator should be done seriously. Training should be properly planned, organized, organized and facilitated since effective technology transfer and adoption are dependent on it. Involvement of other organizations/institutions/units of the University should be maintained. Monitoring and evaluation should be continuously done.

## **THE BATAAN PENINSULA STATE UNIVERSITY'S LAKBAY-KALINGA PROGRAM ON LIVELIHOOD AND LITERACY: LEADING CHANGE, CHANGING LIVES**

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**A**s an institution, one cannot claim to be worthy of its name as a university or college if the function of instruction, research and extension fail to compliment the work of the other. An ideal institution sees extension function as university outreach program that creates a teaching - learning situations in the community. Through this process, the university and faculty learn from each other. Extension projects enable the institution to bring its expertise and facilities to the “outside world” and the so-called “university of life”.

One the component programs of the BPSU Lakbay-Kalinga Programs is with emphasis on providing technical/livelihood trainings to adopted communities. These trainings cover literacy, entrepreneurship, livelihood and technical skills, which facilitate livelihood opportunities.

This paper, which presents the best practices in Extension Programs in BPSU, highlights the (1) theoretical foundations upon which the extension programs are anchored; (2) the strategy and mechanism of implementation for inter-institutional cooperation; (3) issues encountered in the conduct of the ES; and (4) the recommendations pertaining to the conduct of ES.

The livelihood programs of the university in technical skills and literacy areas are extensive, empowering more than 1000 individuals. This paper presents the various programs conducted by the university to attain its objective of providing livelihood opportunities and literacy to areas that need human resource empowerment. Example programs to be presented in this paper include technical skills programs such as the metal ARC welding, cosmetology, food processing, catering, housekeeping skills and computer



literacy programs that are given to individuals such as mothers, fathers, disables, OSYs, women-sectors, and senior citizens.

The reading literacy campaign of the university to elementary school children aimed to help in the academic achievement of its clients. Lastly, to provide a holistic approach to conducting extension services, entrepreneurship programs such as sessions on basic business management and accounting techniques had been conducted.

Only after more than three years of existence as a university, BPSU has been doing its best to attain its mandate on extension. The abovementioned extension services programs are based on consultations with various government agencies, and as an output of the core group of the university's Office of Extension Services, guided by best practices of other institutions and theoretical principles of delivering community programs.

Vital to the success of ES is the thorough implementation of a systematic evaluation mechanism, to which one would be able to benchmark the strengths and weaknesses of the activity for planning and improvement of community programs. This paper also presents the systematic evaluation of the livelihood, skills training, entrepreneurships and literacy programs presented in this paper. The degree to which the programs have contributed to the improvement of the community, on whether the conduct of an ES has really made a difference in the lives of the people in the target community, is also presented in this paper.

## **A CAPACITY BUILDING OF THE BUHID WOMEN THROUGH COMMUNITY-BASED LIVELIHOOD OPTIONS**

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Occidental Mindoro is the home of the Mangyans who are subsistence agriculturalists. Poverty is the perennial problem that confronts this group of people of the province. To help them, Occidental Mindoro State College (OMSC) together with the different government institutions and private organizations had conducted extension activities at Sitio Salafay, Monteclaro, San Jose, Occidental Mindoro.

There had been so many livelihood programs being introduced to some Buhid Mangyan communities but with a low level of women participation. The project envisioned that women, when tapped and empowered, would give significant contribution to the upliftment of the living condition of the community they belong.

This paper posits the importance of having an organization, which the Buhid women believed to strengthen the different interventions. Gender Sensitivity Orientation, Leadership and Values reorientation was conducted prior to the establishment of the Buhid women organization named as "Yame ngayam samahan Pagkasadyan manga Ina Sayame Sitio Salafay", in Tagalog "Pagkaisahan ng ga kababaihan sa Sitio Salafay". Trainings on native chicken care and management, backyard vegetable production, bead designing and pricing of products was also conducted.

This paper also highlights the distinct cultural and social traditions of the Buhid women in relation to their socio-economic activities, which, when ignored may lead to failure of the interventions. The project experiences suggest that realistic and need-driven programs dictate the success of any development program. The participation of the communities, particularly the women groups is highly observed in the implementation of community-based livelihood options such as "Ono" (bead making), "abol" (weaving), and "bay-ong" (basket making).



## TUP, ADOPT-A-BARANGAY IN KINABUHAYAN, DOLORES, QUEZON

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The Technological University of the Philippines through the Extension Services Office had conducted community needs assessment through surveys (random sampling) among the community people in Barangay Kinabuhayan, Dolores, Quezon. The assessment was conducted after the implementation of expressed needs of the community which is also the entry point of the university to the community. This assessment conducted helped the University and the barangay as well as to identify the real needs of community people aside from the underlying needs they often asked in the university such as medical-dental mission, gift-giving, barangay beautification and among others that were implemented in the community. Furthermore, the objective of this study is to assist the community people uplift their socio-economic way of living through the utilization of resources found in the community as per observation for them to become empowered and economically competitive. This project is in line with the TUP-UES priority which is Community Building Development Services (CBDS); hence, adopt-a-barangay project came into practice.

Results of the assessment from 53 families out of 81 are the following: livelihood projects through enhancement of their skills on basic computer, t-shirt printing, candle making, and other livelihood training that could be possibly conducted to the community.

