



**PHILIPPINE ASSOCIATION OF EXTENSION PROGRAM IMPLEMENTORS, INC. (PAEPI)**

**C/O Technological University of the Philippines - Manila**

Ayala Boulevard, Ermita, Manila

SEC. Reg. No. 201113177

Telephone Number 02-3203032



*3rd*  
*Biennial Convention*

**Theme: "Sustaining Development Extension Initiatives  
Towards Environmental and Societal Well-Being".**

November 22-24, 2012

@ the Lyceum of the Philippines University (LPU) Manila



co-sponsored by the:

Lyceum of the Philippines University Manila (LPU),  
Pamantasan ng Lungsod ng Maynila (PLM) and  
Technological University of the Philippines (TUP)



S.E.C. Reg. No. CN201113177

## **PHILIPPINE ASSOCIATION OF EXTENSION PROGRAM IMPLEMENTORS, INC. (PAEPI)**

***February 16, 1990*** – Date of filing of Articles of Incorporation and By-Laws before the Securities and Exchange Commission (S.E.C.)  
***May 18, 1990*** – Date of Registration with S.E.C.  
***July 25, 2011*** – ***SEC Re-registration***

### **CORPORATE VALUES AND WORK ETHICS**

- Responsibility and Accountability
- Productivity and Commitment to Action and Output
- Professionalism, Ethical Conduct, and Integrity
- Relevance and Responsiveness
- Teamwork, Unity and Cooperation
- Pride and Consistency as a Member in Good Standing of PAEPI

All Efforts should be guided by the intent to promote  
**PEOPLE EMPOWERMENT FOR SUSTAINABLE DEVELOPMENT**

### **V ision**

PAEPI  
as key player in  
People Empowerment  
for Sustainable Development

### **Mission**

Bringing Extension  
to the Level of Discipline  
and as a Profession

### **Goal**

Empower People  
for Sustainable Development

### **General Objectives**

1. Elevate extension to a level of discipline vital to effective individual and social transformation.
2. Build and upgrade the capabilities and professionalism of extension program implementors.



## EXPANDED PAEPI MISSION

Extension is one of the important trilogy of functions of higher education institutions. Vis-à-vis instruction and in light of recent technological advancement, extension complements and fills in the gaps left by instruction specially for those who, for multifarious reasons, can not access formal instruction to gain individual transformation.

Extensionists are employed in both government and non-government institutions to become agents of change. As agents of change, extensionists should process the appropriate knowledge, attitudes, skills and practices to effectively perform. Capability building if extensionist to meet the challenging tasks of changing people and communities becomes a continuous process. Furthermore, extensionists as agents of change must think and act as professionals and should be well-versed in the acceptable theories and practices of their job.

To formalize the theories and principles of extension and integrate these into actual practice, PAEPI envisions to elevate extension to the level of discipline so that its practitioners, the extensionists, become well-equipped in the science and art of extension and to become wholly integrated professional extensionists. The demand is great for an extensionist who is a true professional in the execution of his duties and functions in the work environment. In the task of meeting this demand, PAEPI's mission is to bring extension the level of discipline and as a profession by continuous research and capability building that will contribute significantly to the development of professional extensionists with tested practices grounded on acceptable theories, principles, approaches, methodologies and techniques of community extension.

## PROGRAMS AND PROJECTS

### **1. *Capability Building in Extension***

Annual Conventions, regional and provincial seminar, institutes and clinics, partnership with HEIs in offering diploma and graduate course in Extension Management, distance education and short term course in selected extension areas are conducted.

### **2. *Research***

Relevant and responsive researches undertaken through partnerships with other research and educational institutions and funding agencies.

### **3. *Consultancy***

Strengthening extension programs of partner institutions.

### **4. *Special Projects***

Development, conduct and evaluation of community projects aligned with PAEPI vision, mission, goals and objectives.

### **5. *Publications***

Publish newsletter, souvenir programs, monographs, handbooks, pamphlets & other materials on extension.

### **6. *Institutional Linkages***

Establishes partnerships and collaborative activities with institutions and agencies for attaining the PAEPI vision, mission, goals and objectives.



## STRATEGIES/ APPROACHES

- \*Policy advocacy
- \*Trainings
- \*Membership expansion
- \*Appropriate technology promotion, transfer and utilization
- \*Twinning and linkaging
- \*Resource generation
- \*Participatory planning and consultations, Values orientation
- \*Media Advocacy
- \*Social mobilization

## MEMBERSHIP

Membership is open to all extension program implementors and institutions/ organizations with extension agenda.

### 1. INDIVIDUAL MEMBERSHIP:

Regular members: P400 and 200 for annual dues  
Honorary members  
Sustaining members – P1,000  
Lifetime members- P1,500  
Associate – P200

### 2. CHAPTER MEMBERSHIP:

Institutional Chapter – min 15 members representing 3 units in same agency – P250.00; Municipal/City Chapter: min 20 members representing 2 agencies/ institutions – P350; Provincial Chapter: min 25 members representing 3 agencies/institutions – P450;  
Regional Chapter: min 35 members representing 3 recognized chapters – P550.00

### 3. INSTITUTIONAL MEMBERSHIP:

P1,500 for new members and P500 annual dues

*"Once a PAEPI member, always a PAEPI member". This principle of membership has been implemented ever since PAEPI was registered as a non-stock, non profit professional association*

**MALACAÑAN PALACE**  
Manila



### *Message*

My warmest greetings to the Philippine Association of Extension Program Implementors Inc., as you hold your 3rd National Biennial Congress.

Education is essential to sustaining a nation's growth and to empowering our citizens to advance their respective sectors. We, in government count your association among our partners in the pursuit of an informed, enlightened populace, as you provide a venue for your members and stakeholders to further their studies, improve their abilities, and contribute to the development of their institutions and communities. May this event be an engaging learning experience, especially as you tackle such critical issues as science and technology, sustainable development and environmental awareness, all of which serve as pillars of our economy and society.

Your government remains steadfast in our goal and revitalization, and we are confident that you will complement our efforts towards the realization of our country's great potential.

**BENIGNO S. AQUINO III**



Republic of the Philippines  
**OFFICE OF THE PRESIDENT**  
Commission on Higher Education



## *Message*

Warm greetings to the Philippine Association of Extension Program Implementers (PAEPI), Inc. as it holds its 3rd National Biennial Congress on November 22-24, 2012. The convention is co-sponsored by the Lyceum of the Philippines University (LPU), Pamantasan ng Lungsod ng Maynila (PLM), and Technological University of the Philippines (TUP).

As an important function of higher education, extension complements instruction and research by promoting social change and bringing about economic and social development.

This year's convention theme, "Sustaining Development Extension Initiatives towards Societal Well-being," is particularly relevant to the national call for more proactive programs designed to help mitigate deep-seated socio-economic ills that have afflicted our countrymen. Specifically, the convention will discuss as one important issue the role of extension implementers of institutions of higher learning in response to the thrust of the Commission on Higher Education and the national Anti-Poverty Commission.

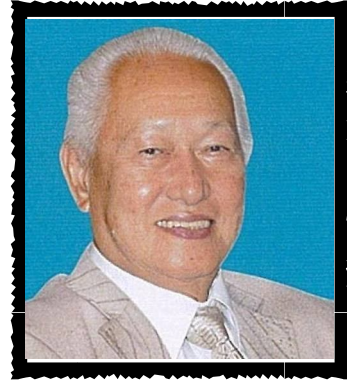
As a key player in people empowerment, the PAEPI, Inc. occupies a unique position as an organization that deals directly with indigenous people and the more marginalized sectors of society throughout the country. This year's convention hopes to spell out in more detail the unique mission of community extension workers as instruments of social change.

Mabuhay!

PATRICIA B. LICUANAN, Ph.D.  
Chairperson



Republic of the Philippines  
**OFFICE OF THE MAYOR**  
City of Manila



## *Message*

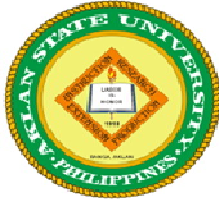
Warmest greetings to the members of Philippine Association of Extension Program Implementors (PAEPI), Inc. as they hold their 3rd National Biennial Congress on November 22-24, 2012.

We congratulate the Lyceum of the Philippines, Pamantasan ng Lungsod ng Maynila and Technological University of the Philippines, sponsors of the Congress, for coming up with the timely theme, "Sustaining Development Extension Initiatives towards Societal Well-Being".

It is our hope that through the Congress development extension work will continue to be strengthened and implementers will keep in step with the rapid changes taking place in the world today. Every extension implementer as a nation-builder has to assume relevant leadership roles effectively being mostly in touch with and linking the grassroots with the government and other organizations that have to do with the socio-economic well being of our people.

We wish every participant the best as they make the most of the objectives of the National Congress. Mabuhay!

  
**ALFREDO S. LIM**  
City Mayor



Republic of the Philippines  
**AKLAN STATE UNIVERSITY-IBAJAY CAMPUS**  
College of Hospitality and Rural Resource Management  
Ibajay, Aklan



## *Message*

Greetings to participants of the 3rd Biennial Convention and General Assembly of the Philippine Association of Extension Program Implementors, Inc. (PAEPI)!

This year's theme: "Sustaining Development Extension Initiatives Towards Environmental and Societal Well-being" which challenge the members and stakeholders of this organization to strengthen the wisdom of uniting professional and extension experts to upscale the name of PAEPI in the global community.

The dedication and hard works of the Board of Directors, Officers and loyal members inspire all of us to restore the original PAEPI concept and wisdom in sharing our knowledge, skills and experiences to delivery competitive extension programs and projects in our respective regions.

Indeed, may the unity that will be developed in this gathering pervade that vast cornerstone of our society, as we push for a peaceful and progressive national organization.

To PAEPI Board of Directors, Officers, members and participants, best wishes for fruitful, insightful and meaningful convention.

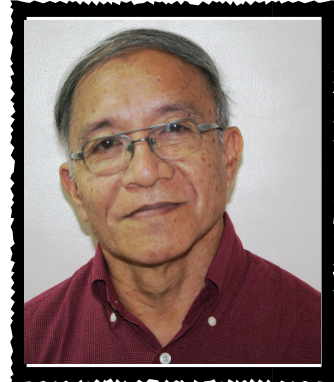
Mabuhay PAEPI!

**ROBERTO L. SALADAR, PhD**  
Chair, PAEPI Board of Directors  
2011-2012





Republic of the Philippines  
**PHILIPPINE ASSOCIATION OF EXTENSION  
PROGRAM IMPLEMENTORS, INC (PAEPI)**




### *Message*

My wholehearted felicitations to my dear colleagues and bonafide members of the 23-year old organization of extensionists in the country, the Philippine Association of Extension Program Implementors, Inc. or PAEPI!

Founded by Dr. Cristeto Bonilla sometime in 1989, PAEPI's sustaining growth has been marked by pains and challenges. And when the challenger demands its supreme sacrifice, then we shall collectively prepare ourselves to face without shame and dishonor that PAEPI will live! Through teamwork, perseverance, collaboration and concerted efforts, we all can weather such organizational crises that may come our way. Let's continue to work as a team, for together everyone achieves more!

We all take pride in what PAEPI accomplished notably in pursuing quality extension initiatives among higher learning institutions that we respectively represent. Thus, making extension as an indispensable function of an institution of higher learning.

With the organizational challenge the incumbent leadership is currently facing, may we stand firm in our conviction to fight for our right, and to live by development principles as our guidepost in life! Together, we all say, "EMPOWER US -- Spirit of the Living GOD."

  
**NICHOL R. ELMAN, Ph.D.**  
President, 2011-2012



Republic of the Philippines  
**LYCEUM OF THE PHILIPPINES UNIVERSITY**  
33 Muralla cor. Real Streets, Intramuros, Manila



## *Message*

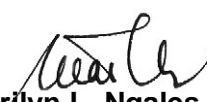
Greetings to fellow extensionists and volunteers gathered around for this momentous event and all those who are not here but who share the same passion for development! As a tool of expressing one's humanity in both times of plenty and poverty, we have remained steadfast in our roles as arms and legs of this abstract being called community development. No words can approximate what we do out there braving the elements and most often away from our comfort zones and loved ones, but we carry on mutually sharing skills, connecting aspirations, satisfying interests and fulfilling dreams. Today, I reflect with you on what we do in the communities that need to be articulated in whatever form.

Green, brown or gray fields beckon.  
We take our pick:

winnow weeds and clean the air,  
savor the flowers to fill feeble minds,  
advance with the ants their ancient industries  
plow into liberating lands and avoid furrowed foreheads or  
stare at nothing and be left behind.

What we undertake define various lives and their many tomorrows  
Whatever choices these are, we also define ourselves.  
Extensionists, educators, elephants, enigmas, *epals*, egrets,  
You name it we are it!  
But above all, we are harbingers of good will and continuing hope.

Let the embers of this year's annual event glow and be spread more to breadth  
unreached and heights unknown!

  
**Marilyn L. Ngales, PhD**  
Director, LPJ – Community Outreach &  
Service Learning (COSeL)



Republic of the Philippines  
**LYCEUM OF THE PHILIPPINES UNIVERSITY**  
33 Muralla cor. Real Streets, Intramuros, Manila



## *Message*


Greetings from Lyceum of the Philippines University!

I take this opportunity to extend my warm wishes to the officials, organizers and members of the Philippine Association of Extension Program Implementors, Inc. (PAEPI). It is a privilege for us at LPU to host your 3rd Biennial Extension Conference.

To institutionalize extension programs is a big step in recognizing the partnership efforts of Higher Education Institutions (HEIs) and their respective partner communities. And it is an even bigger step when you gather stakeholders in a timely and relevant conference such as this one, where best practices, programs, as well as ideas on innovation will be shared, intelligently discussed, and enriched for the sake of the greater good.

The LPU community is one with you as you challenge yourselves as HEIs to respond to the needs of these times that “try men’s souls”. You have our full support as you come up with initiatives that are sustainable and environmentally relevant to the communities you serve.

May you at PAEPI and your partner communities grow in strength and resilience. Good luck and Godspeed in all your endeavors!

  
**Roberto P. Laurel**  
President



Republic of the Philippines  
**PAMANTASAN NG LUNGSOD NG MAYNILA**  
Intramuros, Manila



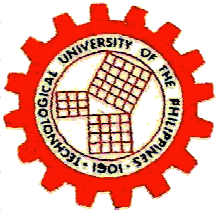
### *Message*

My warmest greetings and best wishes to the participants of the 3rd Biennial Convention of the Philippine Association of Extension Program Implementors, Inc. (PAEPI). The Pamantasan ng Lungsod ng Maynila is proud to be associated with PAEPI, a network of extensionists committed to a shared goal in addressing poverty inequality through relevant community extension service programs.

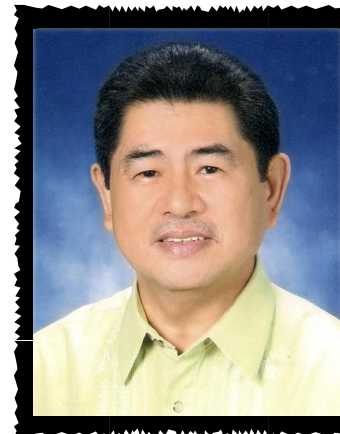
I am convinced that we will greatly benefit from the wealth of ideas that will come out of this conference. With an impressive agenda and distinguished panel of presenters, your next three days promise to be very stimulating indeed!

To the people behind the PAEPI and to the organizers of this convention, we congratulate you for your achievements and bid you a warm welcome to Intramuros, Manila. May you have an enjoyable and productive stay in Manila.

  
**RAFAELITO M. GARAYBLAS**  
President



Republic of the Philippines  
**TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES**  
Ayala Blvd. Cor. San Marcelino St. Ermita, Manila  
Website: <http://www.tup.edu.ph>



### *Message*

I convey my warm greetings and felicitations to the officers and members of the Philippine Association of Extension Program Implementors (PAEPI), Inc. as they hold their 3rd Biennial Congress on November 22– 24, 2012 at the Lyceum of the Philippines University.

“Sustaining Development Extension Initiatives Towards Societal Well– Being” is a timely and relevant theme for this year’s congress as it underscores the noble aim of extension services which is to improve human social conditions. Never has the role of extension services been more important in recent times than now when, despite technological modernization, a great number belonging to the poor and marginalized sectors of our society cannot be ignored.

Through the initiatives of PAEPI member institutions, these sectors are being reached and have benefitted from worthy extension projects. I commend the untiring extensionists from PAEPI for their efforts to alleviate poverty by providing means of livelihood for the less fortunate members of our society.

As this year’s congress aims, among others, to sustain and further strengthen extension initiatives towards societal well– being, it is hoped that future extension works will be more responsive and more in line with the government’s thrust on poverty alleviation. PAEPI may just be one group but together with concerned government agencies and other non– governmental organizations, the alleviation of poverty may be hastened which could lead to a progressive Philippine society that we all desire.

Mabuhay and PAEPI!

  
OLYMPIO V. CAPARAS, Ed. D.  
President



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
**COMMISSION ON HIGHER EDUCATION**

**MEMORANDUM FROM THE CHAIRPERSON**

**FOR :** ALL CHED CENTRAL AND REGIONAL OFFICE DIRECTORS  
ALL PRESIDENTS/ HEADS OF PUBLIC AND PRIVATE  
HIGHER EDUCATION INSTITUTIONS (HEIs)

**SUBJECT :** PARTICIPATION AT THE 3<sup>RD</sup> NATIONAL BIENNIAL CONGRESS  
OF THE PHILIPPINE ASSOCIATION OF EXTENSION PROGRAM  
IMPLEMENTORS, INC (PAEPI) TO BE HELD ON NOVEMBER 22  
TO 24, 2012 AT THE LYCEUM OF THE PHILIPPINE UNIVERSITY  
(LPU) MANILA

**DATE :** July 11, 2012

In accordance with the pertinent provisions of Republic Act (R.A.) 7722, otherwise known as the "Higher Education Act of 1994", this Office hereby endorses the above undertaking organized by the Philippine Association of Extension Program Implementors, Inc (PAEPI) co-sponsored by the Lyceum of the Philippines University (LPU), Pamantasan ng Lungsod ng Maynila, (PLM), Technological University of the Philippines (TUP), and Mapua Institute of Technology (Mapua) for the support and participation of all concerned.

With the theme "Sustaining Development Extension Initiatives towards Societal Well-Being", this conference aims to serve as the avenue where faculty/staff/extensionist/extension collaborators and development partners outsourced current S and T developments and other relevant extension related information.

A registration fee of Three Thousand Six Hundred Pesos (Php 3,600.00) shall be charged from each participant inclusive of meals, attendance to plenary and parallel sessions, snack, conference kit and a certificate of participation.

Participation of officials, employees and students from private higher education institutions (HEIs) shall be VOLUNTARY. Officials and employees of State and Local Universities and Colleges (SUCs and LUCs) who will participate in this activity should have prior approval from the President/Head of the concerned institution and are hereby reminded to observe proper use of government funds provided under the Department of Budget and Management (DBM) National Budget Circular No. 486 and Administrative Order No. 103.

For registration and further information/inquiries, you may coordinate with the organizers at telephone numbers 09165187028/09173009031 and their email address valjangeles@yahoo.com/suextensionprogram@yahoo.com.

Wide dissemination of this Memorandum is desired.

