1ST COLLEGES AND UNIVERSITIES PUBLIC SERVICE CONFERENCE

Conference Proceedings

1st Colleges and Universities Public Service Conference

(CUPSCon 1)

Cebu City | Los Baños, Laguna

Conference Proceedings

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Message from the President

Long before the enactment of the UP Charter, the University of the Philippines has been living up to its commitment to academic development and public service. With over a hundred presentations on policies and projects that benefit sectors outside the academic community, the first Colleges and Universities Public Service Conference (CUPSCon) is an embodiment of UP's answer to its mandate of steering innovations in teaching, and research and extension as the leading institution for tertiary education in the country; and its obligation to serve the Filipino nation.

UP prides itself as the Philippines' national university and as one of the most outstanding higher education institutions (HEIs) in the region. With its campuses across the country, the University has been giving the best education to the brightest of the country's youth and has been providing its faculty opportunities to broaden their expertise in their chosen fields. Yet, however esteemed and prestigious the University may be, the UP community is always challenged to not rest on its laurels and apply its expertise and learning to help the broader society, especially the marginalized sectors.

HEIs play an important role in nurturing minds that not only unravel and harness new knowledge for knowledge's sake but knowledge that will contribute to the nation's advancement and solve the society's most urgent problems. These institutions play a vital part in humanizing knowledge by giving their students holistic education wherein they do not only excel in their academics but also use their knowledge for the greater good.

Convening specialists on various fields from different higher education institutions across the country is a great opportunity for UP and other HEIs to learn from each other and work towards national development. I am hopeful that the inaugural CUPSCon is the start of future partnerships among HEIs to further each institution's public service initiatives.

Padayon, UP!

Alfredo E. Pascual
President
University of the Philippines

Message from the Vice President for Public Affairs

Throughout history, the University of the Philippines has been engaging in different public service initiatives by putting theory into practice to meet the needs of the changing times, and by providing scholarly and technical assistance to both public and private sectors. This pursuit is further intensified by RA 9500 or the UP Charter of 2008, which mandates UP to lead as a public service university, while keeping its tradition of honor and excellence.

The history of UP has been a history of serving the Filipino people and relating the knowledge learned in the university in the pursuit of a better Philippines. The university has produced numerous public servants in various fields who all have offered their knowledge, skills, and talents for the betterment of the country. As a state-funded higher education institution, it is only fitting for UP's students, graduates and faculty to give back to the Filipino nation which serves as the main stakeholders of UP education.

Now more than ever, public service should be integral to higher educational institutions (HEIs) to respond to the society's changing needs—regardless of their orientation. HEIs could focus themselves towards public service through conducting researches and implementing projects for national development. In the same way, HEIs should impart to their students the importance of volunteerism as HEIs primarily have the responsibility to shape individuals to become better citizens.

The first Colleges and Universities Public Service Conference (CUPSCon) is a suitable venue to exchange ideas and look for public service opportunities. By convening individuals from the academe, the public and private sectors, and non-governmental organizations, I hope the conference has inspired fellow practitioners from HEIs to conduct public service initiatives for greater social relevance.

Prof. J. Prospero E. de Vera III, DPA
Vice President for Public Affairs
University of the Philippines

What is the Colleges and Universities Public Service Conference (CUPSCon)?

The CUPSCon1 was a two-day, two-leg* conference that featured higher education institutions' (HEIs) practices that benefit sectors such as the government (national and local), private sector (especially the industries), civil society (NGOs and people's organizations), marginalized communities, and the general public. CUPSCon 1 was a grounbreaking conference that convened delegates from the academe, the government, non-government/non-profit organizations, and private sector to discuss topics such as community-engaged teaching and learning, knowledge-driven volunteerism, and linkages between the university and other sectors of society. A total of 111 presentations on these topics were made. These presentations led to meaningful and productive discussions on how to tackle HEIs' problems in doing public service and extension work, as well as prospects for development and the future directions that public service in higher education can take.

*The first leg was held on November 16-17, 2015 in Cebu City for Visayas and Mindanao participants, while the second was held on November 26-27, 2015 in Los Baños for participants from Luzon.

1st Colleges and Universities Public Service Conference

Cebu City
Conference Proceedings

Held at the University of the Philippines Cebu
16-17 November 2015

Public Service in Higher Education: Why Does It Matter?

Delivered by Dr. J. Prospero E. de Vera III
Vice President for Public Affairs, University of the Philippines

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Vice President J. Prospero E. de Vera III delivered his keynote speech which carried the theme "Public Service in Higher Education: Why Does It Matter?"

Putting his speech into context, he began by announcing the upcoming 3rd AsiaEngage Regional Conference in November 2016. AsiaEngage is a network of universities in the Southeast Asian region engaged in public service, members of which are three Philippine universities: University of the Philippines (UP), De La Salle University (DLSU), and Ateneo de Manila University (ADMU). In connection, VP de Vera emphasized that the purpose of CUPSCon1 was to produce outstanding papers for the AsiaEngage Conference.

Proceeding to the main agenda of his speech, he first discussed the history of public service in higher education. Land-grant colleges, established in the United States through the Morill Act of 1862, pioneered the concept of higher education public service. Unlike in Europe, where universities were oriented towards elite education, land-grant colleges sought to educate the broadening and emerging population at the time. The Morill Act provided that 30,000 acres of federal land in each state must be used for educational purposes.

UP is an example of a land-grant college, especially UP Los Baños which is an agricultural university. Since then, UP has been engaged in various public service initiatives. UP is also mandated "to lead as a public service university" by virtue of Republic Act No. 9500. UP is just one example; other higher

education institutions (HEIs)—may they be public, private, sectarian, or non-sectarian—could take part in other public service initiatives based on their mandate or orientation.

