

# LUZON WORKSHOP OUTPUTS

EXISTING ACTIVITIES/ PROGRAMS	GAPS/NEEDS AREAS OF CONCERN	ACTIVITIES/PROGRAMS ON THE IDENTIFIED NEEDS	SOURCES OF ASSISTANCE
Capabilities Enhancement Program for Extension Workers	New Workers, not familiar with the operations need to network	<ul style="list-style-type: none"> <li>◆ Seminar Workshop on Extension</li> <li>◆ Program Management and Training on Community</li> <li>◆ Organizing Training as strategies in enhancing skills and competencies of extension implementers</li> </ul>	PAEPI and Partner Schools Consortium
Strengthening PAEPI in the NCR	Weak organization in the NCAR  No Program	<ul style="list-style-type: none"> <li>◆ Conduct meeting and organization of PAEPI in the Region</li> <li>◆ Design Extension Program for the Region</li> </ul>	PAEPI Volunteer Assistance of Extension Worker by hosting the activity.
On Membership Seven members from Laguna (1), Batangas (5), Oriental Mindoro (1)	Very low number of members, need to increase membership	Invitation to extension implementers to become members	School staff/faculty; head of agencies
On Networking No established linkages/partnership w/ GOs and NGOs	To tap GOs & NGOs as partners	list of prospective partners	Heads of GOs & NGOs
Capability: training programs  Seminar on Makabagong Guro sa Paglinang ng mga Napapanahong Stratehiya sa Pagbasa (for local school board and provincial school board)	<ul style="list-style-type: none"> <li>◆ Limited training programs for extension practitioners</li> <li>◆ Executive leadership</li> <li>◆ training for extension</li> <li>◆ practitioners</li> <li>◆ Lack of funds</li> </ul>	To conduct seminar workshop on executive leadership	PAEPI national officers  NGOs internal and external
Policy Advocacy:  Lack of knowledge on constitution and by-laws	Need to be properly informed on policies & programs	revisiting policies & programs	PAEPI officers
Resource Generation:  No existing fund	To generate needed funds from different sources	To conduct income generating activities	Region IV officers and donors
Recognition of Performance: Non recognition of outstanding extension PAPs (programs, activities, projects)	Need to award/ recognize & provide financial incentives to outstanding PAPs	To set criteria for the award & to evaluate nominees	Region IV officers & award committee
Multidisciplinary program for IPs	Availability of transportation	Linkages	School fund & NGOs
Basic Housekeeping Seminar	Preparation of Proposals and reports		LGUS Hotels and Restaurants

# VISAYAS WORKSHOP OUTPUT

Existing Activities/Programs	Gaps/Needs/Areas of Concern	Activities/Programs on the Identified Needs	Sources of Assistance
Monitoring & Evaluation	Lack of instrument	Formulation of instrument	Extension fund
Suporta sa manggagawang Kabataan Kabuhayan para sa Magulang	Marketing/Product outlet	linkages with Gos & NGOs & business sectors	Sponsoring agencies
Production of recycled paper accessories	Capital/ market	follow-up training for entrepreneurship	sponsoring agencies
Transformation thru Education, Community Outreach & Social Services-Response Against Poverty	Literacy mapping	survey	Barangay council/ students/faculty
	Need for project proposals faculty on different area of technology for dissemination	awareness training & training for faculty on project proposal making	administration/ training personnel/ faculty
Adult/Child Education & skills training	Sustainability	Valuing Education, Fund sourcing to sustain program	Institution
Health/ Medical Missions	Budget	Tapping more sponsors	Partner School of Nursing
Environment, Solid Waste management	Promotional strategy/ Policies & Standards of Practice		LGU
Enriched Parent Effectiveness Service	Budget	Module Making/ Training Materials	STF
Environmental Sustainability			
climate change; mitigation; adaptation	limited info/expertise & linkage	Tapping of expertise	DOST/WWF/PAG-ASA

## ACTION PLAN

<b>Strengthening PAEPI Membership</b>	Recruitment of member schools & individuals members; Orientation of new members; Creation of website/blogs;
<b>Networking</b>	Partnership with PASUC, other accrediting institutions, LGUs/NGOs
<b>Materials Development &amp; Production</b>	Production & publication of IEC materials, handbooks, best practices
<b>Capability Building</b>	Training of Trainers/ Implementers; convention/ conference
<b>Policy Advocacy</b>	Preservation of marine life thru establishment of Marine Protected Areas/Water shed; Regulation on conversion of agricultural land to commercial or industrial purposes; Gender & Development (VAWC); Mitigation & adaptation on climate change; Education campaign on HIV/AIDS/Dengue.
<b>Resource Generation</b>	Linkage for grants/ aids/ technical expertise w/ NGOs/LGUs & other stakeholders
<b>Recognition of Performance</b>	Search for best extension programs in regional & national level; Search for best extension practitioners