**PATRICIA B. LICUANAN, Ph.D.**

07-0011\_b^0020\_PAEPI\_November 22-24



Philippines Association of Extension  
Program Implementors Inc. (PAEPI)  
Ayala, Blvd. Ermita, Manila  
SEC REGISTRATION NO.: 201113177

## 3rd BIENNIAL CONVENTION



*"Sustaining Development, Extension  
Initiatives Towards Environmental  
and Societal Well-being"*

22 - 24 November 2012  
Lyceum of the Philippines University  
JPL Hall of Freedom  
Intramuros, Manila 1002

## PROGRAM

Day 1: 22 November 2012	
8:00 - 8:45 am	<b>REGISTRATION</b>
8:45 - 9:30 am	<b>OPENING PROGRAM</b>
	<b>Invocation</b>
	<b>Philippine National Anthem</b> <b>LPU Chorale</b>
	<b>Welcome Remarks</b>  <b>Dr. Conrado E. Iñigo, Jr.</b> <i>Vice President for Academic Affairs, Lyceum of the Philippines University - Manila</i>
	<b>Message</b>  <b>Mr. Jose A. Capistrano, Jr.</b> <i>Administrator Intramuros Administration</i>
	<b>Presentation of Participants</b>  <b>Mr. Valentino J. Angeles</b> <i>PAEPI Vice President for Luzon</i>
	<b>Conference Rationale and Objectives</b>  <b>Mr.. Lorenzo B. Isla</b> <i>PAEPI Board of Director</i>
	<b>Introduction of the Keynote Speaker</b>  <b>Dr. Nichol R. Elman</b> <i>PAEPI President</i>
9:30-10:45 am	<b>KEYNOTE ADDRESS</b>  <b>SENATOR LOREN B. LEGARDA</b> <i>Chairperson, Committee on Climate Change</i>  Theme: Sustaining Development Extension Initiatives Towards Environmental and Societal Well-being
10:45-11:00	Health Break : JPL Lounge
Master of Ceremonies: <b>Ms. Leonora H. Astete</b> <i>LPU - COSeL Manila</i>	
<b>PLENARY LECTURE I</b>	
11:00-12:00nn	<b>Interdisciplinary research-based approaches to doing community engagements</b>  <b>Dr. Marilyn L. Ngales</b> <i>Lyceum of the Philippines University, Intramuros, Manila</i>
	Moderator: <b>Dr. Hermogenes M. Paguia</b> , <i>PAEPI Treasurer</i>
12:00-1:30 pm	<b>Lunch Break</b>



PLENARY LECTURE II					
1:30 - 2:15 pm	<p><b>E-Extension program for extensionists</b></p> <p><b>Ms. Antonieta J. Arceo,</b> <i>Agricultural Training Institute, Department of Agriculture</i></p> <p>Moderator: Dr. Mario Paul C. Luna, <i>PAEPI PRO</i></p>				
2:15 - 3:15 pm	<p><b>Forum on Community Extension Issues and Concerns</b></p> <p>Panelists: <b>XXXXXXXXXXXXXX,</b> <i>Metrobank</i> <b>XXXXXXXXXXXXXX,</b> <i>NBC 461</i> <b>XXXXXXXXXXXXXX,</b> <i>Civil Service Commission</i></p> <p>Moderators: <b>Mr. Lorenzo V. Isla &amp; Dr. Roberto L. Saladar</b> <i>PAEPI Board of Directors</i></p>				
3:15 - 3:30 pm	<b>Health Break</b>				
	<table border="1"> <thead> <tr> <th>Parallel Session I CLIMATE CHANGE AND ENVIRONMENT</th> <th>Parallel Session II PACKAGING OF APPROPRIATE TECHNOLOGY TRANSFER (AGRICULTURE, FISHERIES AND PROTOTYPE)</th> </tr> </thead> <tbody> <tr> <td>Session Chair: <b>Dr. Myrna G. Maramag</b> <i>PAEPI Region 2</i></td> <td>Session Chair: <b>Dr. Marilyn L. Olavides</b> <i>PAEPI Board of Director</i></td> </tr> </tbody> </table>	Parallel Session I CLIMATE CHANGE AND ENVIRONMENT	Parallel Session II PACKAGING OF APPROPRIATE TECHNOLOGY TRANSFER (AGRICULTURE, FISHERIES AND PROTOTYPE)	Session Chair: <b>Dr. Myrna G. Maramag</b> <i>PAEPI Region 2</i>	Session Chair: <b>Dr. Marilyn L. Olavides</b> <i>PAEPI Board of Director</i>
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5:10 - 5:30 pm	<b>Open Forum</b>				
6:00 - 9:00 pm	<b>Fellowship Dinner</b>				

Day 2: November 23, 2012		
8:00 - 10:00 am	<b>Overview of PAEPI and Business Meeting</b> Dr. Nichol R. Elman, <i>PAEPI President</i>	
10:00 - 10:45 am	<b>The state and contemporary issues in Philippine Higher Education: In preparation to K to 12 program</b> Dr. Catherine Castañeda <i>NCR Director, CHED</i>	
10:45-11:00 am	<b>Health Break</b>	
	<b>Parallel Session I COMMUNITY DEVELOPMENT</b>  Venue: JPL Hall of Freedom Moderator: <b>Dr. Alice M. Diel</b>	<b>Parallel Session II CAPABILITY BUILDING FOR EXTENSIONISTS AND PARTNERS</b>  Venue : Boardroom Moderator: <b>Mr. Valentino J. Angeles</b>
11:00-11:20 am	<b>The challenges of a rights-based approach to development in protecting health and survival rights of children: The case of Children's Welfare code</b>  Mr. Jo Mark M. Libre <i>Mindanao University of Science and Technology, Lapasan, Cagayan de Oro City</i>	<b>Prevalence of ascariasis and the factors potentially influencing its transmission among children in Iligan City</b>  Ms. Requel Legaspino <i>Mindanao Sanitarium and Hospital College, Iligan City</i>
11:20-11 40 am	<b>Adopt a community: Developing Nunungan as a model municipality</b>  Mr. Alongan A. Mangorsi <i>Mindanao State University-Iligan Institute of Technology, Iligan City</i>	<b>Faculty and student partnerships in gender-related extension: OMSC Criminology and Information Technology Departments' experience</b>  Ms. Regina V. Bautista <i>Occidental Mindoro State College</i>
11:40-12:00 nn	<b>Open Forum</b>	<b>Open Forum</b>
12:00-1:30 pm	<b>Lunch Break</b>	
1:30 - 1:50 pm	<b>Development of livelihood program for the out-of-school youth, unemployed adults, and orphans through sports, dance and music training in Barangay Salvacion, Buenavista, Guimaras</b>  Ms. Erlinda V. Bebit <i>West Visayas State University, La Paz, Iloilo City</i>	<b>HELP Project: An education outreach missionary works of faculty and students of Aklan State University</b>  Ms. Emily M. Arangote <i>Aklan State University, Ibayay, Aklan</i>
1:50 - 2:10 pm	<b>Alternative learning system for the marginalized Bajau in Tambacan, Iligan City</b>  Ms. Nimfa L. Bracamonte <i>Mindanao State University, Iligan Institute of Technology, Iligan City</i>	<b>Computer literacy program for high school educators</b>  Ms. Minabelle D. Villafuerte <i>Technological University of the Philippines, Manila</i>
2:10-2:30 pm	<b>An assessment output under adopt-a-barangay in Kinabuhayan, Dolores, Quezon</b>  Mr. Redentor A. Janaban <i>Technological University of the Philippines, Manila</i>	<b>Sa Kabukilan: Bataan Ayta Magbukon radio program: A strategy towards the preservation of indigenous culture of Bataan</b>  Mr. Neil D. David <i>Bataan Peninsula State University, Abucay, Bataan</i>

2:30-2:50 pm	<b>Impact assessment of iSchools Project for public high schools in Northern Luzon</b> Ms. Mary Jane S. Bitanga <i>Isabela State University, Cauayan, Isabela</i>	<b>Delivering quality service to the partner community: The HSOP experience</b> Ms. Maria Veronica R. Sarmiento <i>Colegio de San Juan de Letran, Calamba, Laguna</i>
2:50-3:10 pm	<b>Needs and problems of communities in Northeastern Laguna as an RDE concern of the Laguna State Polytechnic University</b> Ms. Ma. Cecilia C. Gatbonton <i>Laguna State Polytechnic University, Siniloan, Laguna</i>	<b>The implementation of stress management seminar as an extension program of Bataan Peninsula State University in the town of Orani: An assessment</b> Ms. Elizabeth DL. Medairos <i>Bataan Peninsula State University, Orani, Bataan</i>
3:10-3:30 pm	<b>Strengthening Rogongon community through health and education</b> Ms. Rebecca M. Alcuizar <i>Mindanao State University - Iligan Institute of Technology, Iligan City</i>	<b>BASKUG: A partnership program between St. Michael's College and Jolibee Foundation</b> Mr. Joseph Michael T. Bentoy <i>St. Michael's College, Iligan City</i>
3:30-3:50 pm	<b>Enhancing the role of people of indigenous women in the community livelihood activities in San Jose, Occidental Mindoro</b> Ms. Mary Yole Apple Declaro-Ruedas <i>Occidental Mindoro, State College</i>	<b>Katunggan It Ibajay (KII): An alternative eco-tourism development project in the province of Aklan</b> Ms. Marivel S. Villorente <i>Aklan State University, Ibajay, Aklan</i>
3:50-4:10 pm	<b>Scaffolding non-readers towards English reading proficiency: The Tulay sa Pagbasa experience</b> Mr. Lorenzo B. Isla <i>Colegio de San Juan de Letran, Calamba City, Laguna</i>	<b>Stakeholders partnership in adoption of University of Northern Philippines extension program</b> Dr. Marciana P. De Vera <i>University of Northern Philippines, Vigan, Ilocos Sur</i>
4:10-4:30 pm	<b>An evaluation of LPU's community outreach and service learning intervention programs in Barangay 655, Intramuros, Manila</b> Ms. Annabel V. Bautista <i>Lyceum of the Philippines University, Intramuros, Manila</i>	<b>Private-public partnership: An approach to mother and child care program in barangay San Agustin, San Jose, Occidental Mindoro</b> Ms. Marciel Salvador-Bautista <i>Occidental Mindoro State College San Jose Occidental Mindoro</i>
4:30-4:50 pm	<b>Community-based approach in promoting gender and development among the indigenous tribes in Occidental Mindoro, Philippines</b> Mr. Elmer G. Ruedas <i>Occidental Mindoro State College</i>	<b>Material and technological resources and value acquisition of the curricular offerings of TESDA-accredited schools in Region 3</b> Ms. Felicisima Tungol <i>Bataan Peninsula State University, Orani, Bataan</i>
4:50-5:10 pm	<b>The role of sports leadership training to the tertiary and secondary level students of Pamantasan ng Lungsod ng Maynila</b> Ms. Susan C. Mercado <i>Pamantasan ng Lungsod ng Maynila</i>	<b>Eco-health agenda program: Through the eyes of partner-beneficiaries</b> Ms. Carol Joy Palma-Remaneses <i>Aklan State University, Kalibo, Aklan</i>
5:10-5:30 pm	<b>TUP: Sustaining its meaningful extension of vital university expertise</b> Mr. Valentino J. Angeles <i>Technological University of the Philippines, Manila</i>	<b>Validation of the merit system in the evaluation of community extension programs at the Pamantasan ng Lungsod ng Maynila</b> Dr. Eleanor J. Galvez <i>Pamantasan ng Lungsod ng Maynila</i>
5:30-6:00 pm	<b>Open Forum</b>	<b>Open Forum</b>

Day 3: November 24, 2012

**PLENARY LECTURE III**

9:00 - 10:00 am	<p><b>DOST's program of assistance on the packaging of appropriate technology for commercialization and promotion</b></p> <p><b>Engr. Edgar I. Garcia</b> <i>Director, Department of Science and Technology - TAPI</i></p> <p>Moderator: <b>Mr. Valentino J. Angeles</b>, <i>PAEPI Board of Director</i></p>	
10:00-10:15 am	<p><b>Health Break</b></p>	
	<p><b>Parallel Session I</b> <b>CAPABILITY BUILDING FOR EXTENSIONISTS AND PARTNERS</b></p> <p>Venue: JPL Hall of Freedom Session Chair: <b>Dr. Andrea B. Gomez</b> <i>PAEPI Board of Director</i></p>	<p><b>Parallel Session II</b> <b>PACKAGING OF APPROPRIATE TECHNOLOGY TRANSFER (AGRICULTURE, FISHERIES AND PROTOTYPE)</b></p> <p>Venue: Boardroom Session Chair: <b>Dr. Marilyn L. Olavides</b> <i>PAEPI Board of Director</i></p>
10:15-10:35 am	<p><b>Effectiveness of the basic computer literacy program for the teachers of Bulalacao District, Oriental Mindoro</b></p> <p>Ms. Merlita P. Dela Cruz <i>Occidental Mindoro State College, San Jose, Occidental Mindoro</i></p>	<p><b>TUP-Cavite continuing technology transfer through skills training programs geared towards self-sufficiency and poverty alleviation</b></p> <p>Dr. Myrna Fernando <i>Technological University of the Philippines, Cavite</i></p>
10:35-10:55 am	<p><b>Self realizations, bonding and meanings in community volunteering</b></p> <p>Ms. Leonora H. Astete <i>Lyceum of the Philippines University, Intramuros, Manila</i></p>	<p><b>BPSU Strategies on the Implementation of the Philippine Aquasilviculture Program (PNAP)</b></p> <p>Mr. Rudy C. Flores <i>Bataan Peninsula State University, Orani, Bataan</i></p>
10:55-11:15 am	<p><b>Participatory barangay planning and budgeting approaches of Maguindanao Foundation for Good Governance and Development, Incorporated</b></p> <p>Mr. Datucan M. Ali <i>Mindanao State University, Maguindanao</i></p>	<p><b>Establishing a marine protected area: The JBLFMU Experience</b></p> <p>Mr. Melchor M. Magramo <i>John B. Lacson Foundation Maritime University, Molo, Iloilo City</i></p>
11:15-11:35 am	<p><b>Course preference of graduates of selected high schools in the first district of Bataan: An analysis</b></p> <p>Ms. Yolanda B. Simbul <i>Bataan Peninsula State University, Bataan</i></p>	<p><b>Open Forum</b></p>
11:35-11:55 am	<p><b>Students' involvement in extension program of the Occidental Mindoro State College - Murtha Campus</b></p> <p>Dr. Susanita G. Lumbo <i>Occidental Mindoro State College, San Jose Occidental Mindoro</i></p>	
11:55-12:15 pm	<p><b>Ayta Magbukon school of living traditions: A strategy towards the preservation of indigenous culture of Bataan</b></p> <p>Mr. Neil D. David <i>Bataan Peninsula State University, Bataan</i></p>	
12:15-12:35	<p><b>Open Forum</b></p>	

12:35-1:30 pm	<b>Lunch Break</b>
1:30-2:00 pm	<b>Closing Program</b>
2:00-5:00 pm	<b>Cultural Heritage Tours</b> Facilitator: Dr. Eleanor J. Galvez <i>Pamantasan ng Lungsod ng Maynila</i>
<b>Dr. Susanita G. Lumbo &amp; Dr. Antonio Madrid</b> <i>Masters of Ceremonies</i>	

## CONFERENCE OBJECTIVES

The objectives of the 3rd Biennial Convention are to:

1. Serve as the venue where faculty, staff, extensionist, extension collaborators and development partners outsourced current S & T developments and other relevant extension related information;
2. Internalize community/rural development experience;
3. Buildup unity and strengthen development extension work/initiatives towards societal well-being;
4. Discuss and understand new roles of extension implementers of institutions of higher learning in response to the thrust of CHED and the Commission on Anti-Poverty Advocacy;
5. Assess various extension organizational issues and concerns in terms of leadership, fund utilization and sourcing among others.



## THE PAEPI LOGO/SEAL

### ◆ THE TRIANGLE:

The triangle represents the Philippines as a strong republic through the PAEPI way reaching all its corners and islands. Its yellow background color manifests a brighter future for the country.

### ◆ THREE SILHOUETTE WITH A BIG HEART EACH:

The three person-silhouettes represented by a big heart, head and arm show each and every individual or group, government and non-government associations, educational institutions, officials and members of the PAEPI voluntary making themselves EXTENSIONISTS willing to carry out the mission, vision and objectives of the association in all the three main islands of the country that is LUZON, VISAYAS and MINDANAO irrespective of their culture and tradition, race and religious affiliation with more emphasis for the indigenous people and/or marginal sector of society who need most the services of the EXTENSIONISTS. The three big hearts manifest the "service to others before self" principle. This is the key players of the association.

### ◆ THREE EQUAL SECTORS OF THE CIRCLE WITH GREEN BACKGROUND:

The three equal sectors each represents the 3E's in PAEPI like the EXTENSIONISTS, the END-USERS, and the EXTENSION PROGRAM. The first sector– EXTENSIONISTS– the service and training provider and the source of the social transformation. He/she is referred to as the "Extensionists with a heart". He/she voluntarily joins the organization more importantly for service to others, especially to the less privileged and indigenous people and/or the marginal sector of society. The second sector– END USERS–the beneficiaries of the association objectives and programs. These trained in a specific trade or skills they have learned and developed for their own and others for economic upliftment. The third sector– EXTENSION PROGRAM– this is the lifeblood of the association without which, the association will die a natural death. The Extension Program spells out the continuing existence of PAEPI and defines the welfare benefits it provides to both the EXTENSIONISTS and END USERS in particular and the ASSOCIATION in general.

### ◆ THE OUTSIDE AND INSIDE CIRCLES REPRESENTED IN YELLOW ROPE:

The big and small endless ropes tightly bind the PAEPI beneficiaries– the end-users in a strong, loving and caring relationship for the welfare and interest of the entire membership of the program with emphasis on the legal foundation, institution and by laws wherein the association has been established.

In between the big and small rope circles is a space where the words PHILIPPINE ASSOCIATION OF EXTENSION PROGRAM IMPLEMENTORS, Inc. is inscribed.



## CONSTITUTION

### ARTICLE III MEMBERSHIP

**Section 1.** The Association shall accept institutional and individual members. Any institution with extension agenda or is interested in promoting the vision, mission, goals and objectives of the Association shall be accepted as institutional member without prejudice to its personnel/members applying as individual members of the Association. A duly registered or accredited non-government organization possessing the above qualification can be accepted as institutional member. Any natural person who undertakes extension services of any form whether on his/her own initiative or through the institution where he/she is employed or connected shall be accepted as an individual member subject to other provisions on membership under this constitution and by-laws of the Association.

**Section 2. Classification of Individual Members.** Individual members shall be classified as follows:

1. *Founding Charter members.* These are delegates to the National Seminar-Workshop when PAEPI was first organized in 1989.
2. *Regular members.* Any member accepted after PAEPI was registered with the Securities and Exchange Commission.
3. *Lifetime member.* The member who pays the lifetime membership fee and does not have to be collected any annual due thereafter.
4. *Honorary member.* The member who has shown outstanding accomplishment/performance in extension through his/her individual acts and capabilities or who has actively participated and involved in PAEPI programs, projects and activities after being accorded such recognition through Board action by PAEPI. Any member of the Board of Directors or officer of PAEPI who has rendered meritorious services to the association thus, contributing to the growth and expansion of the Association may upon Board action be granted such status.
5. *Sustaining member.* Any individual who participates in the Association's programs, projects and activities through financial material and technical contributions that promoted the capability of the Association in sustaining its programs.
6. *Associate members.* Any individual who is interested in promoting the goals and objectives of the Association though not directly involved in extension work.

Additional categories of members may be evolved by the Board of Directors and approved by the General Assembly in a general meeting or special meeting held for the purpose, if any.

**Section 3. Classification of Institutional Members.** Institutional members shall be

classified according to the sector, which they belong as follows:

1. *Educational institutional members.* These are agencies or institutions whose main corporate goals and objectives or programs are to carry out formal and/or non- formal educational activities within the educational system of the country.
2. *Non-educational institutional members.* These are the agencies or institutions with extension agenda but are not directly mandated to conduct formal education.
3. *Associate institutional members.* These are institutions or associations who are non- education but are interested in helping promote the objectives of the Association.
4. *Sustaining institutional members.* These are institutions that provide material assistance to promote the objectives of the Association.
5. *Lifetime institutional members.* These are institutions that pay lifetime membership fee and do not have to pay annual dues anymore. Interest in promoting the objectives of the Association shall be primarily considered in accepting lifetime members.

**Section 4.** *Acceptance of Members.* Members shall file an application and pay membership fees after approval of the application.

**Section 5.** *Continuity of Membership.* The principle that " Once a PAEPI member, always a PAEPI member" shall be duly recognized and upheld by the Association. Members who after one year of membership fail to pay annual dues may be allowed to continue membership by setting the financial obligation of membership with the Association by paying arrears in annual dues; provided however, that should the member opt to register anew he/she shall be so allowed and charged the membership fee with loss of seniority. Those who settle their arrears in annual dues shall retain their seniority in the Association.

**Section 6.** *Regular and lifetime members* shall be entitled to the rights and privileges and shall perform the duties and obligations under the constitution and by-laws of the Association.

**Section 7.** Membership fees collected in accordance with categories of membership shall be determined by the Board of Directors and disseminated to all member persons. During the General Assembly meeting, issue on membership fee collected shall be deemed included among the items of the agenda and can be invoked by any member in good standing. A member in good standing is one who has no financial obligation as member to the Association.

#### **ARTICLE IV CHAPTERS**

**Section 1.** To enable the Association to expand its membership and promote its objectives in all regions of the country. Regional, provincial and local chapters shall be organized subject to pertinent provisions under the by-laws of the Association.



**Section 2.** For purposes of determining the level of membership to the Association, all chapter members who pay membership fee shall be categorized as national members but being members of the chapter, they shall be primarily responsible for the support to the operations of the chapter where they belong. All chapter members are entitled to all the rights and privileges of members and shall perform the duties and obligations of membership; provided, however, that for purposes of elections of the Board of Directors of the mother organization, only members in good standing present or duly represented through proxy who attend in the General Assembly shall be entitled to cast their votes.

## **ARTICLE V GOVERNING BOARD AND OFFICERS**

**Section 1.** The Board shall be the policy-making body of the Association. The business affairs of the association shall likewise be conducted by the Board of Directors who shall consist of one duly elected member representing each region of the country based on regional distribution approved by the Board or in its absence, the regional distribution according to the list of the DILG. The term of the Directors shall be two year calendar years. Outgoing presidents of the Association shall be automatically an ex-officio member of the Board provided said President signifies his/her willingness to continually serve the Association in such capacity.

**Section 2. Officers of the Board.** The Board of Directors shall elect from among themselves the Officers of the Board consisting of the Chair, Vice– Chair and Secretary.

**Section 3. Officers of the Association.** The Board shall elect from among themselves the Officers of the Association consisting of the President, three Vice-presidents, a Secretary, a Treasurer, an Auditor, a Business Manager and a Public Relation Officer. The Officers of the Association shall manage the programs, projects and an assistant activities of the Association approved by the Board. The new President shall be authorized to recommend an assistant secretary for purposes of communication or records keeping in the Main Office of the Association. The Assistant Secretary who may not come from the Board upon such recommendation.

**Section 4.** The three Vice-Presidents shall decide among themselves who will become the First Vice-President of the Association. In case of resignation, leave of absence and other valid reasons, the first Vice– President shall take over the roles and functions of the President until the expiration of his/her term.

**Section 5. Executive committee.** The President and the three Vice– Presidents, Secretary and Treasurer of the Association shall act as the Executive Committee with President as the Executive Chairman. The Executive Committee shall enforce and carry out the decisions of the Board of Directors.

**Section 6.** The President shall recommend the creation of the secretariat whose primary duty is to assist the President as the Executive Chairman in the day to day affairs of the Association. The Secretariat shall be composed of the Executive Director,

Co- Executive Director and members. The Secretariat shall provide technical assistance in the conduct of the annual convention/nationwide conference and seminar activities conducted by the Association. Members of the secretariat shall first be members of the Association.

**Section 7.** The outgoing Chairman/ President shall be an ex-officio member of every incoming Board of Directors unless reelected to said body. In such ex-officio capacity, the outgoing Chairman and President shall be added to the number of Directors duly elected under the association's constitution and by-laws. He/she shall be entitled to all the rights and privileges and subject to the same duties and responsibilities as a regular member thereof provided however that if he/she opts not to become an ex-officio member for the reason of health, career and other personal reason, he/she may be released as an ex-officio member of the Board but may be retained as an Honorary member of the Association.

**Section 8.** No compensation shall be paid to any member of the Board, Officer or Secretariat except reimbursement of expenses in the performance of duties to the Association or allowances/honoraria pertaining to services rendered directly during the conduct of conferences or similar activities dependent upon the financial capability of the Association.

## **ARTICLE VI GENERAL ASSEMBLY AND MEETING**

**Section 1.** Regular General Assembly shall be held annually on an agreed date usually coincides with the conduct of an annual convention or conference by the Association at the date, time and place as may be designated by the Board of Directors. All regular members are expended to attend the General Assembly.