What, therefore, is the unifying theme of public service engagements? asked VP de Vera. He stated that public service is about action and committing the expertise of the university to benefit the public outside of the academic community. Whether initiatives are motivated by Christian values, corporate social responsibility, extension, or public service responsibilities, it does not matter. "Public service is all about walking the talk, to put in practice what we all say we want to do," he said.

The challenge is to assert that public service actually matters in higher education. Academics are not given enough incentives to perform public service. Current incentive systems favor publishing, research, and teaching—tasks that academics do best. VP de Vera asserted that public service is a good pedagogy. There is evidence that students participating in such public-engaged teaching are imparted with humanizing and positive values and turn out to become better citizens.

There is also a research-public service continuum, which has four modalities according to VP de Vera. First, public engagement ensures that academic research is understood by the public. Second, extension guarantees that

research is transformed from paper into action to make a positive impact to communities. Third, engaged scholarship assures that research actually addresses the needs of a community and intervention is multidisciplinary. Lastly, public service research needs to evaluate whether engagements are indeed effective, and make necessary improvements if such is not the case.

The challenge for Philippine HEIs is to perform public service without it being recognized in international university rankings. There are also not enough public service conferences and templates and funds for evaluating public service initiatives. How then should Philippine HEIs move forward? They must do research conscious of community engagement and that means being institution-driven, rather than donor-driven. Lastly, they must search for public service opportunities and create strong links with key publics.

VP de Vera expected that CUPSCon would hopefully encourage HEIs to perform, document, and analyze more public service initiatives. This is to communicate and demonstrate that public service is important. He also suggested to establish a community of practice to exchange and discuss ideas which could be linked nationally and regionally. He concluded by saying, "We do public service not because we can afford it; we do public service because we cannot afford to do without it."

Plenary
Panel Session

Moderated by Michael A. Gatela
University of the Philippines Mindanao

Presentation 1

Challenges in Institutionalizing Public Service in the University of the Philippines

Presented by Prof. Nelson G. Cainghog
Director, University of the Philippines Padayon Public Service Office
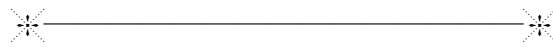
The Director discussed the challenges of institutionalizing public service in the University of the Philippines. He started his presentation by stating some background information about the university proceeded by a brief history of UP's leadership. Then, he mentioned the establishment of the UP Oblation Corps, the body set to (1) expose the UP community to the realities in the communities while learning from the people the country's conditions and needs; (2) serve as a mechanism of values education and advance voluntarism as a field of study; and (3) render public service through voluntary assistance to marginalized communities. He continued his presentation by stating that in 2001, the Oblation Corps was devolved to campus units from having a centralized implementing office

from 1994 to 2000. In 2008, the new charter of the university mandated it to "lead as a public service university by providing various forms of community, public, and volunteer service, as well as scholarly and technical assistance to the government, the private sector, and civil society while maintaining its standards of excellence." This is stated in R.A. 9500 which gave rise to the challenge of mainstreaming and institutionalizing this particular mandate.

Dir. Cainghog mentioned that in 2011, President Alfredo E. Pascual initiated the UP Strategic Plan 2011-2017. One of the identified goals is to have an effective and more visible public service. With this, the President created the UP Padayon[1] Public Service Office, an office under the Vice President for Public Affairs, to coordinate, monitor, document, and help in initiating

public service activities. This office has confronted several challenges since its establishment that the Director categorized as organizational, conceptual, and normative challenges. According to the Director, some of the organizational challenges is that of the eight autonomous units, two do not have offices that coordinate public service. Also, given the autonomy of each unit, it is difficult to get data and/or reports from some. The office responded to these problems by performing matchmaking functions such as matching units, giving contact details and opportunities to partners, and hosting coordinating workshops to foster synergy. The conceptual challenge encountered was whether or not paid service is considered public service since R.A. 9500 does not state any distinction. The office addressed this issue by recognizing that there are many ways to serve. The important aspect is that the service highlights the expertise of the university and is done

with the highest ethical standards. The normative challenges identified were the following: (1) in most units, credit loading for doing public service are still being worked out; (2) while this service could be counted during promotions, the percentage is low (around 15 %) and some units do not even recognize it; (3) even if recognized, community engagement and extension is still measured through publications. Mere participation would yield minimal points for promotion; (4) a big part of the points for service are from internal service to the university like committee memberships, instead of outward service to communities. These issues were addressed by instituting ways to give incentives to those who value public service. The Director ended his presentation by presenting some of the public service initiatives that the UP Padayon Public Service Office has conducted.

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1 "Onwards"

Presentation 2

Enhancing Public Engagements to Support Fishers and Coastal Communities

Presented by Dr. Ricardo Babaran
*Vice Chancellor for Research and Extension, University of the
Philippines Visayas*

Vice Chancellor Ricardo Babaran started his presentation by sharing UP Visayas' vision and mission and core values. Then, he discussed UP Visayas' agenda for public service in relation to its academic and research and development mandate.

He then introduced a framework for integrating research and development with operations, academics and public service. This framework aims to sustain UP Visayas as a graduate, research and public service university. The academic programs related to fisheries and aquatic sciences mentioned by the Vice Chancellor are Ph.D. in Fisheries (CFOS), MS in Fisheries, Master of Aquaculture, MS in Ocean Sciences (CFOS), M in Chem, MS in Biology (CAS), Masters

of Management (CM), Ph.D. in Biology (CAS) and MS in Biology (UPVTac), Sustainability Science (CAS), Food Science and Technology (SoTech) and Environmental Science and Technology (SoTech).