## WORKSHOP ACTIVITIES

### OBJECTIVES:

- IDENTIFY PROGRAMS AND ACTIVITIES FACILITATED BY DIFFERENT SECTORS/INSTITUTIONS BY IDENTIFIED SEPCIAL GROUP (MARITIME) AND BY ISLANDS (LUZVIMIN)
- IDENTIFY THE NEEDS OF EACH SECTORS/INSTITUTIONS BY IDENTIFIED SPECIAL GROUPS AND BY ISLAND (LUZVIMIN)
- IDENTIFY PROPOSED ACTIVITIES/PROGRAMS ON THE IDENTIFIED NEEDS AS BASIS FOR FUTURE PAEPI CAPABILITY BUILDING
  - SITUATIONAL ANALYSIS OF EXTENSION PROGRAMS IN THE PHILIPPINES (BENCHMARKING)
  - PROJECT INITIATION/IMPLEMENTATION
  - FINANCIAL MANAGEMENT [Accounting, Bookkeeping, Auditing]
  - DOCUMENTATION/INSTRUCTIONAL MATERIAL (documentation of Best Practices)

## **MINDANAO WORK PLAN OF PROGRAMS AND ACTIVITIES**

Existing Activities	GAPS/NEEDS/ AREAS/OF CONCERN	ACTIVITIES/ PROGRAM ON THE IDENTIFIED NEEDS	SOURCES OF ASSISTANCE
<b>1 . Livelihood Skills Training</b> a. Baking b. Automotive mechanic c. ICT training and computer literacy d. 20 other short term skills training courses  <b>2. Basic Customers Service Excellence</b> a. Training of TWG for sustainability program b. Regular monitoring and Evaluation  <b>3. Public Service Excellence</b> a. Training of TWG for sustainability program b. Regular monitoring and Evaluation  4. Local Development Planning a. Training of TWG for sustainability program b. Regular monitoring and Evaluation  5. Saving the River “Hapsay Busay”  6. Literacy Adopt-a-Barangay	1. Lack of knowledge and skill in the implementation of a Monitoring and Evaluation System 2. Lack of knowledge and skill in producing documentation and skill in linking with prospective funding agencies 3. Lack of orientation on the Local Government Code 4. Lack of knowledge and skills in replicating the Barangay Development Plan 5. LGU's Cooperation and the People and the community	Seminar on Monitoring and Evaluation, Documentation, and Linkaging  Lack of knowledge  Tree planting along the river banks	UUAIDE GEM Fit Ed World Links LGU's MOOE  Foundation

### **WORKSHOP ACTIVITIES**

**OBJECTIVES:**

IDENTIFY PROGRAMS AND ACTIVITIES FACILITATED BY DIFFERENT SECTORS/ INSTITUTIONS BY IDENTIFIED SPECIAL GROUP (MARITIME) AND BY ISLANDS (LUZVIMIN)