**Section 2.** Special meeting of the Association may be called at any time by the Board of Directors upon written request of at least one-fifth of the members of the association.

## **ARTICLE VII AMENDMENTS**

**Section 1.** This constitution shall be amended by three-fourths vote of regular and life time members attending the meeting in which proposals for amendments are submitted before the General Assembly provided that notice is given at least one month before such meeting which agenda includes the revision or amendments of the constitution and/or by-laws. Considering the present financial status of the association and the geographical locations of its membership, members who are notified or invited in writing to the annual convention that includes the General Assembly meeting in which the amendment of the Constitution and By-Laws is an item in the agenda shall be deemed notified under this section. Likewise, members in attendance during the previous General Assembly in which the amendments of the constitution and by-laws were included but have become an unfinished business are deemed notified during said activity for purposes of amending the Constitution and By-Laws of the Association.



BY- LAWS

## ARTICLE I MEMBERSHIP

**Section 1.** Application for membership in the Association shall be made in writing by filling up the membership form. This form shall be duly signed by the PAEPI Secretary and approved by the President. Only membership forms that conform with the above and duly received by the official receipt of the Association shall be issued the PAEPI ID and certificate of membership and shall be the basis for the member' name appearing in the Official Roster of Membership under the custody of the secretary. The PAEPI secretary is the authorized official to issue the ID and certificate of membership and any certification that will be requested by the member for any purpose of his/her concern. The certification shall be duly signed by the PAEPI Secretary and approved by the President.

**Section 2.** The Roster of Membership shall contain all members who were accepted and approved as such categorized according to type and chronologically listed according to years of membership. Each and every page of this Roster shall be signed by the Secretariat at the lower right hand corner and if a seal shall have been used, each page shall also be duly sealed. This Roster shall be updated in writing by the PAEPI Secretary every calendar year. It shall be the basis for the release of any information on membership as may be required by duly constituted authorities.

**Section 3.** Honorary membership shall be conferred upon sponsorship of at least seven (7) members of the Board of Directors and approved by a simple majority of said body.

**Section 4.** An institutional member shall be accepted upon filing of the membership form for institutional members duly signed by the Secretary and approved by the President. A separate roster of institutional members shall be prepared by the secretary organized according to calendar years and following the same procedure of listing, signing and sealing as required under Section 2 of this Article. It shall be the official basis for issuance of any document or granting of any privilege, incentive or awards by the Association.

## ARTICLE II CHAPTERS

**Section 1.** Pursuant to the Association's objectives, chapters shall be organized at the initiative of any Board member or upon a letter of intent by any member in good standing duly approved by the Executive Committee upon recommendation of the President provided that the said member shall commit himself/herself to the organizing of the chapter within three months upon approval of the request. In case of the Board Member, he/she shall also personally undertake the organizing of his/her recommended chapter/s in accordance with the aforementioned period. Upon expiration of the period granted, another member of the Board can be granted same approval on the same city/province/institution, which shall be organized.

**Section 2.** A chapter's territorial jurisdiction shall cover an institution, a city, a province or a region. The succeeding sections of this article provide the guidelines in organizing each chapter according to its territorial jurisdiction and requirements for recognition as a chapter.

**Section 3.** To be able to respond to organizing of chapters in the different levels all over the country and for economy and efficiency of operations, the President shall prepare and recommend for recognition a list of members per region and province as may be available including the Board Members of the Association who shall be authorized to administer the oaths to concerned officers and members of the organized chapter in accordance with the prescribed oath and rites of the Association to be prepared by the Committee on Legal Affairs as constitute under Article VI of these by-laws.

**Section 4.** The members of the chapter who attend the organizational meeting shall be recognized and accorded status as chapter founding members. In such capacity, they shall be automatically included in the list of authorized members who can perform the functions as stated under Section 3 above. Their territorial jurisdiction shall be limited to the region where they belong.

**Section 5.** During the chapter organizational meeting topics shall be discussed as an orientation to the chapter members:

5.1 The PAEPI history, VMGO, programs, articles of incorporation and by-laws;

5.2 The PAEPI paradigm of Extension as a Force in Individual and Social Transformation.

The organizing activity shall be witnessed by an authorized Board Member or member in good standing as provided for under Section 3 of this Article.

**Section 6.** A complete package of documents needed for the chapter organizing shall be ordered by the chapter at cost from the national organization and paid from the registration fees which may be charged during the organizing activity.

**Section 7.** Any authorized member invited by the chapter to the organizing activity shall be defrayed the actual cost of transportation and travel to and from the place of origin of the said member. No honoraria will be charged by said member who shall be considered a volunteer of the Association unless the chapter on its own shall voluntarily provide such honoraria at their expense.

**Section 8. *The Institutional Chapter.*** An institutional chapter shall be organized and recognized if it meets the following requirements/conditions:

8.1. Its minimum membership shall be fifteen (15) members representing at least three units/ offices/ departments/ colleges as the case may be of the same institution.

8.2. The institution may be any private or public school, college or university operating in the Philippines or any government agency whether operating locally, regionally, nationwide, non government organization or private office or business establishment with extension agenda or interested to support the objectives of

the association. The said institution shall submit to the President a letter of intent or an approval of intent to organize as institutional member signed by its immediate head or duly authorized official.

8.3. In addition to the above, the following documents duly certified by the elected secretary and attested by the President shall be submitted to the national secretary:

8.3.1. Copy of the minutes of the proceedings of the organizational meeting;

8.3.2. Official list of members categorized according to units/offices/ department; and

8.3.3. Annual action plan of the chapter.

8.4. In addition to the above, the treasurer of the chapter shall remit payments for the membership fee share of the chapter to the national treasurer in accordance with a duly signed form of the Association.

**Section 9.** The Municipality Chapters. A municipality/city chapter shall be organized and recognized if it meets the following requirements/conditions.

9.1. Its minimum membership shall be twenty (20) members representing at least two institutions/ agencies/ schools/ non government organizations operating within the municipality or city. At least one of these institutions should have bonafide members in good standing of the Association or is a recognized institutional chapter of the Association.

9.2. The convenor shall be any recognized institutional member of the Association provided that in its absence, Section 1 of this article shall govern.

9.3. The following documents duly certified by the elected secretary and attested by the President shall be submitted to the national secretary:

9.3.1. Copy of the minutes of proceedings of the organizational meeting;

9.3.2. Official list of members categorized according to units/offices/ departments; and

9.3.3. Annual action plan of the chapter.

9.4. In addition to the above, the treasurer of the chapter shall remit payments of the membership fee share of the chapter to the national treasurer in accordance with a duly signed form of the Association.

**Section 10.** The Provincial Chapters. A provincial chapter shall be organized and recognized if it meets the following requirements/conditions:

10.1. Its minimum membership shall be twenty-five (25) members representing at least three institutions/agencies/ schools/ non government organizations operating within the province. At least one of these institutions should have bonafide members in good standing of the Association or is a recognized institutional chapter.

10.2. The convenor shall be any recognized institutional/municipality/city chapter member of the Association provided that in its absence, Section 1 of this article shall govern.

10.3. The following documents duly certified by the elected secretary and attested by the President shall be submitted to the national secretary:

- 10.3.1 Copy of the minutes of proceedings of the organizational meeting;
- 10.3.2 Official list of members categorized according to units/ offices/ departments; and
- 10.3.3 Annual action plan of the chapter.

10.4 In addition to the above, the treasurer of the chapter shall remit payments of the membership fee share of the chapter to the national treasurer in accordance with a duly signed form of the Association;

**Section 11.** *The Regional Chapters.* A regional chapter shall be organized and recognized if it meets the following requirements/conditions:

11.1 Its minimum membership shall be thirty-five (35) members representing at least three recognized institutional/municipality/city/provincial chapters operating within the region.

11.2 The convener shall be any recognized institutional/municipal/city/provincial chapter member of the Association. Said convener shall seek the approval of the president of the national association in accordance with the provision of Section 1 in this Article.

11.3 The following documents duly certified by the elected secretary and attested by the president shall be submitted to the national secretary:

- 11.3.1 Copy of the minutes of proceedings of the organizational meeting;
- 11.3.2 Official list of members categorized according to units/offices/ departments; and
- 11.3.3 Annual action plan of the chapter.

11.4 In addition to the above, the treasurer of the chapter shall remit payments of the membership fee share of the chapter to the national treasurer in accordance with duly signed form of the Association.

**Section 12.** In order not to disenfranchise earlier chapters in any level organized before the approval of these amendments particularly affecting chapters of the Association, the following shall govern the eventual qualification and harmonization of the organized chapters in accordance with the provisions of this Article:

12.1 The concerned chapter through a majority of its officers shall in cooperation and consultation with the President of the Association strive to meet the requirements for organizing the chapter after this Article within a period of one year consisting of 12 months from date of communication of the approval of those proposed amendments/ new articles of the by-laws pertaining to chapter organizing.

12.2 The President, Vice– President, Secretary and Treasurer of the chapter shall be duly informed by the President of the Association of the provisions of the Constitution and By-Laws of the Association, affecting the status of the chapter within one month from the approval of the amendment hereof.

12.3 After the lapse of the period within which the chapter is expected to comply with requirements under this article on chapter organizing and no compliance was obtained, the said chapter shall be dissolved. In case a similar chapter shall be organized, and convener shall comply with the requirements set

forth under this article.

**Section 13. Status of Membership.** The chapter member is a member of the Association; hence no separate membership fee shall be charged from his/her. As to membership, each membership is national but as to operations, each chapter membership is in accordance with his/her chapter. Members who do not belong to any chapter shall apply for membership to the Association provided that in the event that a chapter is organized in the place where he/she stays/works, said member can continue membership through the recognized chapter. Nothing in this article shall restrain any qualified individual to seek membership in any of the categories of chapters recognized in this Article provided that he/she pays the annual dues required of membership to the concerned chapter.

### ARTICLE III MEMBERSHIP FEES AND DUES

**Section 1. Membership Fees.** The following membership fees shall be charged to the members of the Association:

- 1.1 Institutional members: P1500
- 1.2 Chapter members:
  - A. Institutional: P250.00
  - B. City/ Municipal: P350.00
  - C. Provincial: P450.00
  - D. Regional: P550.00
- 1.3 Individual members:
  - A. Regular: P200.00
  - B. Associate: P150.00
  - C. Sustaining: P1,000.00
  - D. Lifetime: P1,500.00

The Board of Directors shall be authorized to increase the membership under each category but not to exceed twenty percent of the recent fee. Said increase should be scheduled only once every two years and shall be duly disseminated to the entire membership not later than one month after its approval. The increase shall be deliberated and approved by a simple majority during a special meeting held for the purpose called for by the chairman of the Board of Directors and attended by a majority of Board members, chapter presidents and representatives of each category of the members chosen from at least ten percent of the population of said category provided that a notice shall have been sent to these members not later than one month before the said meeting and provided further that the quorum shall be based on the actual attendance in the meeting and that in case of non attendance of those who were sent the notice, the meeting shall be included as an item of the agenda during the annual meeting of the General Assembly.

**Section 2. Change of Membership.** Membership fees are charged only unless the kind of membership is changed by the member in which case, said member shall be charged the membership fee for the kind of membership applied for.

**Section 3. Membership Dues.** Annual membership dues shall be charged by the Association according to categories of membership as follows:

1. Institutional Members: P500.00
2. Chapter members:
  - 2.1. Institutional: P100.00
  - 2.2. City/ Municipal: P150.00
  - 2.3. Provincial: P200.00
  - 2.4. Regional: P250.00
3. Individual members:
  - 3.1. Regular: P100.00
  - 3.2. Associate: P50.00
  - 3.3. Sustaining: P500.00

**Section 4. Sharing of Membership Fees and Dues with Chapters.** Chapter individual members shall pay only once the membership fee and every year thereafter the annual dues provided for under this Article directly to the chapter. After payment the membership fee or dues paid to the chapter by the members shall be governed by the following sharing system with the Association:

- 4.1 30% of the total membership fees paid for the Regional chapter share
- 4.2 25% of the total membership fees paid for the Provincial chapter share
- 4.3 20% of the total membership fees paid for the City/Municipality chapter share
- 4.4 15% of the total membership fees paid for the Institutional chapter share

**Section 5.** Special assessments may be levied at any time by a two-thirds vote of the Board of Directors or by a simple majority vote of the general membership at any regular or special meeting of the General Assembly.

**Section 6. Failure to Pay Membership Fee or Annual Dues.** The Association shall maintain the principle "once a member, always a member" in matters affecting membership status for failure of payment of membership fees and annual dues subject to the provisions of this section. Any member whether institutional, chapter or individual who fails to pay the membership fee even if other requirements shall have been complied with shall not until such membership fee shall have been paid, be issued the Association's identification card/certificate of membership and shall not be listed in the Roster of Membership during the calendar year of application as such nor shall there be entitlement to any of the privileges provided to members under the Articles of Incorporation or By-Laws of the Association.

Failure to pay the annual dues shall earn for the member the category of being a member in bad standing. Said category shall only be erased if the said member pays fully its arrears in annual dues. The said member can also opt to re-apply as a new member instead of paying its arrears. In this latter case, said member shall be charged the current rate for membership fee and annual dues and shall be treated as a new member of the Association with loss of seniority based on the number of years of membership to the Association.



**ARTICLE IV**  
**ELECTIONS AND TURN OVER OF RESPONSIBILITIES**

**Section 1. *Period of Election.*** The members of the Board of Directors shall be elected every two years during the General Assembly Meeting.

**Section 2. *Committees for the Election.*** There shall be a nominating committee whose main task is to accept and attest to the list of nominees for Board of Directors. Its membership shall be composed of at least five members recommended by the President and approved by the Governing Board. Its membership may be composed of board members who are not interested to run for the position in the current election to be held. There shall be a Committee on Election comprising of five members with a chair and secretary elected by the members of the committee. The committee shall be created under the pertinent provisions of this article in its absence through a recommendation of the President duly approved by a simple majority of the Board of Directors prior to the election date. The COMELEC's main task is manage the election and proclaim the Elected Board of Directors to the General Assembly.

**Section 3. *Nominations.*** Nominations shall be made through the Nominating Committee prior to or during the election by a member in good standing (whether individual, chapter or institutional) of the Association. A form to be filled up by said member and duly agreed upon by the member being nominated shall be secured and submitted to the nominating committee. Outgoing Board members are automatically nominated by filling out the form for nomination without a need of nominator provided however, that said Board Member is still interested to be considered candidate during the elections.

**Section 4. *Regional Representation of Nominees.*** Taking into consideration the procedures laid down in Section 2 above, those nominated should be members of good standing only. Their nomination shall indicate the region, which the nominee will represent. A nominee shall be duly listed by the Nominating Committee under the region of his choice or when he belongs. The nominee shall be present during the elections. No proxy shall be allowed for the nominee.

**Section 5. *Conduct of Elections.*** The following shall govern the conduct of elections:

1. ***Acceptance and Announcement of Nominees.*** At first hour of the date of the General Assembly Meeting nominees shall accepted and qualified by the Nominating Committee. A list shall be officially prepared with attestation by the members thereof and submitted to the chair of the Committee on elections. The said committee shall post the list of attested nominees in conspicuous places at the venue of elections and present the candidates by region to the General Assembly prior to the casting of ballots. No protest as to the nominee shall be entertained after the 1st has been attested and submitted to the COMELEC. There shall be as many nominees there are who are qualified per region.

2. ***Only one candidate shall be written per region in the ballot by the voter.*** All bonafide voters shall be entitled to cast their votes for one candidate per region.

3. *Casting of Votes.* Election shall be held through the casting of ballots by the members. Only members in good standing shall be allowed to cast their ballots. Each individual member whether regular, associate or lifetime shall be entitled to one vote. Each recognized chapter or institutional member shall be entitled to one vote which shall be cast by its President or Head, respectively, or by its duly authorized representative who must be listed as a member in good standing. Proxy in voting shall be allowed provided a letter authorizing the proxy shall be submitted to the COMELEC who shall rule on the acceptance of the proxy.

Votes shall be cast and appreciated in the following manner:

3.1 If a ballot contains two or more candidates listed under one region, the first listed candidate shall be credited the vote for the region.

3.2 If a candidate's name is erroneously written under the wrong region, the names of candidates correctly written under the correct region shall remain valid. Only the erroneously written name shall be invalidated.

3.3 The nickname, surname or full name of the candidate may be considered as a vote cast for said candidate provided that any of these names are found in the nominating form.

3.4 In case of doubt as to appreciation of votes, a simple majority of the COMELEC members shall pass judgment on its appreciation.

Section 6. Proclamation of New Board of Directors. After the last ballot has been counted and duly appreciated and the tally accomplished, the COMELEC shall proclaim the new list of Board Members of the Association, which shall consist of the candidate obtaining the highest vote per region. The ex-officio members of the board shall likewise be proclaimed through an official list prepared and signed by all members of the COMELEC.

**Section 7.** *Election of Officers of the Board and of the Association.* On the same date after the proclamation of the new board, the outgoing President as ex-officio members of the Board or in his/her absence, the new Board member getting the highest number of votes shall convene the Board. Said Board shall elect its chair, vice-chair and secretary of the board. It shall also elect the new Officers of the Association as provided for under the pertinent Article of the Constitution of the Association. Any member of the new Board including the ex-officio members shall be entitled to be elected to any position in the Board or to any of the position as Officer of the Association if they so agree.

**Section 8.** After the election of the Officers of the Board and Officers of the Association, they shall be qualified to office by oath administered by any of the outgoing Presidents sitting as ex-officio member of the Board.

**Section 9.** The new Officers of the Board and of the Association shall hold a joint business to tackle issues of turn over to the new Officers by the outgoing officers and other immediate concerns of the Association.

**Section 10.** *Assumption to Official Duties.* The new Board, its officers and offices of the Association shall officially assume office on the first day of January of the following year after the elections.

**Section 11.** After the elections and until December 31 of the current year or until the new board, its officers and officers of the Association shall assume office, the outgoing officers of the Board and of the Association shall conduct activities that will result in the smooth transition of duties and accountabilities including the winding up of activities that need to be finished on or before aforesaid date, preparation of reports and organizing of assets and liabilities for the attention and action of the new Board and Officers when they assume office. A smooth turn over shall be conducted when the new Board and Officers assume their functions.

**ARTICLE V  
BOARD OF DIRECTORS, OFFICERS of the BOARD,  
OFFICERS of the ASSOCIATION, COUNCIL of  
CHAPTER PRESIDENTS, CONSULTANTS,  
EXECUTIVE COMMITTEE and SECRETARIAT**

**Section 1.** As a policy making body, the Board of Directors is tasked to establish rules, procedures and system that will enable the Association in its entirety to conduct its affairs with efficiency and effectiveness thereby resulting into improved organizational performance. It is authorized to receive endowments, subsidies and other form of donations, create and generate resources, incur financial obligations and authorize expenditures for the Association funds. It shall be empowered to assume functions as provided for under the Corporation Code of the Philippines applicable to non-stock, non-profit professional association to which this Association is classified. In running the business affairs of the Association, the Boards shall review and approve the plans, programs and projects including a budget based n organizational resources submitted for implementation by the President of the Association. It shall monitor the implementation of this plan, programs and projects and exercise the diligence of the good father of the family in doing such to assure that nothing of the said plan, programs or projects shall not injure to the benefit of the Association. Its shall also evaluate the performance of the Officers of the Association based on the accomplishment report/s of the Officers. The Board shall also provide assistance to the Officers of the Association in generating resources of the Association through fund-raising activities project proposal submitted to funding agencies and other forms of solicitations.

**Section 2.** The Officers of the Board shall lead in the activities of the Board in undertaking its functions under the Constitution and By-Laws of the Association.

**Section 3.** The Officers of the Association shall be mainly responsible in the planning and implementation of the programs, projects and activities of the Association. Within fifteen days upon assumption to duty, the President shall call a meeting of the officers and said officers shall prepare a biennial plan which shall cover the organizational programs, projects and activities during the two years of their term. A corresponding budget based on the organization's current resources and projected income/revenue and the biennial plan shall be prepared. The officers shall likewise actively source out additional funds of the Association and expand its membership through continuing

Expansion mainly done through chapter organizing activities.

**Section 4. Council of Chapter Presidents.** A council of chapter presidents shall be organized through appropriate convening by the Executive Committee led by the President who acts as chair of said committee. This council shall meet at least once a year and shall undertake the following functions:

1. Advise the President on matters of organizational concern affecting chapter members of the Association;
2. Submit a report of chapter accomplishments collated from all chapter members as record of the Association;
3. Recommend policies that will improve the operations of chapters of the Association and;
4. Assist in the resource-generation efforts of the Association.

The Council shall elect its officers consisting of the Chair, Vice– Chair, Secretary, Treasurer, Auditor, Business Manager and PRO. The Council chair may be invited by the Chair of the Board or of the President of the Association in any of its meetings as may be deemed necessary.

**Section 5. Presidents of Institutional Members as Consultants.** Considering the expertise that the presidents of the Institutional members of the Association may contribute to the over all organizational performance of the Association, all Presidents or Heads of institutional members shall be invited as consultants of the Association by the Chair of the Board and President of the Association. From time to time, in such capacity if accepted, any of the Presidents may be invited to attend Board or officers meetings or consulted by the Board or Officers on matters of organizational concern.

**Section 6. Board meetings shall be held at least twice a year.** Officers meeting shall be held quarterly or as often as may be deemed needed. Special meetings of the Board or of Officers shall be held at the call of the Chair or the President as the case may be or upon the written request of a simple majority of its members.

**Section 7.** The Board of Directors and the Officers of the Association shall render an annual written report of its activities to the Association during the General Assembly of the Association.

**Section 8.** The main function of the Executive Committee is to carry out the decisions of the Board of Directors and conduct the day-to-day administrative affairs of the Association. All acts and transactions of the Executive Committee shall be reported to the Board at any of its regular or special meetings. The Executive Committee shall meet at least every two months.

**Section 9.** The secretariat shall assist the Executive Committee in undertaking its tasks of managing the administrative affairs. It shall manage the activities of the annual and international or national convention directly undertaken by the Association. It shall pro-

vide assistance to regional chapters to regional chapters in undertaking regional conventions to assure accepted standards. It shall provide assistance to the Officers of the Association and to responsible standing committees of the Association in managing the programs and projects of the Association.