Next, he discussed enmeshing research and creative work in public service. He identified UP Visayas' two forms of public engagements which are extension and public service. Extension activities revolve within the University while public service activities are those that are conducted outside UP Visayas. Some of the university's public engagements are training programs, technical assistance and advisory services, information services, innovations and technology transfer services, community outreach services, and direct (extension) services. The Vice Chancellor mentioned that

they conduct occasional and regular public service activities. Occasional public service activities are intermittent activities that may be funded internally with PhP 30,000–PhP 50,000. Examples of these activities are lectures and workshops toward capability building or capacity enhancement, workshops to gather information, and promote linkages for a planned research/public service project, series of short-term, expert-based or research-based training courses to gather data within one's discipline. The required outputs for these activities are: (1) list of clients/beneficiaries' names, their contact details, addresses, and institutional affiliation; (2) news brief about the activity/ies accompanied with photos of the events; (3) evaluation of the activity/ies; (4) accomplishment report; and (5) financial report of actual expenses. On the other hand, regular public activities are activities that last over six (6) months, including certain aspects of externally-funded grants-in-aid projects, conducted by an individual or a team from one or more academic units.

The funds allotted for these activities may be greater than PhP 100,000, but not more than PhP 500,000. Examples of these activities are lectures and workshops to develop proposals for other institutions; community outreach activities to enhance capacity of local institutions; and tutorials for citizens in certain disciplines. The required outputs are (1) complete requirements for occasional public service activities; (2) report on the process documentation; and (3) evaluation by a monitoring and evaluation team.

Lastly, he introduced UP Visayas' institutional research mentoring framework. He also tackled the benefits of collaboration through institutional mentoring. The Vice Chancellor also presented the institutional research mentoring process and the outputs through institutional research mentoring. The Vice Chancellor ended his presentation by sharing possible courses of action in enhancing public engagements.

Presentation 3

DOST-UP Cebu Technology Business Incubation (UPCeBuinIT): Its Impact and Effectiveness as a Tool for Entrepreneurship and Enterprise Development

Presented by Liza D. Corro
Dean, University of the Philippines Cebu

Dean Liza D. Corro presented DOST-UP Cebu Technology Business Incubation (UPCeBuinIT): Its Impact and Effectiveness as a Tool for Entrepreneurship and Enterprise Development. This initiative is a partnership between UP Cebu and the Department of Science and Technology (DOST). UPCeBuinIT stands for UP Cebu Business Incubator for Information Technology. The Dean first defined the term technology business incubation (TBI) as a process of nurturing business start-ups in techno-enterprise. According to her, it is a facility where start-ups are hosted and business development services are provided. UPCeBuinIT's mission are: (1) to establish an enabling environment for technology based businesses, composed of above-average facilities and services, partnering with stakeholders from the different sectors and disciplines; (2) to equip the businesses, which participate in the TBI, with competencies for long term sustainability and technology transfer;

and (3) to ensure the in-flow of adequate revenues, resulting in minimal reliance on grants. To fulfill these missions, trainings on business planning, sales and marketing, financial planning, project management, technology transfer and commercialization, legal and intellectual property rights, prototype development, and basics of setting up a business are offered by the facility for free.

Then, she briefly discussed the process of starting up a business through the use of TBI which has three phases: pre-incubation, incubation, and post-incubation. The pre-incubation phase is the phase in the entrepreneurial process during which the entrepreneur does the following: (1) develop his/her invention or creative idea to a marketable product or service (or at least a prototype); (2) prepare a realistic preliminary business plan; and (3) establish a company. The incubation process is the stage in formulating a deployment strategy for a product or service, and promoting adoption of the product or service.

She integrated her discussion on the process of starting up a business by introducing the SI Camp, a six to seven month-long project pitch competition wherein participants are set to submit a social idea which they want to develop into a real working prototype project that will be presented in an innovative two-day workshop called the SI Camp weekend.

Another activity that she mentioned under the TBI program is the All Startup Weekend, a series of events that follow the same basic model: anyone is welcome to pitch their startup idea (Ideya Challenge) and receive feedback from their peers. Teams organically form around the top ideas (as determined by popular vote); what follows is a 54-hour frenzy of business model creation, coding, designing, and market validation. The weekends culminate with presentations in front of local entrepreneurial leaders with another opportunity for critical feedback.

Ideya Challenge Competition is in line with UP Cebu's vision of setting up an innovation hub that will promote an innovative mindset and culture in the region with the directive of the administration that its constituents must know, understand, and make use of the TBI facility. Idea generation is a crucial starting point of the whole idea-to-product spectrum.

Discussion

During the open forum, the first question was addressed to Vice Chancellor Babaran. It was an inquiry with regard to the integration of the research outputs to the academic curriculum. According to him, the research outputs are not directly integrated in the curriculum. The next question was whether or not the university gives honorarium to those who do extension work. According to Dir. Cainghog, it is not really honorarium per se, it is just some sort of an appreciation for the service rendered.

The next question was for Dean Corro with regard to the tracking mechanism for the business people to know whether or not the business is sustainable. Dean Corro answered that for the TBI, they can only accommodate 17, which means 17 locators, so that can still keep track. One locator that they use is *code talky*, a game-inspired application which does coding and decoding. They also have *Nambal*, a handy medical information application, and Illumba technology, a social application where all social networking site accounts can be maintained in just one registration.

Another question raised was the distinction between public service, extension, and community engagement. Dir. Cainghog stated that good citizenship is the determiner for a public service initiative. There was an emphasis on good citizenship which distinguishes a public service initiative from extension and community engagement. According to Dir. Cainghog, good citizenship focuses on the individual. It is what the person does in his or her personal capacity. Community engagement is when the activity is geared towards community development while extension is done for the sake of research. Public service is the encompassing term, it is everything including the extension and community engagement. Good citizenship is outside the official function, whether

or not it would be recognized by the university.

Vice President de Vera added that in public service, so much is happening even just at the regional level. He encouraged everyone to build networks like the ASEAN Youth Volunteer Program. Volunteers spend one month in the host country and learn civic engagements. Seventy young people from different countries are set to attend. "Start looking for networks in the region. With K-12, there is more opportunity for public service, so we have to strongly take advantage to work together by building linkages," he stated.