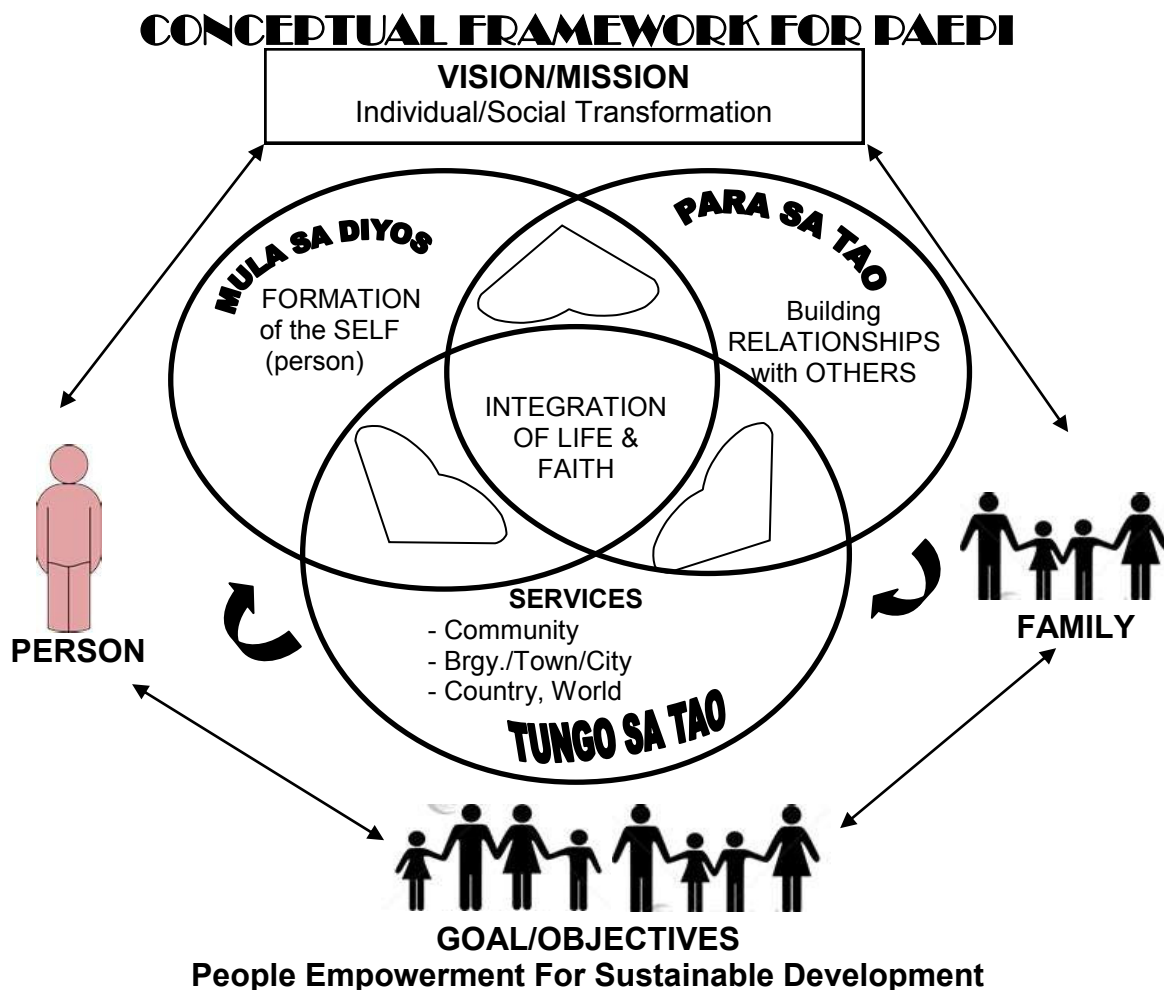
IDENTIFY THE NEEDS OF EACH SECTORS/INSTITUTIONS BY IDENTIFIED SPECIAL GROUPS AND BY ISLAND (LUZVIMIN)

IDENTIFY PROPOSED ACTIVITIES/PROGRAMS ON THE IDENTIFIED NEEDS AS BASIS FOR FUTURE PAEPI CAPABILITY BUILDING

- SITUATIONAL ANALYSIS OF EXTENSION PROGRAMS IN THE PHILIPPINES (BENCHMARKING)
- PROJECT INITIATION/IMPLEMENTATION
- FINANCIAL MANAGEMENT
- Accounting
- Booking
- Auditing
- DOCUMENTATION/INSTRUCTIONAL MATERIAL (documentation of Best Practices)
- RESOURCE MOBILIZATION (network and partnership)