**Section 10.** During the planning session/ meeting of the Officers of the Association, the secretariat and chairmen of standing committees shall be present so that they can lend full assistance of the Officers in the preparation and implementation of the annual plan.

**Section 11.** The President of the Association shall be the CEO of the Association. He/she shall preside the meetings of the Officers of the Association, The Executive Committee and General Assembly Meeting, sign all official correspondence and disbursements, sign all applications and contracts for funding of projects submitted to any funding agency provided and represent the Association in any meeting, conference and the like as may be called upon provided, however, that in the last duty, the president may designate his/her representative from among the Officers and Secretariat of the Association.

**Section 12.** The First Vice– President shall succeed the President upon the latter's death, resignation, removal from office, or permanent incapacity. He shall perform the duties of the President during the temporary absence of the incumbent.

**Section 13.** The Secretary shall keep full and correct minutes of all proceedings of the Association and the Board of Directors, preserve all records (except financial records) and communications thereof, and conduct all official correspondence of said bodies. He is tasked to write the annual report of the Association to be submitted to the President, who in turn reports to the Association.

**Section 14.** The Treasurer shall collect and receive all dues from the members as well as other payments, receipts and donations accruable to the Association; pay out of the funds in his charge all property approved accounts; and shall act as custodian of all properties and funds of the Association. Together with the Auditor, he shall render a financial report to the Association at least once a year. The Treasurer shall be assisted by an Assistant Treasurer who must come from the institution nearest to the Main Office of the Association and shall work directly with the President. There shall be a strong coordination between the Treasurer and the Assistant Treasurer in the conduct of the financial affairs of the Association.

**Section 15.** The Auditor shall see to it that all disbursements made by the Treasurer are in order and in general, to see to it that all funds and properties under the custody of the treasure are properly kept at all times.

**Section 16.** The PRO shall take charge of all matters regarding publicity or publication of all official papers necessary in the pursuant of the goals and objectives of the Association. He shall prepare communications and promote mutual understanding and goodwill between the Association and the public. He defines the different group of clientele of a training program who are to be addressed so that appropriate media may be used for its purpose.

**Section 17.** The Business Manager shall take charge of all business transactions of the Association and other similar activities that may be assigned to him in the interest of the Association.

**Section 18.** The Executive Director of the Secretariat shall lead in the planning and management of the annual and regular international and national convention, seminars and similar activities conducted by the Association. He/ she shall be duly assisted by a Co-Director. The Executive Director and Co-Director shall be appointed by the Board upon recommendation of the President. Both officers should come from the nearest institution to where the Main Office of the Association is.

## **ARTICLE VII COMMITTEES**

**Section 1.** There shall be standing Committees with specific functions whose task is to assist the President in his task as Chief Executive Officer of the Association. The chairs and members of these committees shall be appointed by the President who shall appoint them and submit the list of the appointees to the Board through its Secretary not later than one month after assumption to the office. The membership of these Committees may be revised as may be deemed necessary by the President. These committees are as follows:

1. Committee on Legal Affairs composed of a Chair and four members who should preferably have experiences in legal and policy formulation or with law degree or background. This committee shall have jurisdiction over all matters relating to the Articles and By-laws of the Association including policies that cover all aspects of operations and life of the Association.
2. Committee on Membership and Chapter Organizing composed of a Chair and four members who should preferably represent three major islands of the country, Luzon, Visayas and Mindanao. It shall take charge of all matters pertaining to membership and chapter organizing. It shall submit to the President its plan of membership expansion for the year and implement said plan with approval of the President.
3. Committee on Resource Generation composed of a Chair and four members. This Committee's main task is to find ways and means to finance the programs and projects of the Association by establishing strong networking and linkaging with funding agencies/sources, undertaking resource-generation activities, conduct project proposal development and writing activities and submit outputs thereof to identified funding agencies.
4. Committee on Education and Training composed of a Chair and four members. This Committee takes charge of all educational and training projects and activities of the Association. It coordinates closely with Committee on Membership and Chapter Organizing for the continuing education and training of the members in the different chapters of the Association. It sources out scholarships and training opportunities outside the Association to deserving members of the Association for their continuous professional growth and

development. It designs training projects for capability building of extension programs implementers. It also takes charge of development and instructional activities of degree and non-degree courses of the Association.

5. Committee on Publications composed of a Chair and four members. This Committee takes charge of the production and marketing of the publications of the Association such as the souvenir programs, pamphlets, handbooks and the like. It recommends policies pertaining to publications and preservation of the rights to intellectual properties of the member authors to the Board through the President.

6. Committee on Special Projects and Research composed of a Chair and four members. This Committee shall supervise, monitor and evaluate the implementation of the Special Projects and Research of the Association included in the PAEPI National Extension Agenda undertaken by the members of the chapters of the Association through funding secured by the Association.

All Committee are under the general supervision of the President to whom they shall submit at least an annual report of their activities one month before holding the General Assembly of the Association. They shall also provide inputs on policy suggestion, systems and procedures that the Association can implement to improve efficiency and effectiveness of operations. All of these shall be coursed through the President of the Association.

Section 2. Special or adhoc committees and task force groups may be created by the Board as the needs of the Association may warrant.

## **ARTICLE VII RESIGNATION, TERMINATION AND EXPULSION**

**Section 1.** Resignation from membership shall be made in writing to the President of the Association. Upon approval by the Committee on Membership and chapter organizing to whom the resignation shall be referred by the President, the resigning members shall be dropped from the Roll of Membership and the date of such dropping noted in the Book of Membership. Henceforth all privileges and duties of membership shall cease.

**Section 2.** A member may be dropped from the Roll of Membership for other valid reasons apart from resignation such as failure to remit membership dues for three consecutive years following the payment of membership fee. The Committee on Membership and chapter organizing shall take action on this matter provided however that a member may be reinstated by reapplying in accordance with policies on membership or if the reason is due to failure to pay annual dues, by remitting payments of arrears thereof.

**Section 3.** Any member of the Board or officer or secretariat or committee who fails to assume his/her post within one month from the date of election in case of elected officers and board and one quarter from date of appointments shall be automatically dropped from the President duly approved by the Chairman of the Board provided that

the affected officer or board or secretariat may justify in writing why he/she should not be dropped. Failure to fulfill duties of the position such as attendance to meetings,, participation in activities for which the position is required and failure to accomplish any task assigned in accordance with the duties of the position shall be the main valid ground for removal from office provided that a simple majority of the Board shall vote in favor thereof.

#### **ARTICLE VIII FUNDS AND DISBURSEMENT**

**Section 1.** Funds of the Association shall be deposited in reputable banks as may be decided upon by the greater majority of the Board provided that a portion of the fund shall be deposited in a reputable bank accessible and located in the place where the Main Office of the Association is located to be decided by a simple majority of the Board.

**Section 2.** Signatories to the Bank/s shall be the Treasurer and the President. Withdrawal shall be signed by both in any transaction made by the Association provided that a certain amount of petty cash shall be allowed to be provided for disbursement, replacement and liquidation by the President of the Association.

#### **ARTICLE IX QUORUM**

**Section 1.** A simple majority of the Board, or of the Officers or of the Committee Members, council members or similar bodies shall constitute a quorum for the transaction of business within said bodies provided that alternative modes of securing approval by the absent members or of the entire body may be allowed on issues, transactions or other concerns that will necessitate decisions of the bodies.

**Section 2.** One-third of the chapter and regular members in good standing present during the General Assembly shall constitute a quorum for the transaction of business during this and other special meetings.

#### **ARTICLE X VOTES AND VOTING**

**Section 1.** Unless otherwise provided, all decisions of the Association at general meeting and meetings of its Board, officers, committees, councils and the like shall be carried by a simple majority vote.

**Section 2.** The manner of voting at general meetings and in the Board and other bodies shall be decided by each body except in voting of the Board in which case the only voting allowed shall be through secret balloting under the supervision of a COMELEC as provided for under these by-laws.



## **ARTICLE XI AMENDMENTS**

**Section 1.** These by-laws may be amended at any regular or special meeting of the Association by two-third votes of the charter and regular members in good standing personally present or represented by their proxiers during the meeting, provided that notice of the proposed amendment are to be voted upon or as per written notice. Written notice is satisfied when an invitation is sent to the member to attend the General Assembly Meeting/ Annual Convention which include as an activity the General Assembly Meeting as indicated in the program of activities and when one of the items in the said General Assembly is the ratification of proposed amendments to these Constitution and By-Laws.

## **ARTICLE XII PARLIAMENTARY AUTHORITY**

**Section 1.** Except as are, or may be, provided in the Constitution and By-Laws of this Association, all its meetings shall be conducted according to acceptable parliamentary rules.

## **ARTICLE XIII TRANSITORY PROVISIONS**

**Section 1.** The Board of Directors elected during the organizational meeting of the Association on November 24, 1989 at the Technological University of the Philippines, Ayala Boulevard, Manila shall hold office until such time as the regular members thereof shall have been duly elected and qualified.

**Section 2.** Election for the charter regular members of the Board of Directors shall be held during the Annual General Conference of the Association in November 1992, at such time and place as the Interim Board of Directors shall designate by resolution.

**Section 3.** This Constitution and By-Laws shall take effect upon ratification by a majority of the Incorporators and upon approval of the Securities and Exchange Commission.

**Section 4.** Upon approval of the proposed amendments of the Constitution and By-Laws conducted on October 24, 2001 at the 13th Annual Convention and General Assembly of the Association held in Cebu Normal University, Cebu City, the proposed amendments as deliberated, modified and approved by the General Assembly shall take effect immediately upon approval by the required votes as provided for under Article XI on Amendments.

## PAEPI HYMN

I.

Hear ye, Extensionists with a heart  
Calling for peace, commitment be our creed  
Quell the fears of youth and elders  
Protect and save our Mother Earth.

Refrain:

Go, go, go Extensionists  
Extensionist with a heart  
Go, go, go Extensionists  
Extensionists with a heart

II

Go where the angels fear to tread  
Where greed and vices remain  
Where people's voices fade unheard  
Faith and hope still sustained.

Refrain

III.

Seek truth and justice  
Inspire growth and progress  
Wipe the tears of men and women  
To God and country, we pray is our duty  
Our never-ending service to humanity

Go, go, go Extensionists  
Extensionists with a heart  
Go, go, go Extensionists  
Go, PAEPI forevermore!

Repeat III and Refrain:

- Original text written by Atty. Anita M. Chauhan, Ph.D.
- Revised text by PAEPI-BOD/Officers 2000-2001, and Dr. Victoria Lamucho
- Final text, editing and music by Prof. Andrea B. Gomez  
Fn. Doc. EVT



## ABSTRACTS

### **AYTA MAGBUKON SCHOOL OF LIVING TRADITIONS: A STRATEGY TOWARDS THE PRESERVATION OF INDIGENOUS CULTURE OF BATAAN Bataan Peninsula State University (BPSU) - Abucay Campus, Bataan**

**Neil D. David**

Researcher and Extensionist

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The UNESCO declares that there are two approaches to preserve cultural heritage: one is to record it in tangible form and conserve it in an archive; the other is to preserve it in a living form by ensuring its transmission to the next generations.

The establishment of School of Living Traditions (SLT) is in response to the second approach. While there are various facets of cultural heritage that can be transmitted to the next generations, this undertaking would like to specifically focus on the transmission of indigenous skills and techniques to the young. It aims to encourage culture specialists/masters to continue with their own work, develop and expand the frontiers of that work, and train younger people to take place in the future.

The establishment of SLTs is also anchored on the mandate of the National Commission for Culture and the Arts (NCCA) and one of the thrusts of the Bataan Peninsula State University (BPSU) to be the leading agency in the province in the preservation of tradition, culture and historical heritage of the province.

All indigenous skills and knowledge taught and shared by the cultural masters were properly documented for wide dissemination to the Ayta Magbukon community. Likewise, it will serve as reference to researchers, academe, scholars, students and concerned individuals who will investigate the Magbukon culture and traditions that may help in preserving the culture and traditions of these minorities. Although there are government agencies and local government units that already stepped on ahead in preserving the culture and traditions of the minorities, yet there are still many paths and facts unthreaded about the existence and well being of these people. Through this program, they will be more aware of the life of our Ayta brothers and would somehow intensify their interest and multiply their support on preserving the heritage of these indigenous people.

**“SA KABUKILAN” BATAAN AYTA MAGBUKON RADIO PROGRAM: A STRATEGY  
TOWARDS THE PRESERVATION OF INDIGENOUS CULTURE OF BATAAN  
Bataan Peninsula State University (BPSU) - Abucay Campus**

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The project entitled “BATAAN AYTA MAGBUKON RADIO PROGRAM (SA KABUKILAN)” is the production and airing of a weekly one-hour cultural radio program of the Bataan Ayta Magbukon that aired over Radyo Vatan DZDY 87.5 FM for six (6) months. One o’clock to 2 o’clock in the afternoon during Tuesdays and a replay on Thursday with the same time. A replay is also on air at 5 to 6 in the afternoon every Friday. It is hosted by the Bataan Peninsula State University radio broadcaster. The live program consisted of indigenous music playing, interviews with tribal leaders and experts in their respective fields, sharing on current issues and concerns, as well as narration of oral histories, cultural traditions and beliefs. At present, lots of custom and traditions are no longer set into practice. They no longer wear the customary bahag because it becomes accordingly a symbol of indecency, illiteracy, and paucity. Seldom will you hear them sing their Ayta’s song but very often, you will observe them singing using the videoke. They seldom speak their native dialect, which is very alarming because lots of custom and traditions including rituals are set into practice by the elders using their native tongue. It is in this presumption that BPSU through its Radyo Vatan community radio had worked on the living traditions, performing arts, issues and concerns (to name a few) of the Ayta Magbukon. Their traditions are preserved only by oral practice and being transferred by the elders to younger generation. However, with their exposure to civilization, they have gone through the process of concern that if these traditions will not be properly documented, taught and transferred to the younger generations of Ayta Magbukon the soonest then these traditions will vanish forever.

The establishment of the Radio Program is anchored on the mandate of the National Commission for Culture and the Arts (NCCA) and one of the thrusts of the Bataan Peninsula State University (BPSU) to be the leading agency in the preservation of tradition, culture and historical heritage of the province of Bataan.

Keywords: Ayta Magbukon, issues and concern, traditional heritage, Radyo Vatan 87.5FM

**1S&T-BASED FARM ON SLAUGHTER GOAT PRODUCTION  
IN BRGY. ALAS-ASIN, MARIVELES, BATAAN  
Bataan Peninsula State University (BPSU)**

2H.M.Paguia, 3E. "Boy" Teves, 4A.S. Venturina, 5B. Maya and 6E.Perez

The STBF on slaughter goat production in Mariveles, Bataan is a collaborative project of BPSU, Mariveles FITS Center, CLARRDEC and DOST-PCARRD under the national Techno-Gabay Program of the council. As the focus commodity of Mariveles, it aimed to develop the sector through demonstration of S&T interventions following the farmer participatory approach.

Validation of the identified small goat holders was conducted by the local project team and CLARRDEC representative to select the most progressive farmer to become the Farmer Scientist and benefactor of the program. Mr. Eustaquio Boy Teves was successfully selected to become the farmer scientist on goat production in Mariveles, Bataan and responsible in the adoption and implementation of the S&T interventions on goat production in his goat farm to demonstrate that the use of pure Anglo Nubian breed, establishment of forage production and improved goat house with provisions for buck pen, nursery pen, pregnant and dry pens will significantly improve weight of offspring on birth, weaning and maturity at 8 months of age; mortality rate, kidding interval and kidding size.

To ensure smooth implementation of the project, inception meeting with the responsible persons from the lead agency, partner agency and coordinating agencies like CLARRDEC, OPA, PVO and TWG from LRD/TOPD- DOST-PCARRD who presided the meeting. Roles and responsibilities of the team members on monitoring, promotions and technology transfer, IEC development, report submission to funding agency and disbursement of funds were tackled.

One concern was the institutionalization of goat production by the LGU to develop such subsistence activity into prime livestock enterprise in the municipality. Apart from the adoption of the S&T interventions, other management practices for goat were undertaken such as: deworming, hoof trimming, giving of small amount of concentrates (rice bran) to pregnant and lactating does, kids and buck were done. Fences and irrigation system for forages were installed. Seven (7) breeder does of the MS, ear tagged were used in the STBF.

The results showed the positive results on the performance parameters farmers practice. The marginal differences between the production parameters of the STBF and farmers practice were influenced by breeder buck that also used by MS in non- STBF breeder does. Nevertheless, it was realized by the MS and goat raisers in the municipality the significance of quality breeder and housing in improving goat performance more specifically on size and weight of offspring, reduction of mortality and selling prices/ value of the animals. Based on the partial budget analysis the net benefit was P11, 143.00.

To completely realize the objectives and impact of the project, the relevant activities will be religiously undertaken, namely; field days and farmers forum, IEC materials, packaging of module of the S&T interventions, production of triple cross using F1 as breeder does and Boer buck and strategic planning on goat production in the municipality.

**BPSU STRATEGIES ON THE IMPLEMENTATION OF THE PHILIPPINE NATIONAL  
AQUASILVICULTURE PROGRAM (PNAP)**

*(Phase I: Mangrove Rehabilitation Project)  
Bataan Peninsula State University (BPSU)*

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and Jonathan M. Salas<sup>5</sup>*

BPSU was given the opportunity to implement the Philippine National Aquasilviculture Program (PNAP) after a Memorandum of Agreement (MOA) was executed in December 2011 between BFAR and CHED; to implement the Philippine National Aquasilviculture Program (PNAP) for sustainable fisheries development, provision of livelihood, contribute to food security and poverty alleviation among fisher folks.

Its concept is to rehabilitate the denuded mangrove areas and provide livelihood among project beneficiaries through replanting of destroyed mangrove resources, establishment of a Community-Based Multi-Species Hatchery and establishment of aquasilviculture projects. BFAR will provide funding and the SUCs will be charged for the implementation in their respective provinces through the Project Management Office composed of the Community Organizer, the SUCs' focal person, the Provincial Agriculturist and the Fisheries Provincial Officer.

BPSU strategies involves coordination with the PENRO and LGUs, orientation and organizing of project beneficiaries, identification and validation of mangrove areas for rehabilitation and reforestation including that for aquasilviculture sites, training and technology dissemination, credit facilitation, market development and for possible research and development interventions.

A total of 637 fisher folks belonging to 28 organizations were oriented and are participating in the program. They had already planted 171, 417 mangroves, which is 93.52% close to the target of 183, 300 mangroves to be planted for the first cycle of the program. They are now ready for the establishment of 16 unit aquasilviculture as their source of livelihood while caring for the mangroves they had planted.

It is expected that potential impacts on our environment and to the lives of the marginalized people of our community will be attained through the collaborative efforts of BFAR, CHED, DENR, BPSU, LGUs and the fisher folks.

**MATERIAL AND TECHNOLOGICAL RESOURCES AND VALUE ACQUISITION  
OF THE CURRICULAR OFFERINGS OF TESDA-ACCREDITED  
SCHOOLS IN REGION 3**

**Bataan Peninsula State University-Orani Campus  
Orani, Bataan**

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The study on the "Material and Technological Resources and Value Acquisition of the Curricular Offerings of TESDA Accredited Schools in Region 3" was a product of the desire of the researchers from BPSU Orani and main campus in Balanga City, Bataan to at least identify the extent of compliance of the TSDA accredited schools in Region 3, in its objective of being in charge of all the technical and vocational manpower training programs of the government.

The respondents of this study comprised 28 private school teachers, 57 public school teachers, 204 private school students and 293 public school students, thereby having a total of 85 teacher respondents and 497 students respondents from all over Region 3.

The schools 'clientele were BPSC now BPSU, BPC, DHVTSU, NEUST, RMTU and TSU which belonged to Public school and in the private school, they were the ACLC in Cabanatuan, ACLC Tarlac, STI Balanga, STI Malolos, STI Nueva Ecija and STI San Fernando, Pampanga.

**THE IMPLEMENTATION OF STRESS MANAGEMENT SEMINAR AS AN  
EXTENSION PROGRAM OF BATAAN PENINSULA STATE UNIVERSITY IN THE  
TOWN OF ORANIA: AN ASSESSMENT**  
**Bataan Peninsula State University- Orani Campus**  
**Orani, Bataan**

(Felecisima E. Tungol, Yolanda B. Simbul, Elizabeth DL. Medairos)

The many tasks and obligations of a faculty member carry with it the stress, stressors and distress as well as eustress to cope with such a very tasking job. In as much as the University is also in line with serving the community people in the nearby areas within Bataan peninsula State University Orani Campus, so does the implementation of having Stress Management Seminar intended for the parents of grade V and grade VI pupils of Alikabok Elementary School in Orani and Paraiso Elementary School also in Orani, having a total attendees of 90 parents and 30 elementary teachers in both schools with the able assistance of five faculty extensionists/extension workers from Bataan Peninsula State University brought to realization of spreading Stress Management Seminar into its own faculty members of 29 faculty handling college students.

The Stress Management Seminar took place last January 2011 and March to July 2012. The eight months period of spreading the factors of stress and how to handle such, brought to an assessment on the extent of implementation of Stress Management Seminar as an Extension Program of BPSU Orani Campus.

The effects of the completed seminar had in one way or the other helped the parents, the elementary grade teachers of Alikabok Elementary School, Paraiso Elementary School as well as the College Faculty Members of BPSU Orani Campus to cope with the elements of stress.

It is in this line of service and commitment that Stress Management Seminar become popular in the Province of Bataan, due to the positive benefits of this kind of seminar, wherein it has an effect on the outlook of the teachers who attended and actively participated in the activity.