The last point raised was the best practices employed in terms of avoiding risks when doing extension work or community engagement like the Bulacan incident. The presenters concur that if it is part of the academic requirement, it must be stated in the students' syllabus, and waivers are required of the students. Yes, waivers may not be that binding but it is a way to inform the parents and a way to inform professors that the students are permitted to join. There is a chaperon required when students go out. VC Babaran stated that they give insurance to students. "This might not be a direct mechanism, but at least we do something about it," he added.

Parallel Sessions 1A & 1B
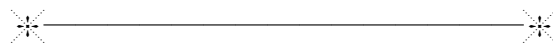
CUPSCon Cebu

Higher Education Public Service and Community Engagement

Moderated by Prof. Yuleta R. Orillo
University of the Philippines Cebu

Alphonse G. Samson *(University of the Philippines) presented the* "UP Public Service Initiatives Database Project." *This project is a mechanism to systematically record, track, and evaluate the public service initiatives (PSIs) of the university.*

The data used in this study are the PSIs from 2011-2014 of UP Baguio, UP Diliman, UP Mindanao, and UP Visayas. These files are obtained from the Office of Extension Coordination (OEC) under the Office of the Vice Chancellor for Academic Affairs. This project is geared towards the fulfillment of UP's public service mandate stated in Section 3 of R.A. 9500. The author first defined the term "public" as an encompassing term that should integrate everyone since "everyone is public." The benefits of the project are presented using the acronym A-A-A or (3A's) which stands for Advocacy, Accessibility, and Accountability. The 3A's represent the following specific benefits of the database: advocacy means having the database as an evidence that UP is fulfilling its public service mandate; accessibility means the database is a step towards multiplying and expanding the efforts for public service, and lastly, accountability means ensuring and measuring the excellence and

effectiveness of the PSIs. The objectives of the project are the following: (1) Database all the PSIs; (2) Identify expertise-based PSIs; (3) Document exemplary PSIs using metrics; and (4) Present evidence suggesting policy for promotions. The activities undertaken include data encoding, data processing, analysis and reporting. The presenter also mentioned that the UP Padayon Public Service Office, the organizer of the conference, conducts PSI database training.

After analyzing the database, the results showed that the nature of most PSIs are geared towards capacity-building while the least are towards service-learning. It was also discovered that most of the PSIs conducted are under the social sciences and behavioral sciences, and the fewest belong to the field of engineering. The results also revealed that most of the PSI leaders are doctorates and mostly with professorial ranks. The main objective of leaders in conducting PSIs is generally to serve. Also, based on the results, it was identified that most of the beneficiaries of PSIs are non-profit organizations, but in terms of the unit of beneficiaries, PSIs focus mostly on the individuals instead of organizations. Moreover, the results showed a total of 24,317 individuals benefitted from the various PSIs. Finally, the database showed that the region where most PSIs are implemented is the National Capital Region, while they are least conducted in the CARAGA Region.

Gail Dela Rita *(Xavier University) presented* "Xavier University's Greater Social Engagement." *According to the presenter, their institution provides researches that could be utilized in order to improve the lives of the people in their communities, especially the poor and marginalized sectors.*

Their institution implements social outreach that are backed by science because they wanted science-based solutions to solve the problems encountered or being encountered by their immediate communities in Cagayan De Oro and Misamis Oriental, and even in Mindanao as a whole. They also have their University Development Goals (better administration, stronger formation, and greater societal engagement) that are categorized into four intertwined clusters, namely: (1) greater societal engagement; (2) research and social outreach; (3) social significance; and (4) data-backed advocacy. The university's vision is a food-secure, climate-change resilient, and sustainable Mindanao. The institution's mission is to harness teaching, research and outreach in advancing peace and development in Mindanao.

The presentation focused on the first cluster, specifically the greater societal engagement cluster which has five thematic agenda: (1) food security; (2)

health; (3) environment; (4) governance; and (5) peace. According to Ms. dela Rita, these thematic agenda are based on consultations with the various stakeholders of the institution. In terms of food security, the institution conducted activities related to improving farming practices in order to ensure the access to food of families in selected areas, such as the Sumilao and Claveria communities. Increased income and productivity in farming and strengthened participation of farming communities are some of the outcomes for the food security agenda. In terms of health, the institution focused on improving water and sanitation in order to improve public health. The concrete outcomes for this agenda are the installed sanitary toilets in households in selected convergent areas, safe and potable water in different households, decreased malnutrition rate, and increased number of immunized children. In terms of environment, the institution helped improve environmental integrity by providing expertise in improving landscape management specifically in the Cagayan De Oro River Basin. Another environmental outcome is the improved adaptation to climate change specifically during the typhoon Sendong and Pablo. There was also a reduced amount of waste in the main campus and in households in Ecoville, a rehabilitation community for the victims of Typhoon Pablo. In terms of governance, the institution enforced local public policies and people's participation. The outcomes are strengthened LGU performance management systems, stronger community participation in governance, and improved basic service delivery. In terms of peace, the institution helped cultivate the culture of peace in Mindanao. The outcomes for this agenda are active interfaith peace engagements, institutionalization of collaborative peace initiatives, and an institutional peace team.

Melody A. Ambangan *(Southern Christian College) presented* "Distinguishing Schooling and Learning: Shifting the Paradigm from Exclusivity to Holism."

Ms. Ambangan started her presentation by sharing a story of a Peace Education teacher. Her story emphasized that schools do not guarantee that students will no longer be apathetic. Parents send their children to school in order for them to obtain knowledge, prepare them to get high paying jobs, uplift their societal status, and help the children to get a better understanding of the world.