# MARITIME GROUP WORKSHOP OUTPUT

EXISTING ACTIVITIES/ PROGRAMS	GAPS/NEEDS/ AREAS OF CON- CERN	ACTIVITIES/PROGRAMS ON THE IDENTIFIED NEEDS	SOURCES OF ASSISTANCE
1. NSTP/RPTC Activities / programs	Uncoordinated with extension	NSTP/RPTC activities to be coordinated to Extension Pro- gram	Institutional/ na- tional policy must be in place
2. Advocacy Programs	Information on waste disposal, marine pollu- tion, environment, CRM, Illegal fishing and climate change	Coordinated efforts with SUCs / HEIS, Navy, Coast Guard, BFAR, LGUs, Pos and NGO's	Counterpart of project partners
3. Educational, Training and Value Formation Program <ul style="list-style-type: none"> <li>■ Book Donation Program</li> <li>■ Computer Literacy Program</li> <li>■ English Literacy Program</li> <li>■ Subsidized Fee for Training Program</li> <li>■ Skills Training on lathe machine operation</li> </ul>	<ul style="list-style-type: none"> <li>■ Provision for volun- teers ( food/fare)</li> <li>■ Projects fit for the skills and trainings for the MET stu- dents and faculty</li> <li>■ Lack of time</li> <li>■ Instruction is the priority</li> <li>■ Limited subject matter experts</li> <li>■ Lack of updated training facilities</li> <li>■ The little points provided to exten- sion</li> <li>■ Services activity is negligible and does not encourage fac- ulty and staff</li> <li>■ even without exten- sion works , faculty gets promoted and received awards</li> <li>■ unavailable funding</li> <li>■ Unavailable materi- als</li> <li>■ Unavailable man- power</li> <li>■ No volunteers</li> <li>■ Monitoring</li> <li>■ Completion of Time Table</li> <li>■ Qualification of par- ticipant</li> <li>■ Qualification of train- ers</li> <li>■ No participant</li> </ul>	<ul style="list-style-type: none"> <li>■ Selection of adopted com- munities</li> <li>■ Baseline data gathering</li> <li>■ Spot Mapping</li> <li>■ Intensive and Extensive primary data gathering</li> <li>■ Interview people</li> <li>■ Implementation of the Com- munity organization process in the community</li> <li>■ Identify linkages for possible organization and support group</li> <li>■ Strengthening Community organization through capabil- ity training SEMINARS</li> <li>■ Conduct regular consultation with community leaders</li> <li>■ On-going project evaluation</li> <li>■ Come up with a project pro- posal for submission to funding agencies</li> <li>■ Have the group be recog- nized for the efforts etc.</li> <li>■ Other programs/activities: ⇒ integrating other courses of the institution ⇒ educational discussion ⇒ educational trip ⇒ MOA with adopted baran- gays , schools and /or pro- ject partners ⇒ Training/seminar programs ( in-house and off-campus) ⇒ Brainstorm on what product development is suited to both the experts of the col- lege and the resources avail- able in the community or matching process ⇒ Product development based research</li> </ul>	<ol style="list-style-type: none"> <li>1.School of the extension service im- plementer</li> <li>2.PAEPI</li> <li>3.PAMI</li> <li>4. Other partner schools</li> <li>5. GO, NGO that offer services for the needs of the com- munity with the school and PAEPI serving as catalyst</li> <li>6. International companies and local private com- panies</li> <li>7. Dean and Di- rectors of other courses or Depart- ments</li> <li>8. Sponsorships</li> </ol>
4. Livelihood and Skills Training Assistance Pro- grams <ul style="list-style-type: none"> <li>■ Basic Safety</li> <li>■ Firefighting Training</li> <li>■ Electric Arc welding</li> <li>■ Automotive mechanics</li> <li>■ Other trainings such as Computer Training, Free- hand Lettering, Silkscreen printing, Candle making, Token making, Flower Arrangement and other basic skills develop- ment trainings</li> </ul>			
5. Environmental Care and Sanitation Program <ul style="list-style-type: none"> <li>■ Coastal Clean Up Drive</li> <li>■ Lamesa Dam Clean-up/ Watershed Preservation</li> <li>■ Tree Planting</li> <li>■ Proposed Artificial Coral Reef Project</li> <li>■ Mangrove Farm/Plantation and Reforesta- tion</li> </ul>			
6. Health and Nutrition Pro- gram <ul style="list-style-type: none"> <li>■ Feeding Program</li> <li>■ Bloodletting</li> <li>■ Dental and Medical Mis- sions</li> <li>■ Seminar on Proper Waste Disposal</li> <li>■ Hygiene and Nutrition Seminar</li> </ul>			
7. Other Programs * Bigay-Puso Project			
8. Technical and advisory services		Trainer's/ trainees training	
9. Communication and Info Services	Lack of Coordination among offices and or- ganizations	Coordination /networking/ creation of a consortia / networking	



The PAEPI Capability Building Program is geared toward a process of formation and organizing whereby an individual or group of the people or a community, undergoes a series of creative transformation towards people empowerment, sustainable but environmentally friendly development, taking seriously into consideration the following components.

### 1.0 FORMATION OF THE PERSON (SELF) – *Mula sa Diyos* (The Extensionist as an Integrated Person)

The starting point of a PAEPI formation and organizing of people and community would first and foremost be the enhancement of the PERSON – considering that this person is *MULA SA DIYOS* considered as the only Absolute Value among the creations of God (You are precious in MY eyes... and I Love You – Isaiah 43:4) and all other things are created for the use of the Absolute Value, so he/she will live a life of dignity. Every person is born equal in rights and in dignity. This formation is geared towards a personhood that is integrated, and holistic impractical possessing the following:

- 1.1 CORE VALUES (ethical, moral person)
  - honest, truthful, respectful, responsible and just
  - caring, empathic, sympathetic and generous
  - open-minded, flexible, adaptable, integrating
- 1.2 Emotionally grounded and spiritually sustaining
- 1.3 Dynamic, determined and sustaining
- 1.4 Highly developed critical and analytical but constructive thinking
- 1.5 A visionary, creative, innovative, enterprising but pluralist

- 1.6 Rooted to one's culture but also aware, open, accepting and respectful of other cultures
- 1.7 A lot of common sense
- 1.8 And most of all an extensionist na may *PUSO*

## **2.0 BUILDING RELATIONSHIPS WITH OTHERS (Skills) – *Para sa Tao* (Extensionist as Person Oriented)**

Real growth only happens in relationships with the self and others. And so for a PAEPI extensionist to have an integrated growth, he/she must be equipped with knowledge, attitudes, and skills that will help facilitate group management like:

- 2.1 Knowledge
  - human behavior and its different components
- 2.2 Attitudes
  - persons, community and process oriented
- 2.3 Skills
  - organizing, initiating, team building
  - facilitating, communicating
  - conflict management