Tutorial and values training are also needed for the children and out-of-school youth as well as parents for them to be able to guide their children in their studies. Furthermore, recreational workshop for children was also considered to hone their talents and skills. The medical-dental mission under social services is also considered since the community is not accessible to medical services and that most of the people are economically hard-up to provide their medical needs.

Since there are community needs that the university could not provide; linkaging and networking to other government, non-government and private individuals were conducted to provide the necessary projects that will help in upliftment of the living of the people and adopting a barangay encompasses all essential activities that contributes in the success of a project.

From the result of the community needs assessment, projects were implemented to address these needs. The following projects were conducted wherein under livelihood are Mushroom propagation, Soap Making, Candle Making, Banana/Cassava Chips, Basic household repair for electrical/electronics, Basic Computer Literacy for Barangay Officials, Teachers and OSY.

Parental Tutorial (parents of elementary pupils) and values education through the initiative of the National Service Training Program (NSTP) of the university was also conducted. Medical-Dental Program, Food Feeding, Gift Giving and recreational activities were conducted under recreational and social services.

These implemented projects were conducted in collaboration with the non-government organization, government and private individuals who believe that the projects are very important and helpful to the people of Barangay Kinabuhayan.

Keywords: Adopt-A-Barangay, Kinabuhayan



# **CAPACITY DEVELOPMENT ON COMPUTER TECHNOLOGY FOR PUBLIC SECONDARY SCHOOL ADMINISTRATORS, TEACHERS AND LOCAL GOVERNMENT UNITS: THE BUKIDNON STATE UNIVERSITY EXPERIENCE**

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**T**his paper aims at capacitating the public secondary school administrators, teachers of the Department of Education (DepEd) and Local Government Units (LGUs) in the City of Malaybalay, province of Bukidnon, Mindanao on the utilization of computer technology (CT) for classroom instructions and for LGU offices.

Using a qualitative method of research employing triangulation data gathering with focus group interviews, observations and a checklist, a total of 30 public secondary school administrators, 100 teachers of the Department in Education (DepEd) in the City of Malaybalay and 100 LGU officials including their secretaries and treasurers were trained on computer technology.

It also describes and presents the experiences and the lessons learned in developing the ability of these public secondary school administrators and teachers as well as the local policy makers on computer internet literacy, web page design, library management and on handling PC recycling problems in their respective schools and offices.

This is necessary to effectively minimize the digital divide among the DepEd and LGU officials. The computer literacy of teachers and local officials is enhanced by providing them with computer skills, facilitating knowledge and helping them develop their computer skills. The capacity development projects of Bukidnon State University (BukSu) include training of public secondary school teachers and local officials, which provides them with Free Open Source Software (FOSS).

Collaborative efforts among institutions were done to ensure meaningful, life-long and maximum implementation of the iSchools Project. The training of DepEd administrators, teachers and LGU officials on Computer Technology and proper monitoring are shared responsibilities of BukSu, DepEd and LGUs. This could be one of the best solutions in addressing the digital divide in promoting meaningful and lifelong learning for among administrators, teachers, and local officials.

## **SITE-SPECIFIC NUTRIENT MANAGEMENT (SSNM) PROFITABILITY TO THE FARMERS, CURRENT LEVEL OF ADOPTION AND CONSTRAINTS TO WIDER ADOPTION IN THE PHILIPPINES**

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**S**ite-specific nutrient management (SSNM) is an approach that enables farmers to dynamically apply fertilizer to the rice crop as and when needed. On-farm field experiments were conducted in 2006 in Iloilo Province in 2006 to develop an SSNM recommendation.



In 2007, on-farm trials were conducted on 22 farms in seven municipalities in the province to verify and refine the SSNM guidelines developed for direct wet-seeded rice in Iloilo in 2006.

The on-farm research resulted in refined SSNM fertilizer guidelines which were further verified in 2008 and are now on wide-scale promotion and dissemination for wet-seeded rice.

The research to impact pathway of SSNM technology involved the following steps: development and validation of SSNM-based principles for nutrient management, establishment of confidence and consensus on guidelines derived from SSNM principles, development of locally-adapted decision tools and aids for dissemination, establishment of partnerships enabling contact with numerous farmers and ensuring farmers receive and understand guidelines for their fields.

Constraints identified for wider adoption were lack of motivation among municipal agriculturists (MAs) and agricultural technicians (ATs) to disseminate the SSNM technology, lack of confidence among MAs and ATs to train farmers, lack of support from the heads of local government units (LGUs), prohibitive cost of fertilizers, non-capability of farmers to buy needed fertilizers and poor irrigation services.

## **THE ADAPTABILITY OF THE DIFFERENT SKILLS TRAINING AND TECHNOLOGY TRANSFER PROGRAMS OF THE EXTENSION SERVICE OFFICE, UNIVERSITY OF NORTHERN PHILIPPINES IN THE PROVINCE OF ILOCOS SUR**

By: Dr. NECY CESARIA VAQUILAR-ROMO  
Dr. MARCIANA P. DE VERA



**T**his study aimed to determine the adaptability of the different skills training and technology transfer programs of the Extension Services Office, University of Northern Philippines in the Province of Ilocos Sur for SY 2008 – 2010.