In order to fulfill these objectives, the institution, specifically the College of Social Work, adopted Service Learning as a pedagogy which combines classroom learning with community service to address the needs of the community and the students. With this, the Service-Learning Practice Intensification: Providing a Holistic Teaching-Learning Paradigm for the Southern Christian

College and the Service-LEAP Project was implemented. Some of the major activities conducted under the said project were the following: (1) Establishment of partnership and network; (2) Capacity-building and monitoring of faculty initiatives; and (3) Engagement of students in responding to needs, problems and issues. There was also a needs assessment and mapping wherein the students of Social Work identified the needs of certain communities. They were then divided into groups and these groups had to undergo a project conceptualization and proposal writing. The project proposals were presented and assessed by the class. The next step was network-building and support generation in which students had to determine groups or organizations willing to support their projects. Then, the project implementation and culmination were the final stages of service learning.

The presenter emphasized that the institution did not stop in including service learning in their curriculum in Social Work; it also came up with a project that will ensure that service learning would be integrated in various fields. With this, the Collaborative Action for S-L Trailblazing: Pathways towards Communities of Change (CAST-CoC) was implemented. This project is a tool to provide a benchmark for rural community-based service learning engagement through collaborative efforts. The objectives of the project are: to (1) facilitate the provision of lived experiences for students which would contribute to their holistic learning through application of theories and concepts to actual practice; (2) engage students in the process of helping that is contextualized to the need of the community; (3) emphasize mutuality in the process of learning and helping; (4) establish inter-departmental partnership between the College of Social Work and the College of Agriculture in their service-learning engagements; and (5) strengthen partnership with the identified partner community.

The activities undertaken are the following: (1) partnership building; (2) organizing and vision planning; (3) needs assessment and resource identification; and (4) planning for intervention. This is an ongoing project that is set to culminate on June 2016.

Dr. Aurelio P. Vilbar *(University of the Philippines Cebu) presented* "Integrating Research and Service Learning in the Graduate School." *This project aims to assess the impact of integrating research and service learning project among 16 Med English students.*

The three phases of the project are teaching, research and planning, and service learning and evaluation. For the teaching phase, the author taught the students the different components of service learning. Then, for the research

phase, the students were tasked to research on bi/multilingualism. They were also tasked to examine patterns of global bi/multilingualism and the Philippine's Mother Tongue-Based Multilingual Education, and finally, to present a paper that assesses a bi/multilingual education practice in a local context where the service learning component comes in.

The students were divided into four groups. Each group were tasked to do researches on the evaluation of the Mother-Tongue Based Multilingual Education among Private Schools, evaluation of the Mother-Tongue Based Multilingual Education among Public Schools, Attitudes and Practices of Code Switching in Mathematics Classes in High School, and Attitudes and Practices of Code Switching in English Classes in High School. As for the planning phase, a research Congress which served as an avenue for the students to present their projects was held. The Congress was held on May 24, 2014 in Cebu Technological Uni-Moalboal Campus.

After the Research Congress, a qualitative research was done in order to assess the outcome of the service learning activity. Reflections and focus group discussions were conducted as a method of assessment. The questions asked were the following: (1) What are your learnings/insights from the research presentation in relation to supervision of language education policies? (2) How did the service learning experience impact you as a researcher, graduate student?

After processing the results of the evaluation, it was concluded that majority of the students found that the service learning activity provides civic learning, academic learning, and personal growth. There were also testimonials from the students stating how beneficial research and service learning have been in their learning process and even in their lives.

Parallel Session 1A Discussion

During the open forum, two questions were raised to the second, third, and fourth presenters.

The first question was a clarification if in the course of service-learning (SL) and community engagement there was a necessary coordination with the local government units (LGUs) and what were the responses of these LGUs. Dr. Vilbar stated that in the project he presented, there was no linkage with the LGU because the project was supposed to be a small-scale one, but during his previous experiences in service learning (SL) they were normally offered free transportation and accommodation services by the mayors. Ms. Dela Rita stated that they coordinate with the LGUs in terms of community needs assessment because they want to ensure that their community engagement projects are really significant and not just because there are programs or expertise that their institution could offer. Ms. Ambangan stated that their institution has a long-standing partnership with the LGUs which make the implementation of their projects easier because they are already familiar with the protocol imposed by the LGUs. Also, she mentioned that what is good about partnership with LGUs is that they offer something such as free transportation services.

The second question was an inquiry when it comes to dealing with accidents involving students who are doing their SL since the academe is now afraid to engage in activities that have to be done outside the campus. Dr. Vilbar mentioned that in UP, they require a signed waiver which in the presenter's perspective is quite a sad thing because the students are doing service for the country, but when something bad happens, the institution would not be liable. With this, he suggested that the institution should have some sort of an insurance policy for SL purposes. Ms. Dela Rita stated that whenever they do SL, they always come up with a memorandum of agreement with the LGU which includes a portion on safety measures. She also mentioned that they also have waivers as a mechanism to let the parents know that their children will engage in certain activities. Ms. Ambangan reiterated that it is important to let the parents know about the SL activities of the students that is why they include SL orientation as one of the agenda during consultation meetings with parents.

Community Health and Nutrition

Moderated by Prof. Nelson G. Cainghog
University of the Philippines

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Dr. Miriam Omar Kanti *(Western Mindanao State University) presented* "An Interphase of Instruction, Research, and Extension." *The Philippine Higher Education Roadmap (PHER) stipulates that through the triad function of instruction, research, and extension, state universities and colleges are mandated to significantly contribute to the urgent task of alleviating the poverty of the country through new knowledge, functional skills, innovations and productivity.*

The College of Nursing Extension Unit of the Western Mindanao State University (WMSU) aims to develop graduates who are socially responsive, locally relevant yet globally competitive through service and extension education in the form of related learning to imbibe a holistic approach to health.