## **3.0 COMMUNITY SERVICES – *Tungo sa Tao* (Extensionist as Change Agent)**

The individual is the focal point in PAEPI formation and organization. Individuals build relationships with others where a person or group of persons and a community are empowered to change or transform their situation and milieu toward a sustainable but environmentally friendly development, deeply rooted in one's national heritage. In order for an extensionist to develop this, he/she must be equipped of the following:

- 3.1 Knowledge
  - study of the Philippine society and its culture
  - a cultural analysis of different cultures and its religion that affect the person
  - special issues, trends
  - community organization
  - church encyclicals, laws, ordinances, etc
  - media, IT, etc.
- 3.2 Attitudes
  - process, person and community oriented
  - enterprising, creative and innovative
  - peacemaker, pro-active, and non-violent
  - issue oriented, environmentalist, and gender-sensitive
  - motivated towards excellence
- 3.3 Skills
  - community organizing and building
  - mediating, negotiating and facilitating
  - research consultant
  - administrative and management skills
  - technology, and technical skills

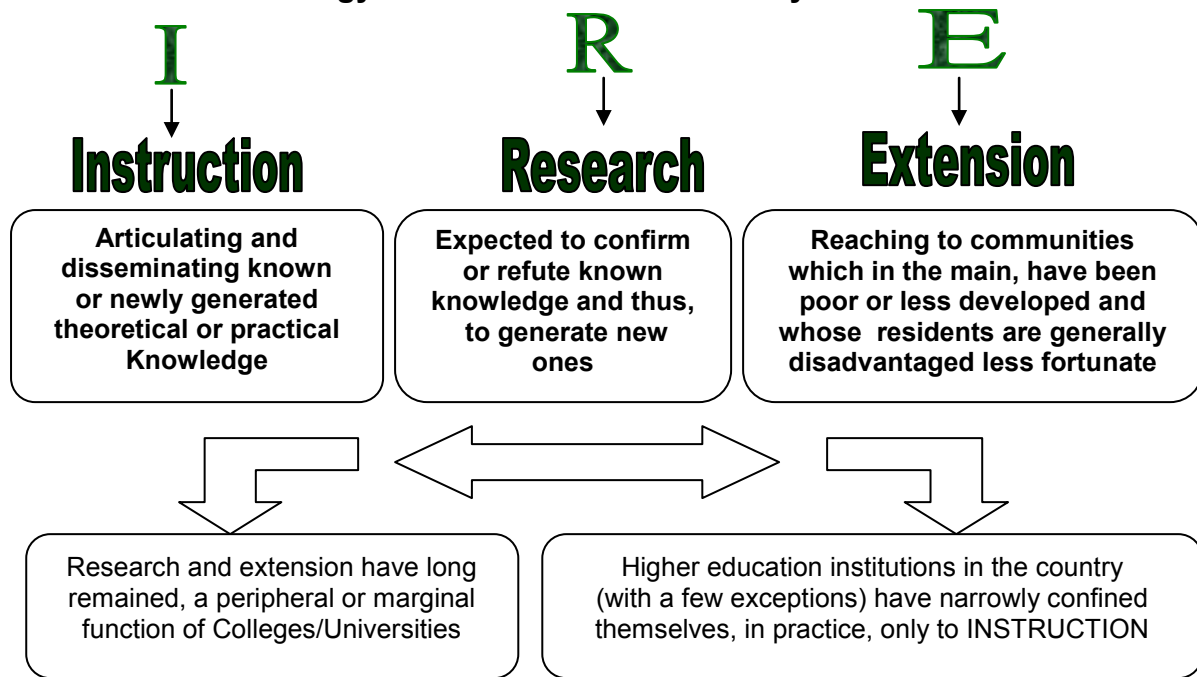
## **4.0 INTEGRATION OF FAITH AND LIFE**

A person can only be considered an extensionist formed in the PAEPI knowledge, attitudes and skills when she or he espouses and integrates these into one's life lived in faith or one's faith live through life.

This component is the fulcrum of all the formation and organizing processes to be a PAEPI extensionist.