**COURSE PREFERENCE OF GRADUATES OF SELECTED HIGH SCHOOLS IN THE  
FIRST DISTRICT OF BATAAN: AN ANALYSIS  
Bataan Peninsula State University Orani Campus  
Orani, Bataan**

Yolanda B. Simbul, Felecisima E. Tungol, Cristito S. Velasco,  
Angelina Acuña

The status of the proposed Bachelor of Science in Fisheries to be offered at the Bataan Peninsula State University in Orani Campus this A.Y. 2010-2011 was evaluated to provide the needed data for the BSF Curriculum. The Bachelor of Science in Fisheries today is unpopular for some provinces and that includes Bataan. However, BSFi as fondly called is very promising and worth everything and the other one is the Bachelor of Arts in Cosmetology. The courses with the most enrollees in BPSU at present are still the Bachelor in Elementary Education, the Bachelor of Science in Hotel and Restaurant Management and the Bachelor of Science in Nursing, in order as they were chosen and ranked by the students being surveyed by instrument. A study in the outcomes whether BSFi will have sufficient number of clientele/students by A.Y.2010-2011 is the concern of this survey, and in the process this research hopes to answer the needs of the university based on identified degree program to further improve its service to the community. Based from the Fishery and Aquaculture sector profiles, the Philippine fishery industry comprises marine fisheries, inland fisheries, and aquaculture.

The research undertaking used the descriptive method of research in determining the choices of degree programs as well as the factors or indicators as perceived by the respondents who are the 573 secondary graduates from the first district of Bataan namely the town of Dinalupihan, Hermosa, Orani, Samal, Abucay and Morong.

The population of the study consisted of the 573 students respondents from the first district of Bataan. In the town of Dinalupihan, there were 54 respondents, Hermosa, there were 116 respondents; Orani, there were 154 respondents; Samal, there were 148 respondents; Abucay there were 54 respondents and Morong has 47 respondents, as a whole, the total number of respondents were 573. The instrument used in gathering the data required in the study was the questionnaire which were distributed to the 573 respondents in the eleven (11) High Schools in the first district of Bataan comprising of seven (7) public schools and four (4) private schools. It was the intention of the researchers to show the indicators and the frequency of responses as well as the percentage corresponding to the frequency. The answers were tallied and presented and analyzed.

**DEVELOPMENT OF LIVELIHOOD PROGRAM FOR THE OUT-OF-SCHOOL YOUTH, UNEMPLOYED ADULTS, AND ORPHANS THROUGH SPORTS, DANCE AND MUSIC TRAINING IN BARANGAY SALVACION, BUENAVISTA, GUIMARAS**  
**West Visayas State University**  
**La Paz, Iloilo City, Philippines**

Erlinda V. Bebit and Richard J. Gabayoyo

The community is the main concern of the government of Barangay Salvacion, Buenavista, Guimaras. The out of school youth (OSY) and unemployed adults are one of the primary concerns of the barangay. Hence, there is a need to provide worthwhile activities during their free time for them not to engage themselves into delinquent activities. Likewise, the unemployed adults will not continue to be entrenched in vices and idleness without opportunities to improve their lost in time (Muhi et al, 1993).

The West Visayas State University through the University Extension & Development Center in cooperation with Barangay Salvacion provides the out of school youth, unemployed adults, and orphan ample knowledge and skills through sports, dance, and music activities. For 3 consecutive years, the University in cooperation with the Local Government Units of Barangay Salvacion, Buenavista, Guimaras is continuously implementing these activities.

The objectives were based on the premise that the young people are in need of worthwhile activities that will dodge them from undesirable actions. The unemployed adults will improve their unoccupied time by giving them the chances to join in the daily activities that interest them. The orphans in the Good Shepherds Folds Academy Choir developed their music abilities and capabilities by playing their musical instruments as well as singing with the organized choir. The OSYs, unemployed, and orphans were taught to play and officiate the recreational ballroom. The folk dances were edified and music was augmented. Once they are proficient, enough they can make their services available in sports, dance, and music competitions with fee. Thus, they will be earning their own income.

The result shows that the training in officiating basketball game, there were 5 out of 13 participants who are now actively involved as basketball referees in the Municipality of Buenavista, Guimaras. In the arnis and taekwondo training, 11 out of 20 Barangay Tanods are still rendering their services to the barangay in the maintenance of peace and order situation. In the recreational ballroom dancing, 14 out of 18 are actively involved and served as judges and contestants in recreational ballroom dancing competitions. There were 2 out of 14 served as trainers and choreographers in several recreational ballroom dancing competitions. All of the twenty three who participated in the GSFA choir maintained their membership. There were 14 who served as trainers and coaches of the regional and national singing competitions, 3 became choir conductors of some religious orders, others held fund raising concerts, and 2 managed became the speakers and trainers in the musical recorder instrument playing seminar-

workshop.

In conclusion, the overall program indicated a successful implementation in the process. The participants acquired knowledge and skills and became passionate on the programmed activities. Likewise, the trainers composed of teachers, instructors, and students made themselves fulfilled and swollen with pride in sharing their talents, skills and knowledge. Recommendations posted were also given attention.

**ALTERNATIVE LEARNING SYSTEM FOR THE MARGINALIZED  
BAJAU IN TAMBACAN, ILIGAN CITY  
MSU-Iligan Institute of Technology  
Iligan City**

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The study was focused on the highly marginalized Bajau in Purok 4, Tambacan, Iligan City. The paper employs participant observation, focus group discussion, survey, and secondary data as its research tools. Findings of the study revealed that uprooted from their home base due to peace and order problem, intrusion of commercial fishing, and other socioeconomic factors, the sea-oriented Bajau continue to become urban foragers mainly subsisting on begging (ag-pangamuh) and exposing the women and children to street and health hazards. The adults are unschooled and none from the young has graduated from elementary. The major concerns affecting them include their day-to-day food needs, lack of livelihood, no regular income from street begging, and poor health and sanitation.

Moved by their dire situation, volunteer teachers mainly from MSU-IIT started to conduct alternative learning system (ALS) classes in situ to young girls and boys, and men and women adults since May 2011. Linkages with other schools, the local government unit, and concerned individuals and organizations like the Friends of Bajau-Iligan, Inc. sustained the efforts. Current initiatives included the alternative learning system, educational support to the schooling elementary pupils, feeding during weekends, initial health/sanitation, and alternative livelihood activities. The latter included the traditional mat weaving among women, door mat making, and fishing for men.

The extension workers bear high hopes that ALS adult learners will eventually equip themselves with the counting, reading, and writing skills and for the young to continue schooling and eventually uplift their miserable condition. There is an impending plan to establish a floating school for the Bajau with the assistance of new partners. Hopefully, all these actions will bring desirable changes that can alleviate the poor conditions of this displaced people.

**CLIMATE CHANGE AND THE 1997 NATIONAL INTERNAL REVENUE CODE**  
**University of San Carlos**  
**Nasipit Talamban, Cebu City 6000, Philippines**

Christopher C. Malaya, CPA, LI.M.  
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Laws and policies of the state motivate and demotivate human activities.

Activities which alleviate climate change should be discouraged and/ or stopped. Otherwise, destruction of many lives and properties will become inevitable. Some of our current laws and state policies have become obsolete and are still encouraging human activities that destroy Mother Nature.

We planned to search and scrutinize the provisions of National Internal Revenue Code of 1997 (NIRC of 1997), as amended, that tend to destroy our planet. In the process, we will make suggestions on how to rectify them, considering our resources and capabilities, by looking at how other countries handle them.

We hypothesize that there is still a number of tax laws that need to be restudied in line with the Climate Change.

Keywords: 1997 NIRC, carbon taxing, climate change, taxation and tax laws.

**INNOVATIVE MOBILE RESTROOM: AN EXTENSION SERVICE  
SUPPORT VEHICLE**

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This innovative mobile restroom consists of an ordinary BMX bicycle, a side cab, a commode, and sanitary amenities. The objective of the research project is to provide a mobile restroom facility accessible to both male and female users during community extension service on skills training workshop to out-of school youth and the unemployed. The commode provides the necessary facilities for the toileting needs of the restroom users and the frame structure of the commode is entirely made of PVC pipes and covered with used tarpaulins. The trapezoidal frame measures 111 cm and 82 cm for lower and upper base respectively, 200 cm height and a length of 200 cm. The manufacturing processes cover from measurements, cutting, drilling, grinding, welding, piping/plumbing, riveting, fabricating, painting and finishing.

Utilizing this type of human powered mobile restroom extends several advantages to the driver and users like, most stable and lighter, increase mobility, energy efficient mode of transport/restroom facility, save money, reduce stress, therapeutic for the mind and spirit, good for cardio-vascular system, low impact on the environment, easier and cheaper parking, reduces energy consumption, reduces air pollution, reduces greenhouse gas emissions, reduces water pollution, reduces noise pollution, reduces road wear and above all satisfies physical needs.

This innovative human powered mobile restroom may also serve as a mobile advertising facility since posters for a cause can be mounted to help inform the public like dengue awareness, effects of smoking, proper hand washing and other environmental concern posters. It is therefore an appropriate portable comfort room for users in outside gatherings like skills training workshop in rural areas where access to restroom is a problem.

Keywords: Commode, innovative, mobile

**THE EFFECTIVENESS OF THE ADOPT-A-BARANGAY PROJECT AT  
BRGY. KINABUHAYAN, DOLORES, QUEZON**

**Technological University of the Philippines-Manila**

**Ayala Blvd., Ermita, Manila**

Redentor Janaban

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University Extension Services Office

02-320-30-32

The study sought to assess the effectiveness of the Technological University of the Philippines through the University Extension Services (TUP-UES) Adopt-a-Barangay Project in Barangay Kinabuhayan, Dolores, Quezon.

The respondents were composed of forty (40) individuals; thirty (30) comprised the adults and ten (10) comprised the children from the total number of 108 families who were able to benefit from the services of the project from fiscal year 2005 to 2010. The services were in the forms of social and economic services. The social services were in the forms of educational-related services, health related services, family related services and other social related services. The economic services were in the forms of skills and livelihood training programs.

The input variables were composed of the social, economic profile of the respondents as well as the social and economic services implemented by the TUP-UES in the community. The assessment process was utilized to come up with a general community development framework in working with the barangay were interview and analysis of the effectiveness of the social and economic services as well as the factors contributory to the effectiveness of the services which were facilitators competence, training content, physical facilities, community involvement, respondents participation and attitude.

The study utilized the descriptive-survey method in determining the effectiveness of the social and economic services.

The findings and conclusions revealed that despite the effective and beneficial perception of the respondents on the social and economic services and the same true with the contributory factors to the effectiveness of the services which gained a high rank; still it was observed that the community still need the assistance of the university since the community is not yet economically competitive and ready for phase out. On the other hand, the community people are united through their Religious Sect which is factor that can be utilized so that projects will be sustainable. However, since the University mandates technology transfer; therefore the researchers recommended the utilization of networking from government and non-government agencies that have the programs and services in line with the needs of the community. Thus, the aim of the government in building the communities will be achieved.

Further, a community development framework for service and action from the outline of Spigelman (2000) is also recommended which can be utilize not only in this community but for future project under the Adopt-a-Barangay Project of the University. This framework can also be adopted and utilized by other academic sector and other organizations involving in community organizing.

**COMPUTER LITERACY PROGRAM FOR HIGH SCHOOL EDUCATORS**  
**Technological University of the Philippines**  
**Ayala Blvd., Ermita, Manila**

Prof. Minabelle D. Villafuerte  
COS Extension Coordinator

The College of Science (COS) signed its first Memorandum of Agreement (MOA) with the officials of Barangay SunValley, Paranaque City last February 12, 2011. The signatories were the Barangay Chairperson, Hon. Daniel Santos, TUP President and Vice President for Research, College of Science Dean, Prof. Milagros R. Pangan, and College Extension Coordinator, Prof. Minabelle D. Villafuerte. Under the Memorandum Of Agreement, the college will provide trainings and seminars to the constituents of the barangay in the areas of Computer Science and Information Technology, Chemistry, Physics, and Mathematics. The formal meeting with the barangay officials and SunValley National High School Principal was conducted last June 17, 2011 together with the COS representatives, namely, Prof. Nancy Pastrana (Chemistry Department), Professor Priscilla M. Sotelo, and Minabelle D. Villafuerte (both of the Mathematics Department) at the Sunvalley Barangay Hall and SunValley National High School, respectively.

The first community extension activity which was entitled "Computer Literacy Training for High School Educators" was held from July 2, 2011 to August 13, 2011 at Sun Valley National High School, Paranaque City. This was attended by high school educators of the said school who were enthusiastic to learn more about the MS-Office word processor, spreadsheet and presentation software. Speakers were Professors Priscilla M. Sotelo, Wellanie M. Molino, and Minabelle D. Villafuerte, who are experts in these areas. The seminar was evaluated and gained an average of 4.30 which has a description of "Very Satisfactory". Comments and suggestions were also solicited to further improve the trainings to be held in the future.

**ESTABLISHING A MARINE PROTECTED AREA: THE  
JBLFMU EXPERIENCE**

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This paper is a report of John B. Lacson Foundation Maritime University (JBLFMU) experience in establishing a marine protected area at the Municipality of Nueva Valencia, Province of Guimaras. The paper begins with expositions to conserve and rehabilitate the depleted resources of the Marine Sanctuary in a sustainable manner through the active participation of the five concerned barangays (Poblacion, Igang, Sto. Domingo, Pandaraonan and Magamay), the LGU/Municipal Officials, the concerned institutions (JBLFMU) and the partner's agencies to wit: Department of Environment and Natural Resources (DENR), Bureau of Fisheries and Aquatic Resources (BFAR), Provincial Environment and Natural Resources Office (PENRO) and Guimaras Environment and Natural Resources Office (GENRO). The purpose of this paper is to ascertain the factors that drive the establishment of the MPA.

The researchers employed both the quantitative and qualitative methods of data gathering in this study. Specifically, it uses survey technique making use of self administered questionnaires and the focus group discussion (FGD) with in-depth interview among the stakeholders. Cited in this paper were the contributions and efforts of the all concerned agencies/linkages partner institution and Municipal Local Government Unit (MLGU) in making this possible and feasible, and, on how they come up a municipal laws and ordinances for this purpose. The comments, suggestions, recommendations were also highlighted.



**FARM PRODUCTIVITY THRU SERICULTURE PRODUCTION TECHNOLOGIES**  
**Don Mariano Marcos Memorial State University – Sericulture**  
**Research and Development Institute (DMMMSU-SRDI), Sapilang,**  
**Bacnotan, La Union, 2515, Philippines**

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Farm productivity thru sericulture production technologies was carried out to increase farmer's income while addressing environmental issues and market demands. The project attempted to convert the idle lots into a productive farming venture and maximizing the sparingly used lands in generating higher income.

In scouting, recruitment and screening of farmer-cooperators, interest and dedication on project establishment and sustainability were given emphasis with special considerations on suitability of the proposed area for mulberry leaf production vis a vis near to water source and free from pollutants, availability of manpower and capital and willingness to follow the provisions set in the memorandum of agreement.

To ensure better production output, the farmers were supervised and assisted in the adoption of the technology introduced such as sapling technology, mulberry leaf production technology and silkworm rearing technology. Likewise, they were provided with farm inputs and materials within the means of the government thru the institute.

For the past three (3) years (2009-2011), the project covered eight (8) sero-communities with 17 functional farms. From the central experimental station at DMMMSU-SRDI where the technologies were generated and packaged. The project has reached out to six (6) municipalities of La Union and one each in Ilocos Sur and Abra.

Cocoon production has gradually increased through the years from as low as 774.7 kg. from the 12 operational farms in 2009 to 855.1 kg. in 2010 and 1,073.10 kg. in 2011 where 17 farmers participated.

The same increasing trend on revenue generated was also obtained from P108, 458.00 in 2009 to P119, 714.00 in 2010 and P150, 234.00 in 2011. The potential of sericulture was demonstrated to 17 farmers where a farmer from Sta. Maria, Ilocos Sur topped other cocoon producers with an aggregate total income of P65, 632.00 and further increased to P70, 632.00 with the sale of saplings. Other farmer operators were catching up with the increasing mulberry leaf supply and much improved rearing techniques.

Continuous scouting and recruitment operations yielded ten (10) more farmers and two (2) institution-based sericulture projects as a potential back-up to existing production sites.

With the institutes' desire of promoting farm productivity, remedial measures were formulated and pool of technical staff were sent to problem areas to reinforce the extension agent in trouble shooting production-related problems.

**IMPACT ASSESSMENT OF ISCHOOLS PROJECT FOR PUBLIC HIGH SCHOOLS IN  
NORTHERN LUZON**

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The purpose of this study is to determine the extent of assistance by the handling SUCs to the recipients of iSchools Project of 2005 and 2006 Funds in Isabela, Quirino, Nueva Viscaya, Cagayan, Ifugao, Benguet, Ilocos Norte, Ilocos Sur, La Union, Kalinga and Apayao; to identify the sustainability models adopted by the iSchools recipient PHS in maintaining the iSchools Laboratory; and to determine the impact of iSchools Project to the teachers in public high schools.

The respondents of the study were 30 School Principals, 7 school Administrators and 37 Laboratory Teachers from 37 Public High Schools in Northern Luzon who have been the recipients of the iSchools Project 2005 and 2006 Funds.

In the conduct of the study, the descriptive method of research was used. The main instrument used to gather the data was a questionnaire. The questionnaire was formulated based on the Log Frame Analysis of the iSchools Project and Benefits Monitoring Forms. All survey administrators familiarized themselves on the survey objectives and survey forms administered. It adopted the iSchools Monitoring and Evaluation Survey Administration Guideline provided by the Commission on Information and Communications Technology which was also the sponsoring agency.

Findings revealed that satisfaction on SUC assistance is mainly due to the good services of the handling SUC, such as immediate response in providing technical assistance, disseminate information of coming activities and training programs of the teachers. Responses indicate that ICT application in teaching has a positive effect on student learning although ICT's capacity to provide benefits in the classroom is limited due to the knowledge and skills of the teacher. ICT application in teaching had a positive effect on student learning. It is recommended therefore that the principal should adopt a functional sustainability plan to suit the capability of the school in maintaining their computer laboratory and also to include the continued capability building for teachers on ICT.

**NEEDS AND PROBLEMS OF COMMUNITIES IN NORTHEASTERN LAGUNA  
AS AN RDE CONCERN OF THE LAGUNA STATE POLYTECHNIC UNIVERSITY**

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As a developmental catalyst, the Laguna State Polytechnic University is committed in the delivery of extension services and programs that aims to improve the well-being of the people and communities in its service areas. In its desire to further improve the effectiveness and efficiency of the delivery of its extension services, the Research, Development and Extension personnel of the University had employed the Participatory Rural Appraisal approach in the identification of the needs and concerns of 16 purposively-selected barangays in the northeastern part of Laguna. This was coupled with the conduct of multi-sectoral consultations in order to identify and formulate need specific community-based research and extension programs and projects that could effectively benefit these communities and to develop teamwork among partner agencies and LGUs and generate greater involvement among the clientele.

The identified concerns were inadequacy of livelihood opportunities, family health and malnutrition, limited capability to earn formal education, unfavorable peace and order condition, inadequate technical knowledge and skills and infrastructure in agricultural production, improper waste disposal, environmental degradation and pollution, and lack of knowledge on proper family planning. Livelihood skills and technologies in food processing, value adding, good packaging and marketing assistance as well as handicrafts and souvenir making were the identified interventions to help the households establish a good source of income. Seminars and trainings on proper waste disposal, counseling for the out-of-school youth and the strict implementation of curfew hours were also identified by the participants to solve their existing problems.

The conduct of the PRA enhanced the participation of the people in identifying programs and projects that would benefit them. The facilitators acquired better understanding of the main constraints, problems, objectives and resources that affect them. It became a very positive tool in identifying the needs and problems of the community. The consultative assembly enabled the collection of commitment of the partner agencies to work together for the development of the communities. The initial output of the villagers which were the possible solutions to their problems was then packaged by the academe, the government agencies, non-government agencies, stakeholders and most especially with the people into a collaborative effort for better implementation.

**STRENGTHENING ROGONGON COMMUNITY THROUGH  
HEALTH AND EDUCATION**  
**Mindanao State University-Iligan Institute of Technology (MSU-IIT)**  
**Iligan City, Philippines**

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In today's global world, higher education institutions face new challenges to provide timely and proper responses to an urgent need for distributed learning opportunities to all. Relevant knowledge and good health considered to be the most effective mean for local empowerment and community self-sustained development, to assure better levels of life quality. Recognizing that new approaches to rural economic development are essential to ensure a strong and healthy community, the College of Education of MSU-IIT, Iligan City, and its partners, a non-government organization -Rotary Club of Iligan, helped identify and implement programs to strengthen Rogongon community.

The main objective of the program is to promote optimal levels of development on environmental protection, infrastructure, water supply, and literacy. Establish, maintain and expand a comprehensive support programs through community service, and sustainable people-centered development on farming and environment protection.

The group used an engagement and collaborative learning model to re-energize and strengthen Rogongon community. Build and further develop sustainable programs based on strengths and assets identified locally.

Barangay Rogongon is the farthest Barangay in the City of Iligan with unpassable road during rainy days. The Barangay is the main source of vegetables, fruits and livestock in the city and its neighboring places. Other sources of income for some are cutting of naturally grown trees for sale and small scales mining as they earn more and easy rather than farming. They have no water supply; instead, they utilize springs and rivers for the source of water. The National Achievement test of grade VI pupils were far from the national passing rate. More pupils were absent during harvest season and rainy days as they cannot cross the rivers because of flood and slippery mountains in going to their school. Majority of the pupils' academic performance are below average. They have limited text books, reading materials and no proper laboratories for their science and other related classes.

The College of Education in cooperation with the partner agency, initially distributed canned goods, rice and school supplies to the residents and pupils. The Rotary Club of Iligan donated four sets of computers, books and some reading materials. The College prepared a proposal and initially implemented technology and other related trainings for teachers.

**MITIGATING CLIMATE CHANGE THROUGH AWARENESS CAMPAIGN  
AND DEVELOPMENT OF RESEARCH-BASED TECHNOLOGIES:  
A UNP INITIATIVE  
University Of Northern Philippines  
Heritage City of Vigan, Ilocos Sur**

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Mitigating climate change through the initiative of the University of the Philippines focused on awareness campaign and in the development of research-based technologies and in collaboration with other government agencies.