In order to respond to the ever-changing and challenging environment, the functional expertise of the three pillars bringing in existing knowledge on people and organizations covering structures, systems and methods, new knowledge through research and the utilization and dissemination of knowledge to

improve, innovate and create through extension work in which we determine on how the communities may be helped through informed process of situation analysis, gaps identification, consensus building as well as the orchestration of the purposive and collaborative efforts to execute the agenda.

On September 10, 2013, the Zamboanga City siege created a situation and an immediate cause for the initiating of extension work and volunteerism among students, faculty and administration staff. Considering the proximity of WMSU to the evacuation site, the University's gymnasium was made into

a satellite emergency hospital for the people. The college became an integral part of the health and nutrition cluster that was formed in the city and it gave them the opportunity to assist in human evacuation, relief operations, medical outreach, psychological first aid, and health education.

The college also hopes to create a culture of reciprocal engagement between the university and the community with the flexibility and willingness to learn from the local people. It also advocates an extension work that encompasses empowerment. Indigenous people may need different

input or support from external agencies like the academia. The students are trained to conduct participatory action research and minimize traditional extractive research. Results from this are ideally by and for the local people, thus the results are directly applied to the problems identified and the solutions and strategies are tailored to fit the community. The ongoing "Ayuda Badjau" project is a health literacy program based on the worldview of the indigenous people, with the objective of establishing a model of improving health outcomes by cultivating values and culture.

Laarne Estenzo-Pontillas *(University of San Carlos) presented* "Related Learning Experience Program for Community Immersion." *In advocating the World Health Organization's 1978 Alma-Ata Declaration, which states the need for urgent action by all governments, all health and development workers, and the world community to protect and promote the health of all the people of the world, the Department of Nursing of the School of Health Care Professions has been offering a community-based related learning experience program for their third year Nursing students since 1988.*

During the four-week live-in immersion program which is held during the summer semester in a partner community, the students not only provide primary healthcare services but also gain experience and achieve interdisciplinary learning utilizing Primary Health Care principles and strategies with the Community Organizing through Participatory Action Research (COPAR) model as its framework.

The objectives of the community immersion program are to strengthen a mutually helping relationship with a partner community, to work collaboratively with the people in enhancing their capability for self-sustained healthcare provision, and to demonstrate project management skills in planning, implementation, monitoring and evaluation. The program has helped the students' unique and enriching community experiences as

they provide primary health care services to varied age groups focusing on more extensive clinical experiences in health promotion, prevention of illness and health restoration, expanded knowledge and skills for care of mothers, children, the aged and critically ill patients, and more interdisciplinary experiences in the delivery of care.

The program also trains organizers from the partner community to enhance their capability for self-sustained healthcare provisions. The following are the immersion sites for the program: Bogo, Tuburan, Sogod, Catmon, Consolacion, Barili, San Fernando, and Lahug and Mambaling in Cebu City. The health initiatives with partner communities include family and community health profiling, self-awareness and leadership training for leaders, value clarification exercises, basic health skills training for community or barangay health workers,

medical missions, and Operation Tuli. In addition are health education classes or health promotion activities for mothers, children and adults, summer workshops for physical fitness, and personality enhancement programs for preschool to school age children. Also included are screening programs for hypertension, diabetes, smoking, alcoholism, obesity, malnutrition, and common illnesses.

The program hopes to achieve the improvement of the students' skills and knowledge and to guide them in developing appropriate attitude related to the application of nursing process and the COPAR approach in community work, interdisciplinary teamwork, coalition building, therapeutic communication program development, research and evaluation methods, and cultural competency skills.

Evangeline P. Lumantas *(Bohol Island State University–Balilihan) presented* "Learning Site Establishment and Enterprise Development Project in the Holy Trinity's Angels Care Home, Alburquerque, Bohol." *The project is a community extension service of Bohol Island State University (BISU)–Balilihan Campus facilitated by its extension unit.*

The beneficiaries are 25 children, 17 of which are under Care Home Program and the other eight children are under Educational Assistance Program of the Holy Trinity Poverty Alleviation Foundation Incorporated which is located at West Poblacion, Alburquerque, Bohol. The learning site is located at the back of the

orphanage. The orphanage is run by the Little Handmaids of the Most Holy Trinity Sisters, a non-profit and non-government organization.

In 2006 it was licensed by the Department of Social Welfare and Development (DSWD) Field Office VII as a Social Welfare Facility for

Children and accredited by the DSWD Central Office, Manila in 2009. The administrator of the foundation wrote a letter inviting the BISU–Balilihan to be a part of the charity as one of its partner institutions. This project intends to help improve the nutrition of these children who are among those who suffered high levels of malnutrition from their respective parents or families. BISU has gained partners in helping the life of a child in the foundation by providing nutritious meals to ensure a healthy growth. The University will facilitate a feeding program where they will be providing food and clean water to the children twice a month, specifically during the months of September, October and November. The Agriculture Training Institute (ATI) developed the initiative to protect the health of these children and became BISU's partner agency in the implementation of the project. ATI

set up a small area in the backyard of the foundation to be developed as a learning site on organic vegetable gardening where different types of vegetables are planted and native animals, like chickens and pigs, were raised, as a way of sustaining the project.

Inspired by the aim of the foundation, BISU–Balilihan as a State University mandated to uphold the four functions including extension, initiated this project to the underprivileged children in their local communities through the implementation of feeding programs, giving of rations, and the creation of an organic vegetable garden. The activities undertaken to ensure the sustainability of the project were consultative meetings for the extension project, launching of the project, observation tour to the learning site, and monitoring and evaluation.

Jigzcel Divine F. Basoy *(University of Southern Mindanao) presented* "Knowledge and Practices Enhancement for Barangay Nutrition Scholars in Kabacan, Cotabato."

Kabacan has been ranked third in the Prevalence of Malnutrition from 2011 to 2013. One of the strategies of the Department of Health (DOH) to increase the awareness of the promotion of good nutrition as part of development is the promulgation of Presidential Decree (PD) 1569, which mandated the deployment of one Barangay Nutrition Scholar (BNS) in every barangay in the country to

monitor the nutritional status of the children and/or link communities with nutrition and related service providers.