**PAEPI PARADIGM OF EXTENSION**

Trilogy of function of the University Defined



**Common Practice of the HEI in the Country about the Trilogy of Function of a University/College**

**Limitations of Instruction to Perform Transformation**

**Instruction has limited reach**

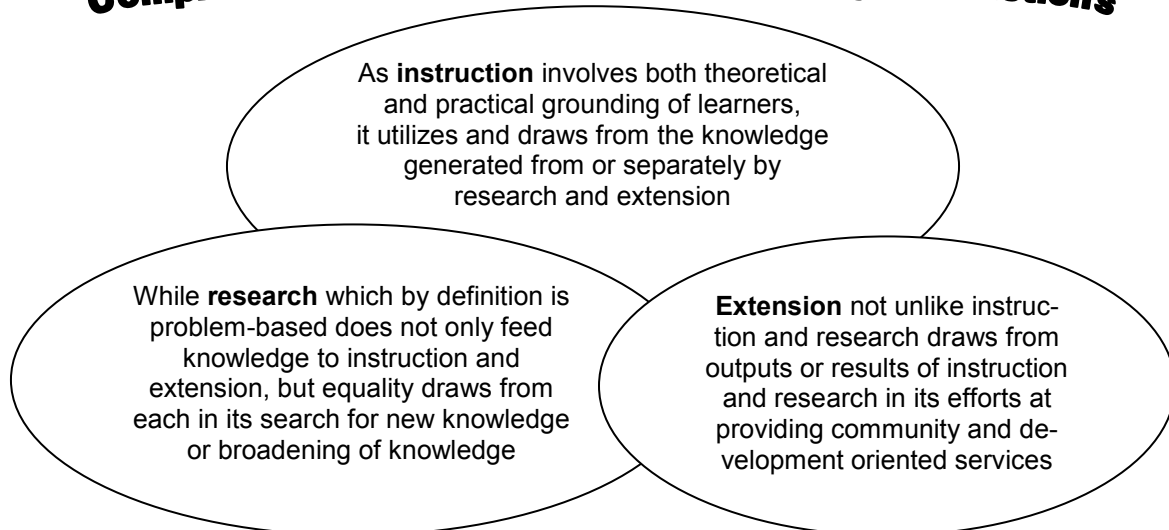
- ∅ Limited to a set of individuals who have been judged as capable of successfully completing four to five or more years of formal instruction in higher education.
- ∅ Further limited by the predominant approach to individual transformation (passive transmission of knowledge and skills from teachers to students).
- ∅ Those who can afford.

**Solution to Limitations of instruction**

**Revise the current thinking on practice of the academe of EXTENSION function of institutions**

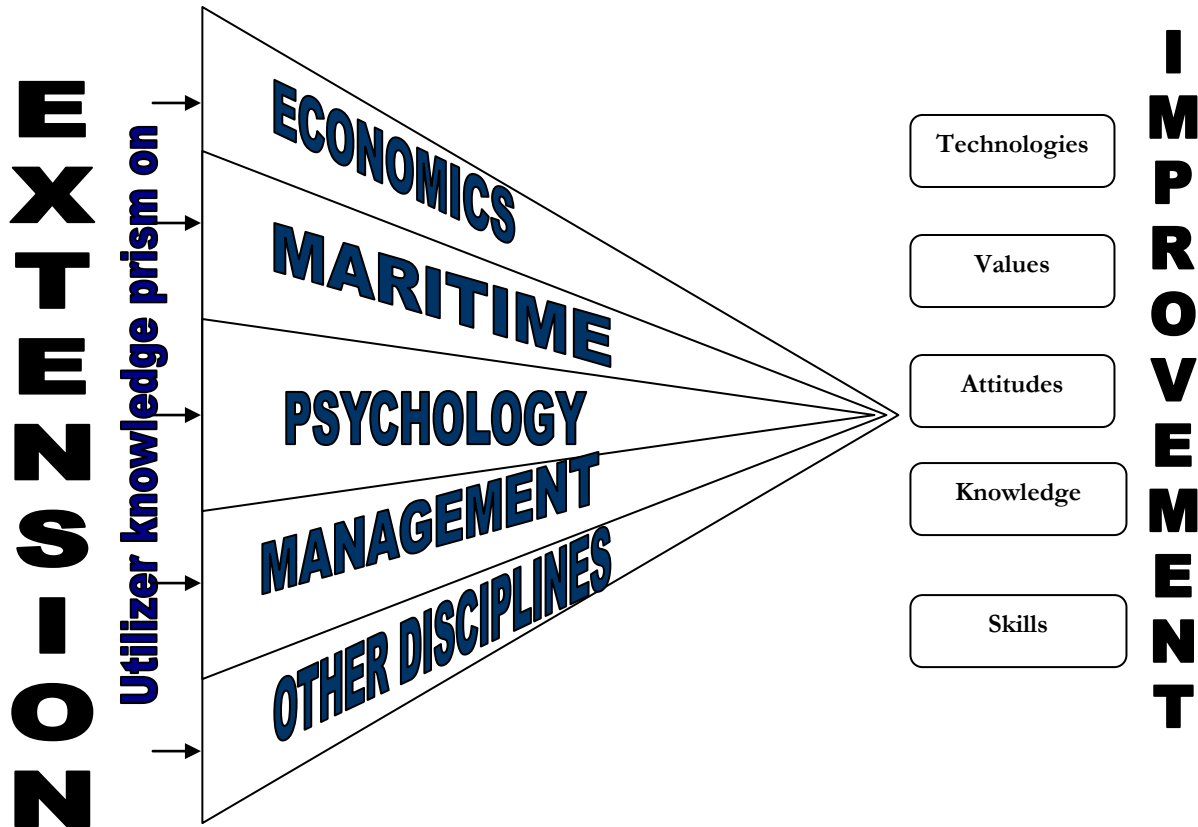
- ◆ Shift from periphery-core of mandate function of Institutions whose principal reason is affecting change and development.
- ◆ Academe must understand that EXTENSION function is a genuine force for individual and social transformation.
- ◆ Extension must be seen as a potent force to effect wider societal change and development.
- ◆ Extension goes beyond two functions – research and instruction