Specifically, it sought to answer the following questions: 1) What is the development impact of the Skills Training and Technology Transfer conducted in the Province of Ilocos Sur? 2) What are the economic benefits derived from the Skills Training and Technology Transfer Programs conducted? 3) What are the social benefits derived from the Skills Training and Technology Transfer Programs conducted? 4) Are there physical/environmental impacts of the different skills training and Technology Transfer conducted? 5) Are the different skills training and Technology Transfer programs have governance? 6) Are the different skills training and Technology Transfer programs supported by the institution? 7) Are there policy supports provided by the institution to the programs?

Respondents of the study are the clients of the different communities of the Province of Ilocos Sur were programs and projects of the UNP Extension Services Office were being implemented during the School Year 2008 – 2010

The study made used of descriptive survey and interview method of research to describe and analyze the existing situation about the skills training and technology transfer program of the university.

On the basis of the findings, the researchers forwarded the following conclusions: a) There is an increase on the level of productivity of the different skills training and technology transfer program. Before the extension program, there was no livelihood projects; with the MOA between the university and the adopted community and school under the Adopt-A-Community and School Program, different skills trainings and technology transfer and livelihood projects were provided and the organized .

Through the different skills training and technology transfer program, a total of 1,626 clientele were benefitted; 1,865 participants a total of 550 days were administered. There were also 56 communities assisted after the conduct of the skills training program. The different skills training and technology transfer produced employment and livelihood projects..



The Environmental Awareness Program of the Extension Services Office is implemented. One of which was through the Training of Calamity and Disaster Preparedness Program which is part of the regular extension program of the skills training and technology transfer.

As part of the institutional support, there is a separate Extension Services Office in the university, with vehicles, full time extensionists, extension specialists and coordinators.

As part of the policy support, deloading incentives for extension staff is implemented; Inclusion of program in the UNP strategic plan and other policy instruments and the intensification of extension activities is the 5th agenda in the Tacbas administration.

## **BPSU INFRASTRUCTURE DEVELOPMENT OF GAWAD KALINGA COMMUNITY IN DAAN PARE, ORION, BATAAN**

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**H**ousing infrastructure can jumpstart the economic growth and alleviation of poverty. But most of the families today cannot afford to have a house or even rent one. In the Filipino culture, a house is synonymous to a home. Having a stable home is a key factor in the development of moral values, which in turn makes a better community.

With today's global economy on a downward trend, the cost of building homes has been a burden for many families. For those families who cannot afford to have one, they tend to live in the streets, under a bridge, over a river and even squat to private or public lands that in turn put their safety in a balance.

Safety is not the only main concern for these families, but also their development as an individual, as a family and as an integral part of the community. Nevertheless, the people are not the only one affected by this problem; the environment also suffers a great deal from it. Squatting families that live near a river or any body of water tend to pollute it.

This apparent problem has prompted Gawad Kalinga (GK) to take on the task of providing home for the homeless to bring back dignity and sense of ownership for every Filipino. As their mission and values complement the thrusts of the university and the objectives of the college, an extension project was formed to help the GK in building a new community in Daan Pare, Orion, Bataan.

A working group was formed with the collaboration of Architecture, Civil and Electrical Engineering Department Instructors and students who will help in the development of the site. To build and develop the community, student extensionists were tapped, inculcating in them the value of social responsibility and selflessness.

The Architecture Department produced the scale-model and the site development plan of the community, integrating various community components such as a school, a multi-purpose hall, homes, roads and trees. The Civil Engineering Department was able to survey the land and create a visual representation of the land area. The Electrical Engineering Department on the other hand, was able to completely install electrical wiring of four houses. This is only the First Phase of the GK Extension Project. More homes will be finished on the Second Phase so more families can have better homes.

With this extension project, the Orion GK community is not the only one who benefitted from this project. The Faculty and students were able to apply and hone their skills, thus extending the learning process not just in the four walls of the classroom but also in the real world. The student extensionists on the other hand learned the value of helping people and giving something back to the community.



# UTILIZATION OF RESEARCH AND DEVELOPMENT TECHNOLOGY IN ORGANIC AGRICULTURE: THE UNP EXTENSION EXPERIENCE

By: MANUEL BAJET, Metalcraft Coordinator, University Metalcraft Center  
ALFREDO RABENA, Research Director  
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Reaching out to the grassroots of society through its extension function has been the prime concern of the University of Northern Philippines in initiating various capacity building programs to establish strong mechanisms for sustainable development within its service area, particularly in Ilocos Sur.

In compliance to Republic Act No. 100681, an act providing for the development and promotion of organic agriculture in the Philippines, the University of Northern Philippines has been pursuing serious moves to convince farmers to embrace organic farming.

The University through its Research Office develops demand-driven farm machines in support to agriculture. The following were developed: 1) Dual Powered Foliage Chopper. It facilitates the preparation of botano-pesticides using kakawate (*Gliricida sepium*) and other organic leaves, promoting organic pesticides to be more economical, practical and safer to the farmers' health. In the long run, such pesticides turned out to be more beneficial than commercial ones; 2) Multi-purpose mechanical chopper. It chops farm wastes like corn shells, tobacco, rice husk, banana stalks, papaya stalks, sugar cane stalks and other agricultural wastes used as basic constituents of organic fertilizer; 3) Rice hull carbonizer. It is a recycled gadget that controls the total combustion of rice hull from unwanted ash to partly burned granules that would become bio-fertilizer, and 4) Bio-fertilizer Pulverizer. During the bio-fertilizer production, while the aggregate materials are being processed, they are stock-piled. The long stock-piling tend the admixtures to harden. To standardize the size of the bio-fertilizer granules, the conglomerate stock-pile is fed into the engine-operated pulverizer.