USM conducted the Knowledge and Practices Enhancement (KAPE) program in Kabacan, Cotabato to increase the health and nutritional awareness of the BNS who are meant to be the front liners in promoting issues like community health, backyard

food production, environmental and domestic sanitation and family planning. This project is also in cooperation with the Municipal Nutrition Office, Kabacan Local Government. The funding agency is the University through its Extension Fund, which is provided for the duration of eight months, from July 2014 to March 2015. They have forty-three BNS.

The objectives of the University in conducting this program are to: (1) reorient the BNS about their roles and responsibilities; (2) enhance the BNS's knowledge on food nutrition and health, boost the BNS core values; (3) knowledge and advocacy skills; (4) polish the BNS leadership and management skills; and (5) update the BNS on the current and existing nutrition programs, policies and trends.

The forty-three scholars were given trainings and seminar-workshops based on the Trainer's Manual on Basic Course for Barangay Nutrition Scholars. The University also conducted educational trips and benchmarking visits. Trainings and seminar conducted included: (1) Capability Enrichment Training for the BNS of Kabacan, Cotabato; (2) Seminar on Basic Concepts in Food and Nutrition; (3) Seminar on Advancing the core values, knowledge, and advocacy skills of the BNS; (4) Seminar on Filling-up of Forms and Spot Map making; and (5) Seminar-Workshop in Developing Communications, Presentations and Record-keeping skills and Lakbay-aral sa CROW awardee. The monitoring and evaluation of the program included a year-end review of accomplishments, barangay visits, structured monitoring forms and pre-tests, post-tests and training evaluation sheets.

Parallel Session 1B Discussion

A question was asked to Ms. Lumantas about how Bohol Island State University (BISU) was able to convince their administration to allow them to give out food rations to their communities. Ms. Lumantas stated that they collaborated with different agencies, and these agencies are their shared in the expenses for the feeding activity. Every feeding activity these agencies will they give the funds and all BISU does is to liquidate the expenses.

Ms. Estenzo-Pontillas was then asked (1) if students can effectively both learn and make impact to the community's health situation within just four months, (2) how the community's health condition actually improve over time, and (3) how their condition can be monitored. According to Ms. Estenzo-Pontillas, the students (as early as second year) are already exposed to the community and they already start to develop rapport with them. The school also conducts preliminary social investigations on the community to ensure the safety of the students. They also conduct social services that will help them gain the trust and cooperation of the community. There are also programs that are continued all-year round. For the continuing projects there were documentations and reports that are submitted. There are also monitoring and evaluation

done. The procedure done enhances through time. The immersion program of University of San Carlos (USC) is unique from other schools. In fact, their program is being used as a benchmark by other schools. Faculty and students alike undergo training and pre-immersion orientation is given wherein values, life skills and the Community Organizing through Participatory Action Research (COPAR) approach are taught so that these will help them help their community. This was how they were able to sustain the program. Incentives were given to the faculty in terms of it becoming part of the rank and promotion of the faculty. Though not an incentive, faculty promotion is prohibited without attaining the threshold for extension work. Western Mindanao State University (WMSU) sustains their program by including it in their curriculum from first to second year, they adopt certain communities and adopt them until their fourth year. They also use research extension, research output as input for extension and then they do impact assessment using research for extension initiatives.

On whether there should be criteria for selecting community beneficiaries, Ms. Basoy said that University of Southern Mindanao (USM) consulted with government agencies. Meanwhile, Ms. Lumantas stated that BISU responded

to a letter request from the administrator of the foundation. Lastly, according to Ms. Estenzo-Pontillas, criteria have to be set up based on the objectives of the program and what they can do for the community.

Parallel Sessions 2A & 2B

CUPSCon Cebu

Leadership and Entrepreneurial Skills Development

Moderated by Mr. Michael A. Gatela
University of the Philippines Mindanao

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Rodhel Mapada *presented* "Enhancing Values and Principle-based Leadership Training Program: The Southern Christian College Experience." *The initiative to introduce a values- and principle-based leadership program was born from the advocacy of the college to produce student leaders who would not only hold offices in student governments but also spur positive change in their communities.*

In 2014, an annual three-day leadership program called the Southern Christian College (SCC) Young Leaders Congress was institutionalized and placed under the supervision of the Office of Student Affairs and Services. It was projected to prepare potential delegates for the Cotabato Young Leaders Congress and the Ayala Young Leaders Congress. The latter may be considered as the higher goal of the program.

According to Mr. Mapada, the program has four objectives that follow a stringent process: (1) to bring out the transformational capacity of aspiring student leaders; (2) to help the participants discover themselves through activities that stimulate the body (through physical activities), mind (through processing after every activity), and soul (through self-reflection opportunities); (3) to allow the students to be engaged in meaningful socio-civic endeavors; and (4) to imbibe in the participants the spirit of volunteerism.

A series of lectures, outdoor activities,

tambayan sessions, outdoor challenges courses, video presentations, and group processing activities were conducted. The tambayan sessions, as Mr. Mapada clarified, were also in the form of group lectures that were only named as such to create an accommodating environment for the participants. Local leaders, like the governor of the province, were invited to share their leadership experiences with the participants.

Initial outcomes include the positive evaluation of the conduct of the program by the participants. Alumni from the 2014 SCC Young Leaders Congress also expressed their desire to help in the execution of the Congress this year. To show that the program is bearing fruit, the Cotabato Young Leaders Congress for 2015 would see twenty-one student leaders from the Southern Christian College, out of a hundred passers, as revealed in the recently concluded screening process.