**Complementary Relationship of the Trilogy of Functions**



**Extension Redefined**

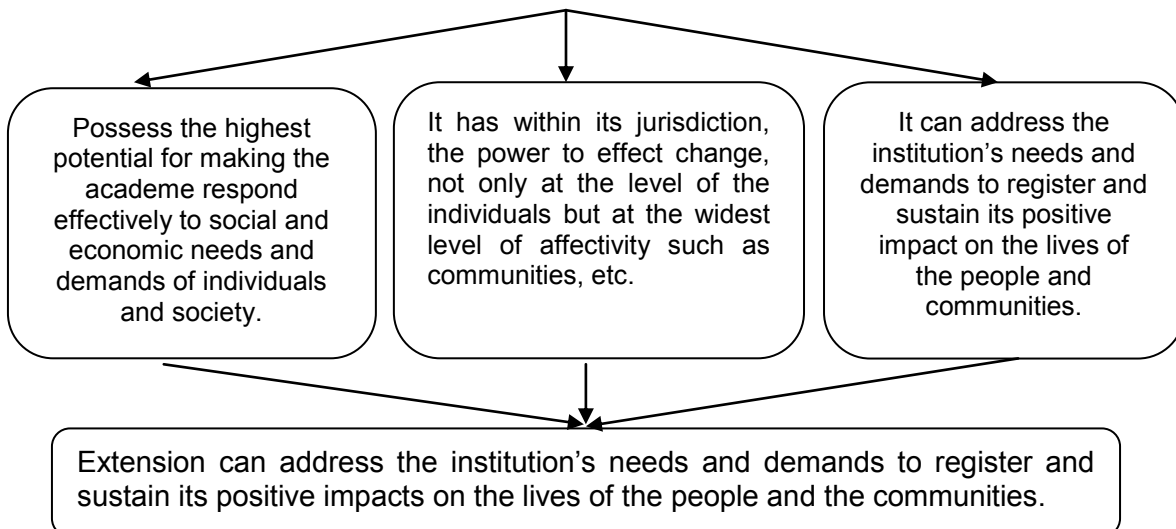
Is a discipline that utilizes knowledge that passes through a prism of sociology, economics, anthropology, psychology, management and disciplines for transfer of appropriate Technologies, values, attitude, knowledge and skills that will ultimately improve the social practice or lives of its clientele, partners or cooperators?



**Actual Importance and Value of Extension & Research**

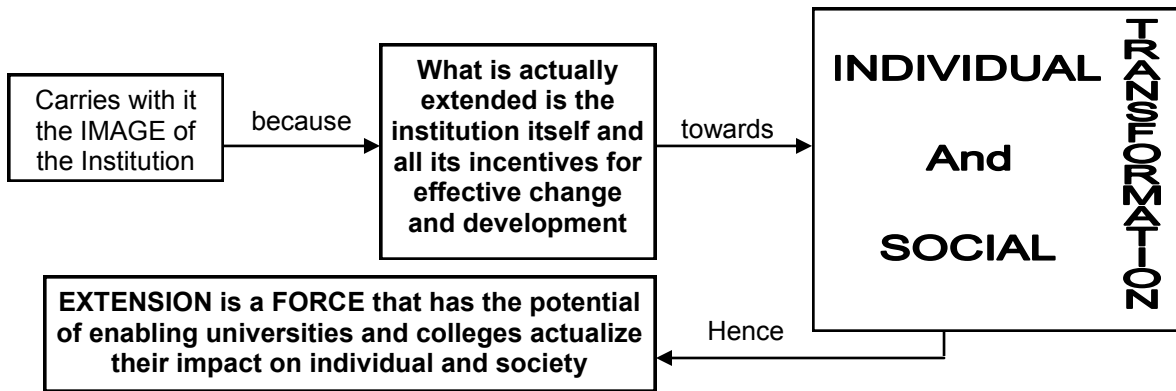
These two functions of higher education institution most particularly