The above stated machines were all outputs of prototyping researches funded by the Ilocos Consortium on Industry and Energy Research and Development (ICIIRD) and the Technology Application and Promotion Institute (TAPI). After their development, the university through technology transfer mechanisms, introduced them for the utilization of farmers in the province of Ilocos sur.

Farmers who availed of the innovations were able to reduce pesticides and fertilizer input cost, and eventually, their income. Commercialization strategies are being conducted through research utilization seminars in cooperation with the Extension Services Office. Through this, more farmers are already informed of using the use of organic pesticides and fertilizers as a result of capacity-building program for organic farming as a strategic program.

## APICULTURE EXTENSION PROGRAM

By: APOLONIO S. SITO, REYNALDO C. LAQUIDAN  
JAIME C. DANGLE, LOLITA S. DULAY  
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NARTDI presented a paper on "Apiculture Extension Program" to the 20th Founding Anniversary and the 2nd Biennial Conference at Aklan State University, Banga, Aklan held from December 8-11, 2010.



The paper related NARTDI's methodology and experiences in the delivery of its apiculture extension program, which were centered on technology generation to utilization, internal capability building, linkages and collaboration, institution building and clientele empowerment.

Technologies extended by NARTDI to its clientele passed to process of technology generation, verification, adoption, dissemination, utilization and commercialization. Technology dissemination is done through trainings, on-the-job training, techno-fora/demo, and extension communication strategies.

NARTDI believes that extensionists must be internally capable in order to be credible and effective into delivery of its services. Hence, NARTDI endeavoured to equipped its extensionists technically knowledgeable and skilled aside from having them to process its Demonstration Apiary to showcase the technologies being transferred and generate revenues.

NARTDI recognized the reality that it cannot carry out its extension service alone, which lead establishing linkages with other institutions for financial and technical assistance. Through collaboration, Apiculture Satellite Centers are established in partner State Universities and Colleges to develop beekeeping industry in their respective service areas.

To sustain the technology (beekeeping) and empower the clientele (beekeeper) in the development of beekeeping, NARTDI encouraged assisted formations of community organization such as the beekeepers' associations.

Keywords: Apiculture/beekeeping; extension programs; technologies.

## **CAPACITY DEVELOPMENT ON COMPUTER TECHNOLOGY FOR PUBLIC SECONDARY SCHOOL ADMINISTRATORS, TEACHERS AND LOCAL GOVERNMENT UNITS: THE BUKIDNON STATE UNIVERSITY EXPERIENCE**

By: ESTELA C. ITAAS  
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**T**his paper aims at capacitating the public secondary school administrators, teachers of the Department of Education (DepEd) and Local Government Units (LGUs) in the City of Malaybalay, province of Bukidnon, Mindanao on the utilization of computer technology (CT) for classroom instructions and for LGU offices.

Using a qualitative method of research employing triangulation data gathering with focus group interviews, observations and a checklist, a total of 30 public secondary school administrators, 100 teachers of the Department in Education (DepEd) in the City of Malaybalay and 100 LGU officials including their secretaries and treasurers were trained on computer technology.

It also describes and presents the experiences and the lessons learned in developing the ability of these public secondary school administrators and teachers as well as the local policy makers on computer internet literacy, web page design, library management and on handling PC recycling problems in their respective schools and offices. This is necessary to effectively minimize the digital divide among the DepEd and LGU officials. The computer literacy of teachers and local officials is enhanced by providing them with computer skills, facilitating knowledge and helping them develop their computer skills.

The capacity development projects of Bukidnon State University (BukSu) include training of public secondary school teachers and local officials, which provides them with Free Open Source Software (FOSS). Collaborative efforts among institutions were done to ensure meaningful, life-long and maximum implementation of the iSchools Project.

The training of DepEd administrators, teachers and LGU officials on Computer Technology and proper monitoring are shared responsibilities of BukSu, DepEd and LGUs. This could be one of the best solutions in



addressing the digital divide in promoting meaningful and lifelong learning for among administrators, teachers, and local officials.

Keywords: Capacity development, Computer internet literacy training, PC recycling, Computer Technology, lifelong learning

## THE BALANGA CITY DISASTER COORDINATING COUNCIL: A BPSU MODEL EXTENSION SERVICE

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**B**alanga City just like other places in Central Luzon is visited by different types of disasters which are either act of nature or man-made. In 2006, there were 23 victims of typhoons; 45 victims, in 2007; 34 victims in 2008, and 75 victims from 2009 to present. Typhoons caused the overflowing of rivers and drainages eventually affecting the town proper and its 25 barangays in the form of floods and damages on properties. From 2006 to present, fires within the city and nearby municipalities were also frequent; 47 cases of fire have been reported.