Climate change awareness campaign were conducted to increased awareness of the community which include the students, local residents, professionals and most especially the refrigerant and air conditioning sector in Region I and in Northern Luzon. Awareness campaign were done through seminars, forum and IEC distribution using the developed technologies as a means of information dissemination about climate change. Further, to reach out rural communities, a radio program entitled " Unlad Pinoy" aired at Radyo Bombo Vigan was also done which focused on the use of technologies developed by UNP that can be used to improved farmers production while at the same time mitigating climate change.

Development of research based technologies such as the Refrigerant Recovery and Recycling Machine played an important role ozone depleting substances in the air that primary destroy the ozone layer.

Further, organic agriculture is a one way of mitigating climate change. To influence farmers to go into organic farming, machines for organic fertilizer production were developed and has been adopted by several communities in Ilocos Sur.

**TESTING AND COMMERCIALIZATION OF UPLAND RICE VARIETIES  
IN SULTAN KUDARAT PROVINCE  
Sultan Kudarat State University  
ACCESS, EJC Montilla, Tacurong City**

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A study was conducted in Senator Ninoy Aquino and Bagumbayan, Sultan Kudarat for six (6) consecutive wet and dry cropping seasons from May 2008 to November 2011 to determine the agronomic and yield characteristics and its reaction to pests and diseases of the different upland rice varieties.

Result showed that on the average yield of the different upland rice cultivars in six cropping seasons, Kasagpi, Kulaman and Bli out yielded the check with a mean yield of 2717, 2675 and 2555 kg/ha, respectively. In terms of the agronomic characteristics, all indigenous varieties exhibited similar characteristics on the average number of productive tillers and filled grains. However, in terms of plant height almost all indigenous cultivars were taller and are late maturing as compared to the check (UPL Ri 5, UPL Ri 7 and NSIC varieties). In terms of its reaction to pests and diseases, Kulaman cultivar was severely damaged with rice blast during dry season.

Keywords: upland rice, cultivars, out yielded, productive tillers and maturity

**BITAN-AG CREEK REHABILITATION PROJECT:  
MAKING A DIFFERENCE IN PEOPLE'S LIVES  
Mindanao University of Science and Technology**

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Environment degradation is a global issue. Solid Waste Management is one important factor that contributes to the destruction of the environment. Various initiatives have sprouted everywhere to combat the problem of solid waste in cities and local governments in the Philippines. In Cagayan de Oro City, it has been found out by researches that people living near and along the Bitan-ag Creek that traverses 15 km within the city, have recurring problem regarding solid wastes thrown or dumped in the creek. The Mindanao University of Science and Technology thru its Extension Division organized the Bitan-ag Creek Alliance whose 22 members cooperated with the Bitan-ag Creek Rehabilitation Project in 2010. Strategic planning was conducted and plans were then implemented. The city government with the 15 barangays and 4 establishments joined hands with a MUST to realize the activities of the project. Meetings, core group discussions, Information Education Campaign (IEC), solid waste management seminar, walk for a cause and cleaning and dredging were done. Other strategies were conducted to ensure that the creek will be rehabilitated like engaging the community in the implementation of the RA 9003. Mindanao University of Science and Technology is the convenor, coordinator and secretariat of the project.

As a result, barangay people actively attended the seminars and meetings. The barangay chairmen led the regular cleaning and dredging of the creek. The city government financially supported the training programs. Experts from the academe joined hands to educate barangay constituents in environmental laws and values and related training programs. Citizen involvement counts much in the implementation of the project especially in the cleaning of the creek with solid wastes. Stakeholders cooperated in the meetings for the execution of the activities. The city government showed commitment by collecting garbage regularly. Respondents through the monitoring questionnaires had learned about RA 9003 thru training programs. Information, Education and Communication Campaigns (IEC) were used as well as modules and leaflets that made the people understand the project easier. The dedication of the members, the leadership of the academe and the commitment of the city government in totality are attributes of a sustainable and successful project.

Keywords: Solid Waste Management, Bitan-ag Creek Rehabilitation, Environment Degradation, Information Education and Communication Campaign (IEC) and training programs.

**HELP Project: An Education Outreach Missionary Works of Faculty  
and Students of Aklan State University  
College of Hospitality and Rural Resource Management  
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The HELP Project or “Hope for Education of the Learners for Progress” is an education outreach missionary works of faculty and students of the Department of Education of Aklan State University of College of Hospitality and Rural Resource Management (ASU-CHARRM). The objectives were to help the twenty (20) indigent school pupils enrolled in Sta. Cruz Elementary School through the provision of financial assistance; the conduct of series of tutorial sessions; socialization activities for the pupils, the conduct of workshops for the parents in strengthening their relationship and responsibilities towards holistic development of their children.

The initial phase of the project was started on 2011 until 2012 through Memorandum of Agreement between ASU-CHARRM, DepEd and LGU-Ibajay. Collaborative and participative learning approaches were used. The faculty and education students from ASU-CHARRM conducted series of classes and workshops such as storytelling, socialization activities, reading and writing skills and tutorial sessions. The Local Government Unit of Ibajay (LGU-Ibajay) provided financial assistance and the Sta. Cruz Elementary School, Ibajay West District, Division of Aklan was the recipient of the project.

After one (1) year of collaborative efforts, the twenty (20) indigent elementary school pupils enrolled in Sta. Cruz Elementary School were the identified recipient of this project. As a result, their attendance and classroom participation were improved. They attended regularly the series of tutorial sessions and socialization activities conducted by the students and faculty. The parents’ awareness of their relationship and responsibilities in providing support for holistic development of their children were realized. Likewise, the HELP Project was acknowledged by the LGU-Ibajay and DepEd officials as missionary works and meritorious activities in changing the life of indigent elementary school pupils.

The lessons learned in the implementation of this project is the acquiring of new knowledge on how collaborative and participative learning approaches is effective in terms of implementation of a missionary project through the collaborative efforts between other partner institution that transform the lives of indigent elementary school pupils to become meaningful and responsive in acquiring education.

Keywords: kabaeakahan, holistic nature, capacity enhancement



**KATUNGGAN IT IBAJAY (KII): AN ALTERNATIVE ECO -TOURISM  
DEVELOPMENT PROJECT IN THE PROVINCE OF AKLAN**

**Aklan State University-Ibajay Campus  
Ibajay, Aklan 5613 Philippines**

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Katunggan it Ibajay (KII) is a 44.22 hectares abandoned government-leased fishponds located at Barangays Bugtong-bato and Naisud in Ibajay which was developed into an alternative eco-tourism site in the province of Aklan.

This eco-tourism development project was developed through community-based and multi-sectoral participative and collaborative efforts of Zoological Society of London (ZSL), non-government organization, the Local Government Units of Ibajay (LGU-Ibajay) in partnership with the Aklan State University- College of Hospitality And Rural Resource Management (ASU-CHARRM) where a memorandum of agreement was signed and the initial phase of project was started on 2008 until 2011.

The key objectives were to rehabilitate abandoned government-leased fishponds and degraded nipa palm to healthy mangrove forest; restore the legally mandated greenbelt and increasing coastal protection; and conduct the entrepreneurial skills training in food processing, tour guiding and other tourist services. Community-based and multi-sectoral participative and collaborative approach were used to integrate various activities of the ZSL, LGU-Ibajay and ASU-CHARRM mobilizing local and government resources in putting in place plan into actions despite of some constraints and challenges to meet the expected output of the project.

As a result, studies were conducted highlighting KII has a dynamic mangrove biodiversity with a number of natural growth of centuries-old endemic mangrove species. There were 27 endemic mangrove species were found or 77% of the total 35 Philippine mangrove species were found in KII. Data shows that there were only 70 mangrove species in Asia. Such findings brought attention to Southeast Asian Fisheries Development Center-Aquaculture Department (SEAFDEC-AQD) and Zoological Society of London (ZSL) to protect KII as an ideal site for scientific researches on mangroves and aquaculture development projects.

The ASU-CHARRM conducted hospitality management skills training as part of their extension programs. Basic entrepreneurial skills training, nipa fruit processing, tour guiding, food hygiene, sanitation, and table skirting were the initial training conducted integrating laboratory and practicum of the students. Front office, food and beverage service, menu planning and housekeeping were the tourist service skills training conducted. Barangay officials and about 200 locals and out-of-school youths were the training recipients. Fifteen (15) kilometres eco-walk participated by students and faculty was conducted for environmental awareness on protection of mangrove areas in Aklan.

After four years of participative and collaborative efforts, the "Naisud Aquatic And Mangrove Organization" (NAMAQ) and "Bugtongbato Fisher folks Association" (BFA) were organized. These two people's organizations were empowered to manage the KII as their Community-Based Eco-Tourism Development Project. KII was developed as an alternative tourist destination in Aklan and could be used as model for sustainable management of mangrove areas in the Philippines.

**BIOSAND FILTER TECHNOLOGY: SAVING LIVES THROUGH SAFE WATER  
IN BARANGAY TOMAS CABILI, ILIGAN CITY  
Iligan Medical Center College  
Iligan City**

Jose Dennis O. Mancia and Helen S. Tejero

The urban poor of Barangay Tomas Cabili, Iligan City risk their lives and health by drinking water from contaminated sources. The biosand filter technology (BSF) introduced by Iligan Medical Center College solved their problem on access to safe water. The objectives of the project was three-fold, namely, 1) to provide access to clean and safe water; 2) is to organize training programs on water sanitation and hygiene among high-risk communities and 3) to train people for alternative-income generating activity by fabricating and installing BSF units in other target priority communities. Twenty four (24) urban-poor household members of Barangay Tomas Cabili in Iligan City were trained on the technology and automatically became beneficiaries of the project in partnership with the Lig-ong Hiniusang Kusog sa Kabus, Inc. (LIHUK). The BSF is a 1' x 1" x 3' concrete container made functional by putting layers of sand and gravel inside it that remove contaminants through a combination of biological and mechanical processes. The Biosand Filter Technology removes bacteria, viruses, protozoa, parasites and other pathogens up to 98%, including iron, manganese and other suspended particles. The effect of the BSF has been tested and proven through clinical and laboratory examinations. The BSF is easy to fabricate and maintained. The project proponents recommend that the BSF as a household water treatment facility must be massively introduced to all households in Iligan City, in both urban and rural communities, to save lives, especially in the face of climate change where typhoons such as Sendong /Washi drastically contaminated the waters.

**ADOPT A COMMUNITY: DEVELOPING NUNUNGAN AS A MODEL MUNICIPALITY**  
**MSU-Iligan Institute of Technology**  
**Iligan City**

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This paper will present the history, and achievements and milestones of the system extension program of MSU. With the partnership of MSU-main and MSU-IIT, a comprehensive community concept based and multi-clustered extension project was ventured that resulted to the signing of a MOA with the Municipality of Nunungan, Lanao del Norte in 2009, and subsequent MOA signing for a BIO-Energy research and development project as an integral part of the program and of the agreement.

The adoption covered a number of phases and activities with significant outputs like the establishment of a field project office in Barangay Inayawan, the Nunungan integrated Farmers training Center, conduct of foras and symposia, community dialogue and consultative meetings; creation of four task forces comprised of senior faculty experts from both institutions that helped plan, design and implement livelihood and environment-related projects such as setting up of Barangay nurseries, development of farms, development of bio-fuel reactor and oil-based cooking stove; alternative livelihood programs; environmental trek, outdoor sports & Islam (Kapanakdug sa Pala-o); Membership in the Mt. Inayawan Range Protected Area Management Board, and Field visits of high officials of two international companies and one local energy company.

**BASKUG: A PARTNERSHIP PROGRAM BETWEEN ST. MICHAEL'S COLLEGE**  
**AND JOLLIBEE FOUNDATION**  
**St. Michael's College, Iligan City**  
**Iligan City**

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The objective of this study is to evaluate the BASKUG program conducted by St. Michael's College as the local implementing partner of Jollibee Foundation with its beneficiaries coming from the 14 Department of Education (DepEd) Public Elementary Schools in Iligan City of which their Grade 1 and 2 pupils are suffering from severe malnutrition affecting its academic performance in school. Using the descriptive method of research process, and secondary data to support the results of the program it has yielded positive results such as the completion rate of the 14 schools included in the program, weight improvement before and after the feeding program, and attendance of both beneficiary pupil and parent. The partnership between St. Michael's College and Jollibee Foundation and the Department of Education served as a means to improve the overall academic performance of the BASKUG pupil beneficiaries which is instrumental in raising the Iligan City Divisions performance in the National Achievement Test.

Key words: BASKUG, Basug pupil beneficiary

**URBAN FLOOD DISASTER RISK AREAS OF CAGAYAN DE ORO, PHILIPPINES: A  
LOOK INTO ITS IMPLICATION TO THE CITY'S BUILT AREAS**  
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In December 2011 Typhoon Sendong (Washi), one of the last depressions that visited the Philippines in that year, caused unexpected flash floods in the cities of Cagayan de Oro and Iligan. For both cities these floods were the most devastating since the hard hit areas are the communities along the major tributaries.

In Cagayan de Oro, many realizations surfaced after the flood. One of these realizations is the fact that Mindanao, especially Cagayan de Oro, is no longer free from the effects of devastating typhoons. For so many years, Kagay-anons and most of the people from Mindanao took pride of being located in a typhoon free area of the country. Because of this idea, "disaster risk management" is not embedded in the previous City Land Use and Development Plans (CLUP).

The disaster brought by Sendong was an eye opener for the City and Provincial planners. After the flood, the Provincial Board of the province of Misamis Oriental called for the town and city Mayors for a review and necessary revisions in their respective CLUP and zoning ordinances. Cagayan de Oro responded on the call by mandating the City Planning and Development Office (CPDO) to spearhead in the review of the CLUP. By the month of March until May 2012, the review was facilitated by the regional office of the National Economic and Development Authority (NEDA 10). Since Cagayan de Oro City has not submitted its long overdue development plan to the Housing and Land Use Regulatory Board (HLURB), the activity was a chance for the reformulation of the CLUP. This time, the plan has the slant on "disaster risk management".

This study initially presents the perspectives of the CLUP prior and after Sendong. It will also presents the planned flood disaster risk areas in Cagayan de Oro as mapped by the Department of Environment and Natural Resources (DENR) and its implication to the present build areas of the City. Further, from the information gathered, a recommendation will be forged for workable risk reduction mitigation in case the same catastrophe recurs.

**PREVALENCE OF ASCARIASIS AND THE FACTORS POTENTIALLY INFLUENCING  
IT'S TRANSMISSION AMONG CHILDREN IN ILIGAN CITY**  
**Mindanao Sanitarium and Hospital College**

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**Requel Legaspino, Bernardito Demol**  
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The study was conducted in four locations of Iligan City in - coastal, poblacion (city proper), hillside and mountain villages. Anthropometric measurements such as body weight and height were done. Presence of helminth eggs was done following standard parasitological examination. Survey questionnaires were completed to determine factors contributing to the occurrence of infection.

A total of 1,170 individual volunteers were gathered. Mountain villages revealed 69% infection rate followed by coastal villages with 28.3%, hillside villages with 26.03% and poblacion village with 16.7%. Multivariate analysis reveals that the pattern of *Ascaris lumbricoides* infection strongly influenced by several contributory factors. People sleeping in one room, absence toilet, source of water, presence of worms, playing in the soil, deworming drugs, gender, and type of toilet, presence of flies, number of people in household, herbal medicine, house pets, health condition, distance of house from the sea and eating of raw fish significantly contributed to the prevalence of *A. lumbricoides* infection. This study shows that the four sampling sites in Iligan city has provided favorable conditions for intestinal ascariasis. Transmission of intestinal *A. lumbricoides* is linked to generally poor living conditions, poor public health services, poor sanitation and individual health behavior.

*Keywords: ascariasis, prevalence, parasite, transmission*

**THE CHALLENGES OF A RIGHTS-BASED APPROACH TO DEVELOPMENT IN  
PROTECTING HEALTH AND SURVIVAL RIGHTS OF CHILDREN: THE CASE OF  
CHILDREN'S WELFARE CODE**

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The issue of governance is one of the main concerns in the international development framework and in the creation of policies due to the failure of the structural adjustment program of the World Bank. It was realized then that in defining the purpose of state, more importance must be given to transparency, responsiveness and the plurality of voice (e.g. accountable governance) under a legal and regulatory framework. With this shift of paradigm, new frames emerged in the early 1990s in order to improve the capacity of the state and the ability of the stakeholders in dealing with the operations of the government. Relatively these frames are governance and the rights-based approach to development, which are integrated as an essential social intervention in policy environment (Katsiaouni, 2003).

Accordingly, governance as a new frame in the system of the government acknowledges a pluralistic observation in policy environment (Marietta, 2004). It is in governance that it provides direct measures for the people to claim their rights and protect them from social injustices (Lundberg, 2003).

A related frame, the RBA to development was internationally adopted and supported with human rights as the central theme in state's development programming. These claims require adoption and implementation at the national level in so far as mainstreaming the role of the state as duty-bearer of rights (Goonsekere, 2009). As the Philippines decentralized in 1991, enough space was given to facilitate governance at the local level. Having said this, this study examines the challenges posed by a rights-based approach in the adoption and implementation of a rights-based policy at the city level. Essentially, this study will use governance as a basis for evaluating the effective implementation of Children's Welfare Code of Davao City as an essential legislative tool in upholding and protecting the rights of the children.

**Keywords:** rights-based approach, governance, decentralization, policy evaluation, policy implementation, effectiveness, and children's rights

**Tag:** Health and Sanitation; Governance

**STAKEHOLDERS PARTNERSHIP IN ADOPTION OF UNIVERSITY OF NORTHERN  
PHILIPPINES EXTENSION PROGRAM  
University of Northern Philippines  
Heritage City of Vigan, Ilocos Sur**

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Over the years, the University of Northern Philippines has been actively participating in the implementation of Adopt-A-Community and School Program. The Program utilizes community and schools as stakeholders. Baseline information was gathered as a strong basis in crafting projects. Various training programs, seminars, demonstration, technology transfer, capability building and even financial assistance from the university and in the form of livelihood project were the services provided to the stakeholders.

Livelihood associations were organized in the skills training and technology transfer. The officer and members of the associations who were trained started an income generating projects through the knowledge and skills they have learned.

Memorandum of agreement with the different skill training and technology transfer projects was initiated. There were 14 livelihood and projects organized and registered at the Securities and Exchange Commission.

Out of the 1,865 beneficiaries who benefitted from the different skills training that were conducted, 834 individuals were employed and a total of P4, 600,800 has been generated. A total of P242, 810 was the counterpart of the local Government Unit and other cooperating agencies in the success of the implementation of the extension program of the University of Northern Philippines.

## **MANGROVE TREE NURSERY DEVELOPMENT TOWARDS ENHANCED REFORESTATION OF WETLANDS: THE ASU INITIATIVE**

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While fruit tree seedling production is in a massive scale and is undertaken by such agencies as the Department of Agriculture and the Department of Environment and Natural Resources, mangrove tree seedling production technology comes as an allied extension effort to serve the need for varied mangrove seedling availability to sustain wetland reforestation efforts.

The ASU mangrove tree nursery project was initiated through a Php50,000,00 funding from the PDAF of Congressman Angelo B. Palmones of the AGHAM Partylist in June 2011. This gave way for the construction of a nursery house in a 20 square meter area of the ASU-CFMS fishpond at Barangay Tambac, New Washington, Aklan. This was a swift answer to the need and in consonance with the executive order of President Benigno Aquino III. It has been observed that as part of the program, rehabilitation of denuded wetlands poses the problem of where to secure varied mangrove seedlings, thus, the implementation of the project.

The project aimed at identifying the mangrove species that could best meet the growth factors when grown under nursery conditions, establish a seed data bank on mangrove species, establish linkage with government agencies, LGUs and POs for dispersal of the produced seedlings; and radiate the technology to the fisherfolks being the direct beneficiaries. To serve these purposes, NSTP-CWTS students were given the opportunity to model the technology to fisherfolks by producing thousands of mangrove tree seedlings. The manner of potting and the way by which seedlings are arranged in the nursery made much interest on the part of the fisherfolks.

Eventually, fisherfolks residing in or near the wetlands of New Washington, Aklan showed interest on the new venture and started to establish small nurseries based on the ASU idea and the experience of the Department of Environment and Natural Resources. On its own, the ASU initially employed the nursery-produced seedlings to replant the areas destroyed by Typhoon Frank, and to maximize the rehabilitation of the buffer zones of the fishpond.

Keywords: *Nursery development, mangrove, fisherfolk , wetlands*



**“ECO-HEALTH AGENDA” PROGRAM: THROUGH  
THE EYES OF PARTNER-BENEFICIARIES**

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This community development program aimed to create a productive and progressive Barangay Venturanza after the implementation of the three-year program. Specifically, it will enhance the state of health of the residents of Brgy. Venturanza; improve the economic status of the residents; and empower Community Health Workers in assisting the health needs of the people in the community.

This project utilized strategies like a) advocacy, partnership and alliance building, b) delivery of health services, c) IEC activities, d) organizing and training of Barangay Health Workers, e) livelihood, f) organizing community women and establishing women organization, and g) monitoring and evaluation of the project.

After three years of implementation, Eco-Health Agenda Program was able to reorient their mindset from curative to preventive health system paving the way to correct their misconceptions and health beliefs, and improve their health seeking behavior. The people at present were able to understand their responsibility towards their own health and should not depend on government’s dole out services. The change of mindset of the people led to enhance the health state of Barangay Venturanza residents particularly the mothers and the young children.

On the other hand, despite the failure of the “Eco-Health Agenda” Program to provide livelihood projects, the economic status of partner-beneficiaries were improved since the program’s delivery of health services and health education had changed their ways and improved their behaviors towards their health. As result, they were able to maintain healthier body state making them to become productive as they seek job outside the community, working in the farm and managing their business which enable them to earn money to sustain their family’s daily needs. As for the Barangay Health Workers, they were more empowered to assist in addressing the health needs of the community. Through training program that were conducted, they were able to acquire knowledgeable on basic nursing skills, disease prevention and control, and skilled in caring the sick.

Keywords: *Eco-health agenda, barangay health workers and Barangay Venturanza*

**COMMUNITY-BASED APPROACH IN PROMOTING GENDER AND DEVELOPMENT  
AMONG THE INDIGENOUS TRIBES IN OCCIDENTAL MINDORO, PHILIPPINES**  
Occidental Mindoro State College

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This paper posits that community-centered and holistic approach in promoting environmental education and natural resources conservation and management among the five major Mangyan tribes of Occidental Mindoro such as Hanunuo, Buhid, Batangan (Tau-Buhid), Iraya, Ratagnon, and HaGuRa (mixed tribe).