**EXTENSION:**

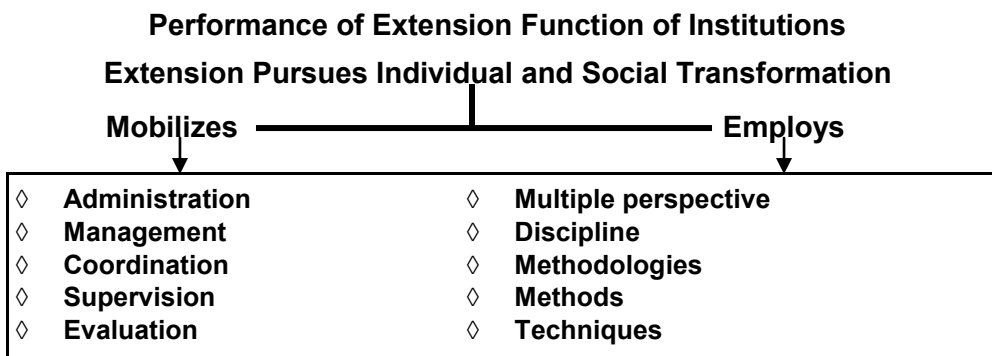




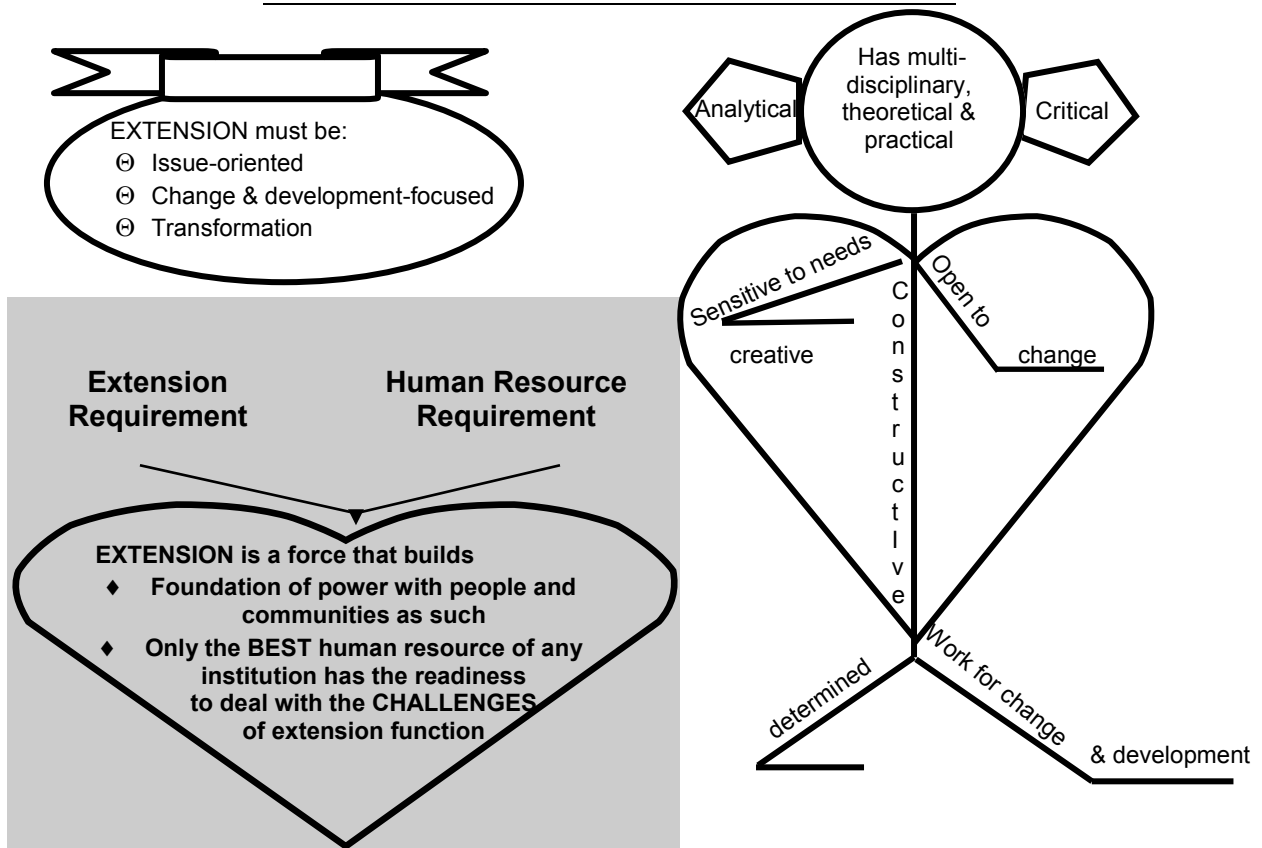
**PRACTICE OF EXTENSION**



**EXTENSION AS AN IMAGE BUILDER FOR HEI**



**MINIMUM REQUIREMENTS TO MAKE EXTENSION TRULY A TRANSFORMATIVE FORCE**



**Part 2. PAEPI Strategic Planning Outputs**