The apparent need to effectively and efficiently respond to emergencies, the university has facilitated the City Government of Balanga in the creation of its City Disaster Coordinating Council, from the city level down to the grassroots level. Its main purpose is to develop a group that will serve as the first responder to emergency situations within the city. It envisions to emulate the value of volunteerism not only in Balanga City but to the whole province as well. This paper presents the important role of the university in advocating safety and security amidst environmental and man-made disasters.

The skilled/licensed BPSU trainers trained the CDCC of Balanga, which is composed of the personnel from the different department of the city government, for several weeks. They were taught of the basic skills on first aid, firefighting, car accidents responding, earthquake drills, and mitigating on flood emergencies.

On fire and earthquake drills, the CDCC have already trained a total 13,000 college students, 8000 high school students, 7,000 elementary school students, 250 barangay tanods and volunteers, and less than 100 Sangguniang Kabataan students. From its creation on 2008, the CDCC already had rescued 231, 99 patients had been transferred from the sites of the accidents to the hospitals or clinics. There were a total of 44 medically assisted. These figures justify the relevance of the program.

Significant to the creation of the CDCC is the creation of the Barangay First Responder Unit. The University has helped established a responder unit in every barangay of the city. The success of this partnership is discussed in this paper. Particularly, this paper highlights the (1) theoretical foundations upon which the extension program is anchored; (2) the strategy and mechanism of implementation for inter-institutional cooperation; (3) issues encountered in the conduct of the ES; and (4) the recommendations pertaining to the conduct of the ES.

The abovementioned extension services programs are based on consultations with various government agencies, and the output of the ES core group, guided by best practices and theoretical principles of delivering community programs.



# MAAP -TOTAL - LIQUIGAZ PARTICIPATORY AND PARTNERSHIP APPROACH FOR COASTAL ENVIRONMENTAL PROTECTION AND MANAGEMENT: THE MAAP EXPERIENCE

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**T**his paper shares and articulates the Maritime Academy of Asia and the Pacific (MAAP) Philosophy on Environmental Protection and Management inclusive but not limited to the background and rationale of its first initiatives, its experiences, best practices and recent valuable contributions of the Academy in partnership with stakeholders for coastal environmental protection and management.

Since its operation in 1999, MAAP as an institution of higher learning with three-fold function in education, research and extension services, have been actively involved in consultative meetings on environmental concerns in the Province of Bataan.

In 2004, MAAP became one of the institutional members of the Bataan Coastal Care Foundation (BCCF) with social corporate responsibility of taking care of the coastal environment. In support of BCCF thrusts, MAAP proposed for the establishment of Artificial Reef Project. This proposal was accepted by co-BCCF members and neighboring extension service project partners: Total Philippines Corporation and Liquigaz Philippines Corporation. Hence, in 2007, the Artificial Reef Project or ARP was launched at Sitio Marina, Alas-asin, Mariveles, Bataan situated, between MAAP and TOTAL/LIQUIGAZ ports.

This project has been realized, with the collaboration among MAAP, TOTAL and LIQUIGAZ and also in partnership with concerned government and non-government organizations (NGOs). Through a participatory and partnership approach, the community organizing component and trainings of ARP, beneficial to the fishing community was ensured. In December 2008, series of trainings were conducted at MAAP for the newly organized and established fisherfolk association (SAMAMABA) responsible in managing and securing the coastal area for their fishing activities. MAAP with collaborative partners extend mutual support and assistance and undertake collaborative activities to continuously ensure effective management and protection of AR in the area.

Keywords: Partnerships, Sharing of Resources, Good Practices, Environmental Protection

## MOVING THE SCHOOL AND COMMUNITY TOWARDS A HEALTHY AND SAFE ENVIRONMENT: THE HABANG TAG-ARAW EXPERIENCE

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**T**he Milenyo experience in September 28, 2006 prompted the constituents of Calamba City to come together to reflect and make concrete actions in solving the unprecedented flooding phenomenon in barangays Halang, Bucal and Pansol.

This paper presents the experience of Letran Calamba in forging concerted situation analysis and group



actions involving the local government and civic organizations to address the flooding problem and help foster a healthy, safe and secured environment.

Through reflexive engagements with key stakeholders, students and educators of Letran Calamba set out to the affected sitios, puroks and villages, and used participatory action research in surfacing local perceptions and analyses of the problem, as well as proposals for concrete actions. The project commenced in March 2007 and was called “Habang Tag-araw” to emphasize the urgency of action while it is summer.

When the rains came in July 2007, Habang Tag-araw was able to call the attention of the city government to deliver a concrete action – that of dredging a creek that runs through private properties and commercial establishments and was one of the major causes of flooding in one of the barangays.

Habang Tag-araw also uncovered several lessons in the implementation of extension projects in relation to the instruction and research functions of a higher educational institution, the promotion and nurturance of the environment especially in the context of the Philippines, and the participation into the attainment of the millennium development goals. Furthermore, the project highlights that the relevance of a higher educational institution lies on its ability to participate in community development and to regard community engagement as a wellspring of knowledge.

## ADOPT- A- CREEK PROJECT

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**A**dopt- a Creek Project was a flagship extension project of the AB Political Science students of the College of Arts and Sciences, West Visayas State University. It was a five (5) year project that covered Academic Years 2000 to 2005. It covered the Dungon Creek and the creek bank areas behind the WVSU Campus traversing the four barangays, namely: Brgys. Magsaysay, Montinola, Bolilao and Our Lady of Lourdes.