The Occidental Mindoro State College (OMSC) implements various extension activities in partnership with the government, non-government and private organizations. The program had served as vehicle in the strengthening of the working relationships between the College and other development organizations. This had facilitated the institutions/organizations to pool resources and work together towards a common goal--the enabling of the IP communities to become stewards of their natural resources.

Training and Seminars on Sloping Agriculture Land Technology (SALT), soil and water conservation, and biodiversity conservation; and community-based livelihood options was conducted among the IP communities.

This paper also highlights the distinct cultural and social traditions of the Mangyans in relation to the environment, which, when ignored may lead to failure of the interventions. The project experiences suggest that the success of any development program is dictated by realistic and need-driven programs.

Keywords: community-centered, partnership, and environmental education

## **ENHANCING THE ROLE OF INDIGENOUS WOMEN IN THE COMMUNITY LIVELIHOOD ACTIVITIES IN SAN JOSE, OCCIDENTAL MINDORO**

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Poverty is a phenomenon among the country's indigenous peoples (IP's) like the Mangyans of Occidental Mindoro. Many development interventions had been introduced in the past to help alleviate their living but most, if not all, had failed. Some of the reasons cited, aside from dwindling funds, were passive community participation and dole-out mentality.

With the incessant desire to help uplift the Mangyan's economic state, the Occidental Mindoro State College (OMSC) in partnership with other government organizations crafted a project specifically to build the Mangyan women's capacity to earn income. This is in support of the National Commission on the Role of Filipino Women (NCRFW) advocacy towards women empowerment and gender equality.

The paper highlights the strategies employed by the project to ensure smooth and successful implementation. This includes project conceptualization, kick-off meeting, consultation with the stakeholders, Participatory Rural Appraisal (PRA), planning, identification of community-based livelihood options, sourcing of assistance and establishing linkages, establishment of organization, continuing education, fund utilization and management, and monitoring and evaluation.

The project recognizes the importance of making women feel they are both owners and managers of the project. A Buhid women organization "YamengayansamahanPagkasadiyan manga Ina SayameSitioSalafay," in Tagalog "PagkakaisangmgaKababaihansaSitioSalafay" was organized. This organization controlled the allocation and distribution of raw materials for the different community-based livelihood options.

The initial interventions in "ono" (bead) and "abol" (weaving) making and design, and the quality control strategies had helped in improving the skills and the products of the Buhid women. The average monthly income had increased from PhP 86.80 to PhP 111.00. Aside from women's full control of their activities, experiences suggest that sustained partnership and implementation of need-driven projects can ensure success of any development endeavour.

**STUDENTS' INVOLVEMENT IN EXTENSION PROGRAM OF THE  
OCCIDENTAL MINDORO STATE COLLEGE-MURTHA CAMPUS**

Occidental Mindoro State College  
San Jose, Occidental Mindoro

**Dr. Susanita G. Lumbo**  
Director, Research & Extension

This paper highlights the involvement of agriculture students in the implementation of Extension Program of Occidental Mindoro State College (OMSC) during the three periods such as the Labangan Period (2002-2004), Integration Period (2005-2007), and Accreditation Period (2008-2010).

This determines nature and degree of students' involvement in achieving the VMGO of the Institution. The study describes the extension participated in by the students in terms of interventions and technologies promoted, communities and individuals served, agencies involved and nature of assistance provided, and extension approaches used. Strengths and weaknesses and lessons learned are identified.

Documentary analysis was employed. Sources of data were Accomplishment Reports in Extension, Mid-year and End-year Reports of the Agriculture Department, Extension Report 2006-2011 for Agency Performance Rating (APR), SUC Leveling, Research and Extension Agenda 2005-2009, 2010-2015, and students project reports.

The students were found more enthusiastic and motivated to work hard and achieve more when given full control of their extension activities. Institutional support provided had weakened their values of hard work, patience, creativity, resourcefulness, and accountability. The students had contributed in the achievement of VMGO in Extension.

The students' extension activities had expanded through time in terms scope, coverage, people/organizations involved, approaches used, commitment and community responsibility. The students' nature and degree of participation in extension was relative.

The study recommended reducing institutional support to students' extension activities. A mechanism must be instituted to monitor, evaluate, and sustain student-initiated extension projects. An impact study must be conducted to find out how much the projects had contributed in attaining quality of life in the rural communities.

**EFFECTIVENESS OF THE BASIC COMPUTER LITERACY PROGRAM FOR THE  
TEACHERS OF BULALACAO DISTRICT, ORIENTAL MINDORO**

Occidental Mindoro State College  
San Jose, Occidental Mindoro

Merlita P. Dela Cruz,  
Marlyn G. Nielo,  
and Luzviminda M. Gaudier

The term "formative evaluation" coined by Scriven (2000) is the process of collecting qualitative or quantitative data during the developmental stage of the instructional design process (Seels & Glasgow, 1990). The data collected is used to provide immediate feedback and helps to make revisions or modifications to the program before the final product is developed. One can evaluate almost anything, such as a person, a curriculum, a student, a process, a product, or a program (Tessmer, 1993).

It is for this reason that the researchers conducted this study in order to determine the effectiveness of the training design on basic computer literacy program for the teachers of Bulalacao District. Results of this study could be used as a basis to identify and insure that the training conducted has a better information and stimulated their learning.

To determine if there is a significant effect on the effectiveness of the training design on basic computer literacy program for the teachers of Bulalacao District, Oriental Mindoro after they were exposed to computer, the weighted mean was employed.

Results revealed that the teacher-participants were well-informed about the objectives, the schedule date and the place where the programs were held. The teacher-participants found out that the equipment they were using are updated and operational and fully air conditioned, hence, it is conducive to learning. The extension program was found to be effective in delivering the service because of the competent instructors who are willing to share their expertise.

With the positive result of the training, the Information Technology Department is encouraged to extend the service/training to all interested schools and offices as well as to the Barangay Officials.

**PRIVATE-PUBLIC PARTNERSHIP: AN APPROACH TO MOTHER AND  
CHILD CARE PROGRAM IN BARANGAY SAN  
AGUSTIN, SAN JOSE, OCCIDENTAL MINDORO**  
Occidental Mindoro State College  
San Jose, Occidental Mindoro

Marciel Salvador-Bautista R.N., R.M

This paper presents the extension program on mother and child care using the public-private partnership approach, which aimed to determine the strategies used in the conduct of intervention, enumerate the interventions, state the different partners in performing the interventions as well as establish the Health Nutrition Post (HNP). It was conducted in SitioLamis, Barangay San Agustin, San Jose, Occidental Mindoro from July 2008 to March 2009.

Prior to implementation of the various health programs, the researcher together with the group of students conducted Community Organizing and Community Development (COCD) activities. Courtesy call to Barangay officials and coordination with key leaders were done promptly. Participatory Rural Appraisal (PRA) was also done to establish rapport and get benchmark data.

The community was allowed to utilize various strategies and interventions systematically. The list of partner agencies such as LGUs, Rotary Club of San Jose Tamaraw and Municipal Health Office helped in the conduct of the extension activities. The partner agencies mentioned above gave financial and technical support to the community. Finally, the establishment of Health Nutrition Post (HNP) in SitioLamis, San Jose, Occidental Mindoro was done successfully.

Based on the extension activities, lack of funding to sustain the program stands to be one of the major problems in the implementation of the health programs.

**FACULTY AND STUDENT PARTNERSHIPS IN GENDER-RELATED  
EXTENSION: OMSC CRIMINOLOGY AND INFORMATION TECHNOLOGY  
DEPARTMENT'S EXPERIENCE**

Occidental Mindoro State College  
Occidental Mindoro

Regina V. Bautista

As an institution of higher learning, the Occidental Mindoro State College is mandated to engage in extension activities. Cognizant of this mandate, the faculty members and students became partners in helping the College to fulfil such function. Commitment among them was evident in their desire to share expertise and expand horizons by interacting with the nearby communities.

In support to the efforts of OMSC to provide community services, the faculty and students of the Criminology and Information Technology department had engaged in extension activities, including those gender-related. Despite their fields of discipline that are not commonly engaged and involved in extension and related endeavor, they crafted and implemented activities by organizing and conducting relevant seminars with individuals from the target communities as participants. Guided by the faculty members, training needs and assessments (TNA) were conducted by the students.

The Criminology Department had provided seminars where the gender-related topics were discussed such as the positive Filipino values and violence against women and children. Positive responses from the audience were evident as indicated by their active participation in the discussion. On the other hand, the Information technology, had conducted seminars on the information technology in relation to farming and on natural way of farming, nutrition and family planning. They likewise had training on fish production and processing that can be potential livelihood activities of the housewives and other groups of women. Resource person who are authorities in the topics discussed were tapped by the faculty members of the two departments.

In the conduct of extension activities, a number of problems and constraints were encountered, such as insufficient fund for transportation, foods and materials for documentation. However, these were masked by the benefits gained by the audience and the acquired skills and experiences by the students and faculty members.

Apparently, the community people were not aware of the rights of women and children, and of other information that they need to know. But through the conducted extension activities, they were informed and thus empowered, particularly the women. It was also learned that students and faculty who are less experienced in extension could also engage in such activities.

**SCAFFOLDING NON-READERS TOWARDS ENGLISH READING PROFICIENCY:  
THE TULAY SA PAGBASA EXPERIENCE**  
Colegio de San Juan de Letran-Calamba  
Calamba City, Laguna

Audrey Vincentine S. Salud<sup>1</sup>  
Lorenzo Isla

One of the problems encountered today by teachers in the primary level is the increasing number of students/pupil who fails to read either Filipino or English language. This problem is also seen in Tiyani Elementary School, Brgy. Sucol, Calamba, a partner school of Letran Calamba

In response to this problem, *Tulay sa Pagbasa* was initiated to help struggling or non-reader pupils who lack skills on fluent reading and comprehension. *Tulay sa Pagbasa* started as an extension project of the Education Program of the School of Education, Arts and Sciences (SEAS). This project has two main objectives namely: 1) to serve as an avenue for the School of Education, Arts and Sciences (SAS) and 2) to improve the reading skills of target beneficiaries in the partner school.

September of 2012 marked the *Tulay sa Pagbasa* Project implementation. The SEAS spearheaded the project with the guidance of the Community and Extension Services Department (CESD). The project involved volunteers from Education students, faculty members and some volunteers from different programs and clusters of the school. They served as instructional managers of the target beneficiaries. The instructional managers also help develop and evaluate beneficiaries' improvements during tutorial sessions.

After the first implementation and evaluation of *Tulay sa Pagbasa*, there were problems encountered namely: a) insufficient number of volunteers to attend to the beneficiaries' needs, b.) punctuality problem on volunteers causing regular delay of tutorial sessions, c.) module content was congested and heavy, d.) there was no immediate result evaluating pupil's development, and e.) validity of evaluation instrument to measure pupil's improvement.

In response to the need of improving pupil's skills in reading comprehension and to closely monitor the implementation of the project, the researchers were challenged to take this as an action research to systematically observe the development, strengths and weaknesses of every activity. This study evaluated and documented pupils record that measure the beneficiaries' improvement for fifteen (15) consecutive meetings. It was expected that after one year, pupils will pass their Reading subject and the FILRRI test.



The research used participatory action research (PAR) design with process documentation, focus group discussion, and key informant interviews as data gathering techniques. Green, et. Al. (2003:419) defined participatory action research as a systematic inquiry, with the collaboration of those affected by the issue being studied, for purposes of education and taking action or effecting change. This participatory action research has four processes namely: observation, planning, action and reflection. The stakeholders were the following: Community and Extension Service moderator of SEAS, Elementary School Principal, English teachers of students, or faculty volunteer, 22 volunteer students and 50 beneficiaries gathered and analyzed data from the research participants were taken only from July to October 2012.

After the first cycle of PAR, the study revealed that: a) there was an improvement in the reading proficiency of the target beneficiaries based on their grade in English; and c) there was an improvement in the punctuality of volunteers. These results will be noted and serve as bases for the conduct of the next PAR cycle.

As a whole, the study revealed that no matter how humble an extension prproject ad initiative is, if it is done systematically and accompanied by loving concern of all stakeholders, initial seeds of success evebtually come to the fore for individual and community welfare.

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<sup>1</sup>*the main proponent of the study*

**DELIVERING QUALITY SERVICE TO THE PARTNER COMMUNITY:  
THE HSOP EXPERIENCE  
Colegio de San Juan de Letran-Calamba  
Calamba City, Laguna**

Ms. Maria Veronica R. Sarmiento, Ms. Teresa M. Camarines,  
and Ms. Geraldine M. Mortel

The academic year 2011-2012 marked the time when Letran Calamba High School revived its outreach program. The program is a realization of the Colegio's thrust of fostering sense of social awareness and responsibility among students and self-worth among members of the partner community. Services to the community are carried out through four projects of the program namely: BAR-K-D-HAN (Batang Letranista Kadamay sa Hamon ng Buhay), COP (Catechetical Outreach Program), Eco Watch (Ecology Watch) and Health Watch. Through initial successes were observed, areas for improvement in order to deliver quality service to partner communities were also identified. There is the need for an enhanced and participatory planning and monitoring processes, better preparation of students who will handle the catechism classes and the need for a higher level of involvement to community outreach activities among faculty members.

With the decision to conduct all projects of the program in one partner community for A.Y. 2012-2013, the School has focused its outreach serves in Bucal Elementary School; a school nearby Letran Calamba. The school has served as the locus of the implementation of the program and the study.

Using the participatory action research and methodology with its moments and cycles, the researchers and other stakeholders addressed the concerns of the program with the aid of instruments such as focused program. The study has generated initial findings and recommendations for the second half of program implementation. With the aid of the Community and extension services Department of the Colegio, the program was able to develop plans with students and stakeholders through participatory planning. Quality outputs among student-beneficiaries were observed from sessions given by the student volunteers who had supplemental inputs and exercises in preparation for the actual outreach activities. Problems in the implementation process were identified and addressed with the aid of the enhanced systems and procedures on the management of outreach programs, projects and activities.

The study also revealed the difficulty to strategize how high school faculty members could involve themselves in the program without causing their academic and personal schedules to suffer. Lastly, assigned faculty members in the implementation of the projects need time to adjust and get accustomed to the enhanced systems and procedures in the management of outreach activities.

Overall, it is becoming clearer to the researchers that conducting outreach activities beyond the dole out system and that which pursues sustainable quality service to the partner community is not only a vocation but it also entails specific knowledge and skills relative to the nature and management of community development work. The joy of taking up the challenge rests not only for personal development but more importantly for the conduct of true charity that leads to the realization of self worth among members of the partner community. The study continues.

*Key words: basic education outreach program, community development, community research, and participatory action research*

**VERMICOMPOST PRODUCTION PROGRAM: MSU-MAGUINDANAO STRATEGY  
TOWARDS THE PROMOTION OF ORGANIC AGRICULTURE TECHNOLOGY**  
**Mindanao State University-Maguindanao**  
Province of Maguindanao

Danilo S. Josue, Ph.D.<sup>2</sup>, Luminog M. Sur, M.S.<sup>3</sup>, Bai Shalimar A. Sinsuat<sup>4</sup>,  
Nestor Deosanta<sup>5</sup>, Norasia A. Abo<sup>6</sup>, & Fatima Shajarah Dimasingkil<sup>7</sup>

The Vermicompost Production Program of the Mindanao State University-Maguindanao was initiated from the grant given by DOST-Philippine Council for Aqua Marine Agriculture Resources Development through auspices of then Executive Director Dr. Rafael D. Guerrero III. This is in support to the Organic Agriculture Technology Program now the R.A 10068 of 2010 – the Development and Promotion of Organic Agriculture.

With an initial fund of Php500, 000, the Vermicompost Production Center was established on July 5, 2007. This also became the site of the Regional Training for Vermicompost Technology promotion. With the release of an additional fund of Php450, 000 on September 2008. It has enhanced its operation through the acquisition of more processing equipment and materials under a management team. In 2010, the center was turned over to the Campus Production Council.

Presently, the center's processing area was expanded and has capacity to produce an average of 50 bags per week or 200 per month. In coordination with the Extension Services Office, series of Vermicompost Technology training were conducted in different parts of Maguindanao. The center also is one of the cheapest sources of organic fertilizers for farmers in as far as Upi, Maguindanao, Carmen in Cotabato and for numerous field trials of the College of Agriculture students and faculty members.

The experiences and sustainable management practices will be highlighted in this paper.

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<sup>1</sup> Paper presented during the 3<sup>rd</sup> Biennial Convention of the Philippine Association of Extension Program Implementors, Inc. (PAEPI) at the Lyceum of the Philippines University on November 22-24, 2012

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**PARTICIPATORY BARANGAY PLANNING AND BUDGETING APPROACHES OF  
MAGUINDANAO FOUNDATION FOR GOOD GOVERNANCE AND  
DEVELOPMENT, INCORPORATED  
Mindanao State University-Maguindanao  
Province of Maguindanao**

**Datucan M. Ali**  
College of Agriculture  
09205822903/09265438119

Nowadays, Non-Government Organization (NGOs) and other national government entities play important role in responding to the pressing concern of the government to deliver community needs. NGOs are of great help in the implementation of programs that promote socio-economic and political stability of a community.

One NGO in Maguindanao, known as the Maguindanao Foundation for Good Governance, Incorporated (MFGGDI), is based at the Mindanao State University-Maguindanao, and it is involved in the implementation of programs and projects in the Province of Maguindanao. Its program focus is on Transparent and Accountable Governance (TAG) of the Local Government Units (LGUs). It has offered technical assistance to the recipient which is the LGU under TAG project of The Asia Foundation (TAF) with support from the United States Agency for International Development (USAID).

One of the programs of the MFGGDI is the implementation of the Barangay Planning and Budgeting Program (BPBP). The BPBP uses community participatory approach in the conduct of barangay planning activities. The program aims to support barangay governance through (1) development of doable plans and programs to be implemented in the barangay for 3 years duration; (2) provision of development direction for the barangay; (3) linking of budget plan (4) maximization of use of available resources; (5) making barangay officials accountable to citizen; (6) promotion of citizen participation in identifying felt needs of the community; and (7) institutionalization of the annual conduct of participatory planning and budgeting exercises.

The implementation of the BPBP by the MFGGDI in the Province of Maguindanao ended in year 2004. So far, there was no attempt to conduct a study on the effectiveness of the BPBP approaches used by MFGGDI in the implementation of the projects or programs. Thus, the researcher aims to evaluate the effectiveness of the BPBP participatory approaches of MFGGDI in selected Municipalities of Maguindanao.

**TUP-CAVITE CONTINUING TECHNOLOGY TRANSFER THROUGH SKILLS  
TRAINING PROGRAMS GEARED TOWARDS SELF-SUFFICIENCY  
AND POVERTY ALLEVIATION**  
**Technological University of the Philippines-Cavite Campus**

**DR. MYRNA FERNANDO**  
Director TUP-Cavite Campus

Cognizant to the mandate of the Technological University of the Philippines, Cavite Campus is one in the realization of its vision, mission and goals. Particularly in technology transfer through skills training programs geared towards self-sufficiency and poverty alleviation. The target clientele of this program are unemployed, out-of-school youths (OSYs) and the employed that needs skills upgrading.

The main objective of the said program is for the participants to acquire knowledge and skills in a particular trade area that will eventually lead to a rewarding employment or promotion if already employed.

TUP Cavite campus strategies involves coordination with LGUs and the private sectors, to identify the training needs of the constituents and collaboration with private organizations/groups and the city or provincial government for possible sponsorship of the activity.

The campus, through the Research and Extension department had already accomplished at least three training programs/seminars in different areas. A 40-hour seminar on diesel engine overhauling and automotive electrical wiring was conducted at the Philippine Navy New Headquarters in Sangley Point, Cavite City which was participated by 13 Navy Personnel of the Philippine Fleet. An 80-hour seminar on automotive preventive maintenance was also conducted at the campus in collaboration with Kiwanis Salitran and Kiwanis Salawag with 51 participants/attendees. In addition, Smart Tech Power, a small company located at Salitran Dasmariñas City was the recipient of the 40-hours industrial electricity training program with 13 employees as participants. A total of 77 participants were trained in the different trade areas and through this there is an anticipation that many individuals will benefit from this endeavour.

It is projected that probable impacts on the lives of the marginalized sector of our society will be attained through the collaborative efforts of the campus, LGUs, private organizations, international service clubs and the OSYs, and the low-income earners.

## **VALIDATION OF THE MERIT SYSTEM IN THE EVALUATION OF COMMUNITY EXTENSION PROGRAMS AT THE PAMANTASAN NG LUNGSOD NG MAYNILA**

Pamantasan Lungsod ng Maynila  
Intramuros, Manila

Eleanor J. Galvez, M.D.,M.Sc

The Center for University Extension Services (CUES) is the link or channel between the different units of the University and partner agencies, interested groups and individuals especially on extension matters for a more responsive, dynamic, and coordinated extension programs. As a matter of policy, each college, unit, accredited student, faculty/employee organizations, whether internal or external, that is interested in community extension programs and projects shall be evaluated and endorsed by the CUES Office for approval of the University President.

When needed or required for evaluation and other purposes, the CUES shall certify the involvement and performance of the teaching and non-teaching personnel in extension program. Such certifications to contain measured data shall be based on the reports that shall be submitted to the CUES. The participation of the faculty member on community extension shall be given credit based on the university-approved merit system.

Extension services are considered as one of the triadic functions of the University alongside instruction and research and it is also one of the criteria-component for accreditation. However, since the creation of the Center for University Extension Services, engagement of faculty was noted to be non-sustainable and often supportive of organizations outside PLM without prior approval from PLM authority. In 2005, the Civil Service Commission issued the Memorandum Circular no. 19, specifying faculty must engage in development-oriented programs provided internally or externally by the university or college and that faculty must engage in community extension services in accordance to the rank being pursued.

As a response, PLM developed a point system that will operationalize MC 19, s 2005, ensuring a fair and sound evaluation of faculty engagement in planned extension programs. The specific objectives in developing the implementing guidelines are as follows: (1) Establish a sound procedure for recruitment, selection and appointment, reward, and promotion; (2) Create and provide equal opportunities for career development; (3) Enhance individual and organizational effectiveness and productivity; (4) Develop qualified, committed and motivated academic staff; (5) Provide a guide for speedy and fair resolution of complaints and grievances and, (6) Provide a framework for personal discipline.

The point system was validated and presented to a Committee that was tasked to develop the implementing guidelines on the merit system in the evaluation of extension services and was endorsed favorably to the top management by its members. The guidelines have received positive and negative comments during consultation with the faculty but have held water when applied to the evaluation of current documents submitted for hiring, promotion, and conversion from part-time to full-time and from temporary to permanent status.

## **THE ROLE OF SPORTS LEADERSHIP TRAINING TO TERTIARY AND SECONDARY LEVEL STUDENTS**

Pamantasan Lungsod ng Maynila  
Intramuros, Manila

Susan C. Mercado, M.A

The College of Physical Education, recreation and Sports (COPERS) is committed to become an implementing arm for the development of future sports leaders in the country who practice fair play, sportsmanship and honesty.

Every sports event starts at the planning table, thus, potential sports leaders enrolled in the Bachelor of Physical Education program of COPERS and high school sports leaders from the secondary schools in the City of Manila were invited to participate in the Sports Leadership Training Workshop.

The objectives of the workshop were: 1) Encourage student participation in sports as spectator, participant and organizer and as sports official; 2) Serve as co-curricular activity for student learning and skills enhancement in sports planning tournament management; and 3) Serve as community civic welfare extension program for faculty members of COPERS who will be resource persons for sports event.

The sports Leadership training Workshop included a sports clinic to orient the student participants on the conduct of the sports tournament, and prepare them to serve as sports officials in order for them to learn how to manage sports tournament. On the other hand, the sports provided participation and enjoyment of the employees from government as well as from the private offices located in Intramuros, Manila.

In order to sustain the Sports Leadership Training Program, it was recommended that the activity will be self-liquidating through payment of tournament fees. The fees will facilitate the payment of food and honoraria of sports officials, overtime pay for janitors and security guards, payment of electric and water utilities to be consumed during the sports tournament as well as the purchases of light bulb and cleaning materials for the gym. In addition, from the fees, funds will be set aside for the uniform, transportation allowance and food of PLM student varsity players and employees who will join the Association of Local and University (ALCU) Games and the Manila Sports Council (MASCO). This project will be implemented continuously starting from the second semester of the school year 2012-2013.



## **SELF REALIIZATIONS, BONDING AND MEANINGS IN COMMUNITY VOLUNTEERING**

Leonora H. Astete

All Higher Education Institutions (HEIs) in the Philippines include community extension as part of its missions. The Lyceum of the Philippines University (LPU) states that it is committed to support a sustainable community extension program and to be a catalyst for social transformation and custodian of Filipino culture and heritage among its six missions. This paper aims to draw from selected faculty and non-teaching staff their volunteering experiences as part of the university's community extension programs through photo elicitation method. Specifically it has the following objectives (1) to determine the extent of their participation (2) to draw realizations on how the program has impacted them on a personal and professional level; (3) to approximate their understanding of LPU's community extension programs as catalyst for social transformation. The reflexive exercise resulted in both self disclosures and collaborative stance among stakeholders.

## **AN EVALUATIONN OF LPU'S COMMUNITY OUTREACH AND SERVICE LEARNING INTERVENTION PROGRAMS IN BARANGAY 655, INTRAMUROS, MANILA**

Annabel V. Bautista, Marilyn L. Ngales, Leonora H. Astete,  
Roger S. Ambida, Henry L. De Guzman

LPU through the COSeL partnered with Barangay 655 in 2005 to 2008. This partnership was given a three-year extension from 2008-2011 with the same undertakings. Before the MOA expired in November 2011, an impact evaluation was done covering a 5-year implementation program to determine the effectiveness, efficiency, relevance and other components of a sustained school-community partnership. It also aimed to guide the various implementers within the LPU system as to which activities to retain, modify, or replace a vis-à-vis the university's capacities pitted against limitless community needs. The study revealed that Barangay 655 residents considered the activities undertaken relevant progressive, and effective but somewhat lacking in outcomes. The identified weaknesses such as the lack of attention given to monitoring and evaluation indicators on behavioural and attitudinal changes need to be reinforced.

Philippine Association of Extension Program Implementors, Inc. (PAEPI)  
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2011—2012

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## PAMANTASAN NG LUNGSOD NG MAYNILA (University of the City of Manila)

Gen. Luna cor. Muralla St., Intramuros, Manila  
(63 2) 527-7941 to 48 • www.plm.edu.ph



### Center for University Extension Services



#### Mission

A socially responsible and compassionate Pamantasan ng Lungsod ng Maynila, with conscientized administration, faculty, staff, and students who are totally committed towards the upliftment of the quality of life and their peers and of disadvantaged individuals and families of the city of Manila, working cooperatively and harmoniously in an atmosphere of peace, freedom, and justice.

#### Vision

A Caring University

**Eleanor J. Galvez**  
*Director, CUES*

#### Objectives

- To continue providing quality college education to deserving students;
- To further strengthen research, community extension, and instruction as a triadic function of the University;
- To intensify the organization of community extension programs and services that are relevant and responsive to the needs of depressed communities in the city of Manila;
- To effect inner transformation among the administrators, faculty and students so they can be effective agents for social transformation and national development;
- To organize programs that will develop social awareness, social movement, and social responsibility among the faculty and students

#### Recent PLM's Pride

The premier scholars' university of the Capital City is the haven for brilliant scholars whose exemplary performance in state board exams have consistently distinguished PLM as a top university in the Philippines. Recent feats which firmly nailed its hall-famer status in various state boards include:

##### Consistent Top Physical Therapy School (August 2012)

Irish Bianca G. Barayuga, 1st Place  
Camille Louise A. Catchillar, 1st Place

##### Chemist Licensure Exam (September 2012)

Rob Jeremiah G. Nuguid, 1st Place, 1st Place  
Gremory Dennis F. Idago, 4th Place

##### Consistent Nursing School (June 2012)

John Derick S. Guillen, 9th Place

##### CPA Licensure Exam (October 2012)

Marc Rodolf B. Arca, 4th Place

##### Physicians' Licensure Exam (August 2012)

Ranked 5th nationwide (100% passing rate)



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*Acting President*

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**Kindergarten**  
**Preparatory**  
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**High School**  
Special Science Curriculum  
Basic Education Curriculum

## Collegiate Schools

### School of Education, Arts, and Sciences

Bachelor of Arts in Communication  
Bachelor of Science in Psychology  
Bachelor of Science in Guidance and Counseling  
Bachelor of Elementary Education w/ Specialization in Pre-School Education  
Bachelor of Secondary Education major in English  
Bachelor of Secondary Education major in Mathematics  
Teacher Certificate Program and Review

### School of Business, Management, and Accountancy

Bachelor of Science in Accountancy  
Bachelor of Science in Business Administration major in Marketing Management  
Bachelor of Science in Business Administration major in Human Resource Development Management

### School of Engineering

Bachelor of Science in Industrial Engineering  
Bachelor of Science in Mechanical Engineering  
Bachelor of Science in Electrical Engineering  
Bachelor of Science in Computer Engineering  
Bachelor of Science in Electronics Engineering

### School of Nursing

Bachelor of Science in Nursing

### School of Computer Studies and Technology

Bachelor of Science in Computer Science  
Bachelor of Science in Information Technology  
Certificate Programs  
Programming Languages (36 hours)  
Business Application Software (40 hours)  
Multimedia Design and Development (60 hours)  
Internet Technology (80 hours)  
Computer-Aided Design and Drafting (80 hours)  
Computer Hardware Servicing NC II (100 hours)  
Contact Center Services (320 hours)  
Finishing Course for Call Center Agents (100 hours)  
PC Operations NC II (100 hrs)

### Tourism and Hotel and Restaurant Management Institute

Bachelor of Science in Hotel and Restaurant Management  
Bachelor of Science in Tourism Management  
Certificate Programs  
Food and Beverages Services NC II (372 hours)  
Household Services NC II (216 hours)  
Commercial Cooking NC II (436 hours)

## Graduate School & Professional Services

### PROGRAMS

Master in Business Administration  
Master in Management, major in  
MM-Government Management  
MM-Human Resource Management  
MM-School Management  
MM-Information Technology Management  
MM-Engineering Management  
Doctor of Philosophy in Management  
PhDM-School Management  
PhDM-Human Resource Management  
PhDM-Information Technology Management

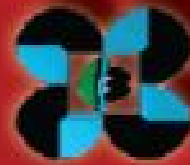




Batang Peninsula State University



Central Luzon Agriculture  
and Resources Research and  
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Philippine Council for Agriculture,  
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# *Greetings*

*from the*

## PARTNER MEMBER AGENCY (PMA) / EXPERT'S POOL

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**Silliman University**  
Pamantasang Silliman

Seal of Silliman University



**Motto :** *Via, Veritas, Vita*  
**Motto in English:** "The Way, the Truth, and the Life" (John 14:6)  
**Established:** 28 August 1901  
**Type:** Private  
**Religious affiliation:** Protestant (Presbyterian) but nonsectarian and independent  
**President:** Dr. Ben S. Malayang III  
 B.A., M.A., Ph.D.  
 (Ohio University and University of California, Berkeley)  
**Academic staff :** 490 (Faculty)  
 290 (Staff)  
**Students:** 9,259  
**Location:** Dumaguete City, Negros Oriental, Philippines  
**Campus:** 33 hectares (Urban) [81.84 acres] (Hibbard Avenue main campus)  
 29 hectares [71.66 acres] (College of Agriculture and Marine Lab campus)  
 465 hectares [1,149.04 acres] (Ticao Island Facility)



**Former names:** Silliman Institute (1901-1938)  
**Hymn:** Silliman Song  
**Colors:** red and white  
**Athletics:** PRISAA, UNI GAMES  
**Nickname:** "Dear old Silliman"  
 "Campus by the sea"  
**Mascot:** Stallions and Mares  
**Affiliations:** ACUCA, U-CHEA, ACSCU, ASAIHL, PAASCU, ATE SEA, UCCP among others  
**Website:** www.su.edu.ph

**Programs & Degrees**

- |   |  |  |  |
|---|--|--|--|
| <p><b>COLLEGE OF AGRICULTURE</b><br/> <i>Undergraduate</i><br/>             BS in Agricultural Business<br/>             BS in Agriculture Majors in Agronomy and Animal Science<br/> <i>Graduate</i><br/>             Master of Applied Science in Agricultural Systems</p> <p><b>COLLEGE OF ARTS &amp; SCIENCES</b><br/> <i>Undergraduate</i><br/>             AB Majors in Anthropology, Creative Writing, English Language, Literature, Filipino, History, Political Science, Sociology<br/>             AB in Philosophy<br/>             BS in Biology<br/>             BS in Chemistry<br/>             BS in Mathematics<br/>             BS in Physics [with emphasis in Computer Applications]<br/>             BS in Psychology<br/>             BS in Social Work<br/> <i>Graduate</i><br/>             MA Majors in Anthropology, Extension Administration [MAREXA], Filipino, Sociology<br/>             MA in Anthropology [non-thesis]<br/>             MA in Filipino<br/>             MA in History [thesis &amp; non-thesis]<br/>             MA in English Majors in English Language Studies, Literary Studies, Creative Writing, Teaching English to Speakers of Other Languages<br/>             MA in English [non-thesis]<br/>             MA in Philosophy<br/>             MA in Psychology Majors in Industrial/ Organizational Psychology, Social &amp; Community Psychology and Counseling Psychology<br/>             MA in Psychology [non-thesis]<br/>             MA in Science Teaching Physics<br/>             MA in Sociology [non-thesis]<br/>             MA in Teaching Major in Mathematics<br/>             Master of Public Health<br/>             Master in Biology<br/>             Master of Science Major in Social Work<br/>             Master of Science in Biology<br/>             Master of Science in Coastal Resource Management<br/>             Master of Science in Environmental Science</p> | <p><i>Master of Science in Environmental Policy</i><br/> <i>Master of Science in Marine Biology</i><br/>             Master of Science in Mathematics<br/>             Master of Science in Physics<br/>             Master in Physics [non-thesis]<br/>             Ph.D. in English and Literature<br/>             Ph.D. in Marine Biology<br/>             Ph.D. in Psychology</p> <p><b>COLLEGE OF BUSINESS ADMINISTRATION</b><br/> <i>Undergraduate</i><br/>             BBA Majors in Management and Economics<br/>             BS in Accountancy<br/>             BS in Entrepreneurship<br/>             BS in Business Computer Applications<br/>             BS in Office Management<br/> <i>Graduate</i><br/>             Master in Business Administration</p> <p><b>COLLEGE OF EDUCATION</b><br/> <i>Undergraduate</i><br/>             Bachelor of Elementary Education Majors in General Education, Pre-School Education and Special Education (SPED)<br/>             Bachelor of Secondary Education Majors in English, Filipino, Mathematics, Biological Science, Physical Science, Music, Arts, Physical Education &amp; Health [MAPEH] Social Studies and Technology &amp; Livelihood Education [TLE]<br/>             Bachelor of Library and Information Science<br/>             BS in Nutrition and Dietetics<br/> <i>Graduate</i><br/>             MA in Education Majors in Educational Management, English Teaching in Elementary and High School, Guidance and Counseling<br/>             Doctor of Education<br/>             Ph.D. in Education</p> <p><b>COLLEGE OF ENGINEERING &amp; DESIGN</b><br/> <i>Undergraduate</i><br/>             BS in Architecture<br/>             BS in Civil Engineering<br/>             BS in Computer Engineering<br/>             BS in Electrical Engineering<br/>             BS in Mechanical Engineering</p> | <p><b>COLLEGE OF COMPUTER STUDIES</b><br/> <i>Undergraduate</i><br/>             BS in Information Technology<br/>             BS in Information Systems<br/>             BS in Computer Science<br/> <i>Graduate</i><br/>             Master in Information Systems</p> <p><b>COLLEGE OF LAW</b><br/>             Juris Doctor</p> <p><b>COLLEGE OF MASS COMMUNICATION</b><br/>             Bachelor of Mass Communication</p> <p><b>COLLEGE OF NURSING</b><br/> <i>Undergraduate</i><br/>             BS in Nursing<br/> <i>Graduate</i><br/>             Master in Nursing [non-thesis] Majors in Family Nursing Practice, Administration, Public Health<br/>             Nursing Practice, Adult Health and Psychiatric-Mental Health Nursing<br/>             Master of Science in Nursing Majors in Nursing Administration, Psychiatric-Mental Nursing, Family Nursing Practice, Community Health Nursing and Adult Health<br/>             Ph.D. in Nursing</p> <p><b>COLLEGE OF PERFORMING &amp; VISUAL ARTS</b><br/> <i>Undergraduate</i><br/>             Bachelor of Music Majors in Choral Conducting, Composition, Music Education, Piano &amp; Other Instruments and Voice<br/>             Bachelor of Fine Arts Major in Painting<br/>             AB Major in Speech &amp; Theater Arts<br/> <i>Graduate</i><br/>             Master of Music Majors in Choral Conducting, Instrument Conducting, Ethnomusicology &amp; Music Education</p> <p><b>INSTITUTE OF CLINICAL LABORATORY SCIENCES</b><br/>             BS in Medical Technology</p> | <p><b>INSTITUTE OF REHABILITATIVE SCIENCES</b><br/>             BS in Physical Therapy</p> <p><b>DIVINITY SCHOOL</b><br/> <i>Undergraduate</i><br/>             Bachelor of Theology<br/>             Bachelor of Ministry [Off-campus]</p> <p><i>Graduate</i><br/>             Master of Divinity [thesis track]<br/>             Majors in Biblical Studies, Christian Education, Pastoral Ministry, Spiritual Care/CPE &amp; Systematic Theology<br/>             Master of Ministry [Off-campus]<br/>             Master in Peace Studies<br/>             Master of Theology in Mission Studies<br/>             Doctor of Theology in Biblical Studies<br/>             Doctor of Theology in Christian Ethics<br/>             Doctor of Theology in Systematic Theology</p> <p><b>MEDICAL SCHOOL</b><br/>             Doctor of Medicine</p> <p><b>SCHOOL OF PUBLIC AFFAIRS &amp; GOVERNANCE</b><br/> <i>Undergraduate</i><br/>             BS in Public Administration<br/> <i>Graduate</i><br/>             MPA [specializing in Fiscal Administration]<br/>             MPA [specializing in Local Governance]<br/>             Master in Environmental Governance<br/>             Ph.D. in Social Science</p> <p><b>SCHOOL OF BASIC EDUCATION</b><br/>             Early Childhood<br/>             Elementary<br/>             High School</p> |
|---|--|--|--|



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#### Campus

#### Contact No.

College of Hospitality and Rural Resources Management 289-2611

#### Main Campus, Banga, Aklan 5601

#### Kalibo Campus, Kalibo, Aklan 5600

College of Agriculture, Forestry & Environmental Sciences 267-7013  
College of Teacher Education 267-6813  
School of Arts & Sciences 267-6566  
School of Management Science 267-7130  
School of Veterinary Medicine 267-6546

College of Industrial Technology 268-3042

#### Makato Campus, Makato, Aklan 5611

Teacher Education Center 276-6304

#### New Washington Campus, New Washington, Aklan 5610

College of Fisheries and Marine Sciences 264-3569

## CURRICULAR OFFERINGS

### VERTICALIZED GRADUATE PROGRAMS

Master in Rural Development  
Master in Public Administration  
(Master of Arts in Education)  
Major in: Educational Management

### NON-DEGREE COURSES

Certificate in Teaching (CT)  
Associate in Hotel and Restaurant Management (AHRM)  
Associate in Computer Science (ACS)

### DEGREE PROGRAMS

Bachelor of Science in Agriculture (BSA)\*  
Major in: Animal Science  
Crop Science

Bachelor of Secondary Education (BSED)\*\*  
Major in: Filipino  
English  
Mathematics

Bachelor of Elementary Education (BEED)\*\*  
Bachelor of Science in Hotel and Restaurant Management (BSHRM)\*  
Bachelor of Science in Tourism (BST)\*  
Bachelor of Science in Computer Science (BSCS)\*  
Bachelor of Science in Environmental Science (BSES)\*

#### Legend:

- \* - Passed, Preliminary Survey by AACUP
- \*\* - Level 1, Accredited by AACUP, 2011
- \*\*\* - Level 2, Accredited by AACUP
- \*\*\*\* - Level 3, Accredited by AACUP
- \*\*\*\*\* - Level 4, accredited by AACUP





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110 YEARS OF PROVIDING QUALITY TECHNOLOGY EDUCATION



MANILA

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The Technological University of the Philippines traces its birth during the early years of the Philippine Independence- a remembrance of our national heroes' sacrifices. Upon the enactment of Organic Act No. 74 by the Philippine Commission, TUP was established in 1901. It was known then as the Manila Trade School (MTS) originally housed at Padre Faura. In 1910, the Manila Trade School was renamed Philippine School of Arts and Trade (PSAT). With its population rising, PSAT was given by the national government a campus site in 1916, measuring more than 3 hectares at Calle San Marcelino, its present location. In 1959, pursuant to Republic Act 2237, the Philippine School of Arts and Trades (PSAT) was converted into the Philippine College of Arts and Trades (PCAT). From 1959 to 1978, PCAT pioneered programs in engineering technology and industrial teacher education. By virtue of Presidential Decree No.1518, issued on July 11, 1978, PCAT was converted into the Technological University of the Philippines (TUP).

TUP is now accepting applicants for SY 2012-2013.

For inquiries, please contact:

### THE OFFICE OF ADMISSIONS

Technological University  
of the Philippines  
Manila

Tel. No. 3283750 loc. 603  
Admission Tests will be  
administered from  
November 2012 to April 2013.

Presently, TUP is composed of four campuses. The main campus of the University is located in Manila. The three satellite campuses are in Taguig, Cavite and Visayas. In addition to the four campuses, TUP maintains the Integrated Research and Training Center (IRTC) located in the main campus. The Center was established by the Japan International Cooperation Agency (JICA) through a Technical Cooperation in 1982.

TUP Manila is the nucleus of the University with six colleges namely College of Engineering (COE), College of Industrial Technology (CIT), College of Architecture and Fine Arts (CAFA), College of Industrial Education (CIE), College of Science (COS) and College of Liberal Arts (CLA).

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- Dr. Olympio V. Caparas  
University President

# LPU: Taking The Lead

Lyceum of the Philippines University (LPU) has a long and proud tradition of academic excellence. It was established in 1952 on the enduring values of *Veritas et Fortitudo* and *Pro Deo et Patria* by its founder, the esteemed statesman and former President of the Philippine Republic, Dr. Jose P. Laurel.

Long recognized as a premiere university in the Philippines whose graduates have contributed greatly to the task of nation-building. LPU is ready to make its presence felt on a much larger arena. Already, it has taken great strides -- and shall continue to do what is needed -- to realize its vision of becoming a leading university in the Asia-Pacific region.



- First University in the Philippines granted Full International Accreditation for Hotel & Restaurant Management and Tourism (undergraduate and graduate programs) by The International Centre of Excellence in Tourism and Hospitality Education (THE-ICE)
- First University in the Philippines granted Level 3 Reaccreditation Status by PACUCOA and certified by FAAP for Hotel & Restaurant Management Program
- Granted ISO 9001:2008 Certification by Societe Generale de Surveillance
- Granted Autonomous Status by CHED
- Awarded Center of Development for Hotel & Restaurant Management and Business Administration Programs by CHED
- Granted Level 3 Reaccredited Status for Hotel and Restaurant Management, Business Administration and Liberal Arts Programs by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) and certified by Federation of Accrediting Agencies in the Philippines (FAAP)
- Ranked No. 1 Nationwide in the Customs Brokers Licensure Examination for 3 consecutive years
- Ranked No. 3 Nationwide in the July 2010 Nurse Licensure Examinations
- Granted IQuame Category A Teaching University by CHED
- Deputized Expanded Tertiary Education Equivalency and Accreditation Program (ETEAP) by CHED



# LPU

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