The project had the following objectives: 1) to educate the community through massive information dissemination campaign concerning health and sanitation, proper garbage/waste disposal and management, and beautification of the creek bank areas, 2) to rehabilitate the creek ecosystem destroyed by pollution, and 3) to initiate human development activities to alleviate the economic condition of people in the community.

Based on the community need assessment conducted, the following were the problems identified: a) wastes were dumped anywhere or in undesignated areas, b) no segregation at source, 3) no garbage bags were used, 4) garbage and other pollutants were carried by high tide and flood and deposited within the vicinity of the creek, 5) some households along the creek have no septic tanks, 6) improper disposal of human/domestic animal wastes, 7) defective drainage system, and 8) proliferation of squatter-illegal structures along Dungon Creek.

Based on the problems identified during the conduct of need assessment, appropriate interventions were introduced such as 1) Information Education Campaign through distribution of bookmarks and posters with slogans related to environmental protection and conservation where the residents were made to realize the importance of a clean and healthy environment, 2) Orientation and demonstrations on how to segregate wastes at source in connection with Community Ecological Solid Waste Management, 3) Close coordination with DENR-EMB Region 6 and the Iloilo City ENRO, a Material Recovery Facility was established to serve as a drop-off center, a sorting station and a composting and recycling facility of the solid wastes of the residents, 4) The faculty and students actively participated in the International Coastal Clean-Up every September since 2000, 5) A massive clean-up of the creek in cooperation with the Iloilo City ENRO, Philippine Coast Guard Auxiliary, and the LGUs and some residents, 6) the Eco-Biological Profiling of Dungon Creek conducted by the Bio-Science and Social Science Faculty which were the Preliminary Collection of Flora and Fauna and Microbial components of the creek, 7) Through pruning and salvaging of mangroves, improvement of drain-



age systems and periodic cleaning-up of the creek to preserve the mangrove stand and to maintain creek bank beautification.

For the sustainability of the creek, a Dungon Creek Council was organized. On July 15, 2006 the official turn-over of Dungon Creek to LGUs was done which was attended by all stakeholders.

On December 13, 2006, the final evaluation of Adopt-A-Creek Project was completed. The over-all rating was "Very Effective".

## LAKBAY TURO: ENHANCING THE MANGYANS' PARTICIPATION IN NATURAL RESOURCE MANAGEMENT

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Murtha Campus, San Jose, Occidental Mindoro



Uniting the seven (7) Mangyan tribes in Mindoro is a strategic tool to achieve progress towards agreed goals on natural resources management. Allowing decision making at the grassroots level and empowering them to actively participate in program implementation ensures better synergism of efforts. This is matched with resource allocation, responsibility and accountability.

The Trip Clinic or "Lakbay Turo" is a mobile type of research and extension program designed to educate, organize and manage the Indigenous Peoples' natural resources. This is an on-site education to raise awareness of the Mangyans for the protection and management of natural resources. Series of trainings/seminars/workshops are conducted to enhance their knowledge, values, and skills regarding community self-reliance, initiative and progress.

Participatory rural appraisal and SAPADAPA approach are employed to scrutinize and discuss different issues pertaining to natural resource management, specifically on current situation of biodiversity, forest, agriculture, freshwater and coastal resources, and its effect to environment. Sharing and engaging them into critical thinking and decision making were processed to modify their behavior from service driven to demand driven program. Community based resource management undertakings are done in partnership with Local Government Units (LGUs), National Commission on Indigenous People (NCIP), Department of Environment and Natural Resources (DENR), Alternative Learning System (ALS-DepEd), People's Organization, and Plan International- San Jose.

Moreover, this is a continuing activity of Occidental Mindoro State College (OMSC) which has already been done in 12 Mangyan communities covering four (4) municipalities of Occidental Mindoro.

## ADDRESSING CLIMATE CHANGE IN THE PROVINCE OF BATAAN AND MANILA BAY : THE BATAAN COASTAL CARE FOUNDATION, INC. (BCCFI) EXPERIENCE

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This paper articulates the partnership and collaboration between the private sector represented by the Bataan Coastal Care Foundation Inc ( BCCFI) and the public sector represented by the various local government units ( LGUs) inclusive but not



limited to its history , commitment , partnership and accomplishment in the province of Bataan.

The partnership was initiated based on common interest and objectives of these two (BCCFI and LGUs) likeminded institutions to build better coastal governance, increase awareness , promote community participation in coastal and research management and explore ways for dynamic and sustainable public-private partnerships in environmental and research management.

Hence this paper presents the various programs, projects and activities of the partnership that involved full participation of all stakeholders in meeting the challenges of sustainability and ultimately addressing climate change concerns in Bataan and Manila Bay at large.

Since February 2000, BCCFI has actively led in partnering with the province of Bataan and its various stakeholders in the province's 11 municipalities and lone city to implement the Bataan Integrated Coastal Management Program (BICMP) with focus on the 87 coastal barangays of the province.

Through varied approaches and entry points, BCCFI, with its committed member companies, serve as catalyst in meeting climate change concerns by addressing the problems of the coastal and marine environment in Bataan with their respective spheres of influence and capabilities as manifested in the socio-economic survey conducted among the members of the BCCFI and in close collaboration with the local governments.

This is a case point that could be explored as one of the strategies and actions for regional and international networking on coastal resource and research management among private and public stakeholders in addressing climate change challenges.

Keywords: coastal and marine environment , addressing climate change , private and public partnerships

## **ACADEME AND INDIGENOUS PEOPLE PARTNERSHIP TOWARDS FOOD SECURITY AND BIODIVERSITY CONSERVATION IN THE UPLANDS OF OCCIDENTAL MINDORO, PHILIPPINES**

By: SUSANITA G. LUMBO, NELSON A. ORFIANO and GARRY L. CALITANG  
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Occidental Mindoro



**T**he Poverty Alleviation Promotion thru Environmental and Livelihood Program for the Buhid Mangyans (PAPEL Buhid) is an extension program implemented by the Occidental Mindoro State College (OMSC) in partnership with the Buhid Mangyans. It is a five-year program launched in December 2006 designed to help in the rehabilitation and conservation of upland resources and in the generation of sustainable livelihood of the Buhids. It specifically aims to improve agricultural production and health condition in the uplands, promote adoption of appropriate upland technologies, and introduce sustainable livelihood using locally available resources.

The other partner in the PAPEL Buhid Program is the local government of Monteclaro, San Jose, Occidental Mindoro. Other agencies helping the program are Department of Education, Department of Environment and Natural Resources, National Commission for the Indigenous People, Plan San Jose, Habanan Buhid, and Catholic Mangyan Mission.

The making of the PAPEL Buhid included the project conceptualization, conduct of consultation meetings with instructors and students, creation of ad-hoc committee, consultation with stakeholders, identification of



gatekeepers and potential partners, identification of final partners, and planning with partners.

The technologies promoted and services rendered were as follows: handicraft making coconut production, banana production, mango production, backyard gardening, food processing, nursery establishment, seedling grafting, fruit and forest tree planting, soil and water conservation, botanical and biological pest control, solid waste management, vermi-composting, herbal plant gardening, responsible parenthood, child care and nutrition, prevention and alternative treatment of family diseases, practical cooking, processing of wild yam or “name,” root crop processing, landscaping and beautifying of school’s premises, fencing of the school, putting of sinages, sports competition (basketball and boxing), holding of Christmas party and project’s anniversary, feeding, gift giving, and medical mission.

## **SUSTAINABLE UPLAND DEVELOPMENT PROGRAM FOR THE INDIGENOUS PEOPLE OF OCCIDENTAL MINDORO**

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**P**overty and resource destruction are perennial problems in the uplands that are faced by the Mangyans of Mindoro. In order to live and survive, they tend to exploit upland resources that accelerate destruction. Notwithstanding, these people who are incidental agents of destruction can still be converted into active steward of nature if equipped with relevant knowledge and skills on appropriate upland technologies.

To address the problems, the Occidental Mindoro National College (OMNC) in collaboration with and funding from Plan International - San Jose had implemented the Sustainable Upland Development Program (SUDP) in Sitio Salafay, Barangay Monteclaro, San Jose, Occidental Mindoro, where the primary livelihood activity of the Mangyan Buhid is “kaingin” farming system. The purpose of the program is to enhance Mangyan’s participation in environmental protection in the uplands at the same time earning a living from the proper utilization of resources through adoption of appropriate agroforestry technologies brought to them through extension. The establishment of demonstration farms and sustainable education had empowered these indigenous people to manage natural resources and reduce poverty.

The Mangyan Buhid Community was organized and series of consultation meetings with the community was conducted. The community had agreed to provide half hectare of their land that would serve as a model farm where agroforestry technologies were implemented, such as sloping agricultural land technology (SALT), tilapia production, nursery establishment, livestock raising and vegetable production. They called the model farm in their own dialect as Tarambangan sa Iyab. The youths and elder in the community highly participated in the establishment of model farm.

Using Participatory Rural Appraisal (PRA) and focus dialogue, the community aspiration and goals were discussed. Brainstorming on different livelihood program was done. The identified best and most fitted farming activities to them included the production of banana, vegetables, rice, carabao, poultry and other fruit trees. These were adopted in the model farm and in their own respective farms.

As the offshoots of the program, researches such as social acceptability of the program and the community profile of the Mangyan community were conducted. Likewise, various SUDP-related papers and posters were



presented in different conferences and published in the local and national journals.

Community and implementer factors had affected the results of the program. Lessons learned include that a project cannot be successfully implemented without the support, commitment and cooperation among stakeholders; that the different strategies used had helped in the implementation of the program; and that the Mangyans are unique group of people who need treatment that is different from the others.

## **BITAN-AG CREEK REHABILITATION AND CONSERVATION PROJECT: A CASE IN CAGAYAN DE ORO CITY**

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**T**he paper dealt with the dynamics of the rehabilitation and conservation of the Bitan-ag Creek of Cagayan de Oro City. This very significant extension project of the Mindanao University of Science and Technology (MUST) sprang out of the researches of some of the faculty members about the biodiversity of the Bitan-ag Creek Watershed and its ecosystem.

Nobody owns this tributary except of course generally the city government. People has developed the habit of throwing garbage anywhere and the easy way to dump solid and liquid wastes is to the waterway. Bitan-ag Creek is mostly the recipient of this wrong-doing of the inhabitants since it is conspicuously located across the streets and along at least 11 Barangays in the urban area. The length of the creek is more or less 15 kilometers.

The MUST extension division initiated the multi-stakeholders forum. Thus, the “Bitan-ag Creek Alliance” was born. The alliance comprised of 5 business establishments, 11 Barangays along and near the Bitan-ag Creek, the City Government, DENR-EMB and MUST.

Its mission is to build a transformed community living in a clean and safe environment with appropriate infrastructure and development for the best quality of life. Multi-stakeholders fora were conducted successfully.

The general objective of this Extension project is to restore the Bitan-ag Creek water quality and the living things thereat and to sustain its cleanliness through community commitment via trainings, advocacy and collaborative effort of the stakeholders.

The methodology used in this extension project is participatory organization and management based on asset-based management in community development. MOA was forged to establish and stabilize the project operation.

Lined up activities were advocacy campaigns, capability building trainings, clean-up activities, formulation of barangay resolutions to be submitted to the city council for the enactment of city ordinances, signage’s mounting, regular monitoring and evaluation. Stakeholders pledged different support such as: equipment for dredging the creek and masks and others logistical needs. Tree planting and growing was also included. MUST Extension initiated the project, monitored, convened meetings and served as venue for meetings and as the secretariat, it monitors all activities, and made reports.

Results of the project reveal that all stakeholders are very enthusiastic to do their part because they express desire of a clean and safe environment. More and more business establishments want to be members and attended fora and meetings conducted. The city government released ordinances and ordered strict implementation of these. Reward and punishment theory was implemented. The DENR-EMB is strictly regulating and monitoring the business establishments’ action on this matter. Although the project has the timetable of 3-5



years, nevertheless, the creek is starting to be clean thru the parallel efforts of the barangay people and all the stakeholders. Most of all the barangay leaders are able to implement laws and ordinances. The residents showed cooperation by constantly monitoring and reporting to authorities the people who throw or dump solid and liquid waste to the creek. Positive values are developed and the objective is sustained. Businessmen involved are able to apply the theory of corporate social responsibility. Therefore, networking is well implemented in this project.

It is hereby recommended that water tributaries around the country should be conserved for a balanced ecosystem.

## **CAPACITY BUILDING ON ENVIRONMENTAL GOVERNANCE IN THE BUFFERZONE OF MT. KITANGLAD AND MT. KALATUNGAN RANGES NATURAL PARK**

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**T**he Bukidnon State University (BSU) which was by virtue of RA 9456, signed a memorandum of agreement with Tanggol Kalikasan (TK), an organization of lawyers and environmentalists.

One of its aim is to jointly promote sound environmental governance utilizing lessons learned in Protected Area Management in the province, specifically in the Mt. Kitanglad and Mt. Kalatungan Ranges Natural Park (MKRNPs), improved upland farming systems in the province which is a recipient of the Presidential Gawad Saka Award and community based environmental law enforcement.

BSU upholds its commitment to extend services for the environment, thus cater the venue of the Institute of Environmental Governance (IEG), in partnership with other agencies to conduct capacity development to the local government units on environmental governance.

The training design addressed the variability of the educational status of the province' local environmental key players, environmental entry plan among local policy makers formulated during the two (2) trainings conducted on environmental governance, result of the initial implementation of the action plan and the identified challenges in the implementation of the program.

Some of the challenges include absence of platform to increase public access to environmental information, aggressive, coordinated and collaborated environmental law enforcement, sustained financing for environmental management and governance and increasing the number of champions to impart knowledge to the remotest part of the locality where the action is.

Some of the lessons learned provided that environmental management can be implemented successfully by bringing the decision-making process from the central government to the local key officials. Decentralization does not mean the arena of the local government units only, but the main emphasis of decentralization should also recognize the significant participation of the stakeholders, such as NGO's, local communities and tribal communities.

There is no ready made template in environmental management; initial experience showed that sensitivity and recognition of the cultural tradition as well as capacity of implementers to negotiate with partners can sustain its environmental programs.

Local policy makers recommended and recognize the need to make mandatory the creation of the Municipal and City environment and Natural resources Offices, in the local government code.

Keywords and phrases: institute of environmental governance, decentralization, local governance, local policy makers, sustainable development



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**MS. JANICE W. VERGARA**  
*PAEPI Asst. Secretary  
MAAP-Luzon*

## POINTERS FOR THE DEVELOPMENT OF THE ES PAPER OR POSTER

Should the author wish that his/her paper be considered for publications in the PAEPI Extension Journal of Best Practices (a project of PAEPI for 2011-2013), the paper/poster should follow this format for uniformity.

The author's paper should present actual practice/experience on how Extension Services (ES) project was implemented. It should depict any of the following: experience, concerns, issues or problems (implementation and control system, external linkages and networking, organizational implementation concerns) in conducting an ES project.

1. Abstract
2. Introduction
3. Methodology
4. Discussion/Interpretation
5. Conclusions and Recommendations

### CRITERIA FOR BEST IN ORAL PRESENTATION

1. Content (25%)
2. Organization of ideas (25%)
3. Audience impact (25%)
4. Time management (25%)

Based on the submitted entries and areas of development programs: Platinum, Gold and Silver prize may be awarded to the best oral presenter per area of extension services development program categories (4) that addresses MDGs.