Ralph Gonzales *presented* "Enactus-University of San Carlos Initiatives: Uplifting Lives and Transforming Communities." *The Enactus-USC, under the Society of Young Business Executives and Entrepreneurs, handles the community extension services of the Department of Business Administration.*

Mr. Gonzales emphasized that Enactus-USC's main initiatives are the following: developing and sustaining communities and bridging the social gap and enabling inclusive development. These initiatives involve the use of the positive power of entrepreneurial action, defined as the use of business ideas to uplift current conditions of communities. The Enactus-USC identified target beneficiaries using two standards. First, the community has to have resources, as manifested by the presence of industries. Second, the community must have existing basic know-how, as shown by its utilization of the available resources.

The first project discussed by Mr. Gonzales is the "Gusopreneur." It was initiated in 2013 as a response to the havoc caused by the Typhoon Haiyan in Doong, Bantayan in Cebu. It was labeled as a "sustainable seaweed farmpreneur project" and was based on studies conducted by professors from the University of San Carlos. Problems with the seaweed supply chain, financial knowledge of farmers, and dormant people's organizations, were identified through research. From April to June 2014, Enactus-USC has provided the following aid to the farmers: (1) channeling of funding from private foundations such as Ambit Foundation to restart seaweed farms; (2) eliminating levels of the supply chain; and (3) provision of bookkeeping training and seaweed business overview.

The Integrated Countryside Farming (ICF) Project of Enactus-USC was born from actual assistance of USC Business Administration alumni to an organic hog farmer in Carcar and from hog farming research conducted by some USC faculty in Alegria, Cebu. Mr. Gonzales cited the linkage that Enactus-USC and Pagtambayayong Foundation have helped to create with two supermarkets as the project's highlight. Branding the organic hogs as "Happy Pigs" raised the price of hogs. Finally, people's organizations were also given financial management and bookkeeping training.

More than outputs, the Enactus-USC is concerned with the outcomes of their community projects. Through the Gusopreneur and ICF, Enactus-USC has contributed much to the livelihood of farmers by expanding their bargaining power, thus allowing them to gain more revenue for their crops. The farmers were able to send their children to school and to set up sari-sari stores of their own.

Parallel Session 2A Discussion

The livelihood project of Enactus-USC raised a few issues from the audience. The primary concern was the sustainability of the execution of the project for the community members. Mr. Gonzales assured the audience that the organization's livelihood projects will not end with the current batch of officers and members, and that it has initiated mechanisms that will encourage the community members to continue their livelihood. For example, the Integrated Countryside Farming project has a vegetable and fish farming component, in addition to hog raising. For the Gusopreneur seaweed livelihood project, the organization endeavors to reach the optimal demand for seaweed in five years. As for the question of who provides the training necessary for the community members to improve their entrepreneurial skills, Mr. Gonzales said that the organization "works with what it knows" and that they also enlist the help of other organizations for capacity-building workshops. Another question that was addressed to the presenter was the possibility of making the project a service-learning initiative for the academic units of the university. Mr. Gonzales replied that the other colleges are now identifying subjects that can credit units when their students become involved with Enactus' projects. Finally, a member of the audience recommended that there should be more intervention from the academia in entrepreneurial projects, especially in the aspect of branding and advertising where there can be more value added to the products.

The execution of the Southern Christian College Leadership Training Program raised some questions as well. A member of the audience asked Mr. Mapada to elaborate on the concept of tambayan sessions, one of the components of the project. Mr. Mapada replied that the term tambayan is used to encourage students to attend the lectures on leadership. He also emphasized that it does not reflect the unstructured activity that is usually associated with the term. With regard to the profile of participants in the training program, a member of the audience asked if there is a proactive initiative to recruit indigenous peoples in the youth congress. The presenter said that the selection process is not discriminatory. On a final note, a member of the audience commented that the project should have clear indicators of success that are based on the objectives, and should not bank only on the student evaluation.

Improving Governance and Law Enforcement through Information Technology

Moderated by Prof. Nelson G. Cainghog
University of the Philippines

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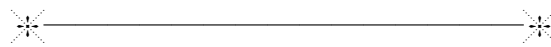
Eugene G. Ranjo *(University of Southern Mindanao) presented* "Enhanced Barangay Governance through Information and Communications Technology (e-Barangay)." *The e-Barangay extension project was under the Appropriate Infrastructure Support for Empowerment (ARISE) program of the College of Engineering and Computing, especially the Department of Computer Science and Department of Biosystems Engineering.*

The projects aim to promote the use of information and communications technology (ICT) infrastructure in assisting the barangay local government units (LGUs) in enhancing their governance and transparency and delivery of basic services, including web-based land-use planning. Specifically, it aims to equip barangay officials with web technology and computer skills, pilot the latest ICT to connect to remote barangays, and survey and map resources as input to better land-use planning.

The e-Barangay conducted activities including computer knowledge survey, preparation of base map using Google Earth. They also conducted a series of training-workshop on computer literacy for barangay officials and stakeholders, registration of domain and web hosting

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through gov.ph, and design and developing a barangay website using WordPress. Through this initiative, the e-Barangay came up with a packaged computer literacy training module. A barangay website has been developed with contents being regularly updated and a techno demonstration unit has been purchased to provide Internet connectivity to remote areas.

Don Bhrayan Singh *(University of San Carlos) presented* "Cebu Provincial Detention and Rehabilitation Center (CPRDC): Inmate Profiling System." *The community extension service of University of San Carlos has been facilitating a collaboration of various units to work together for some existing programs and projects. One of the services is the inmate profiling system of the Cebu Provincial Detention and Rehabilitation Center (CPRDC).*

It has been a partner of the university since 2012, although many services were for legal consultation for the College of Law, health check-up, social security support, and technical advising.

Jail congestion is one of the challenges of CPDRC, which is attributed to the manual record of keeping of inmate profiles. A lot of records are documented using paper and filing cabinet systems. This causes a lot of delays in case consulting of inmates. Another problem is that giving legal assistance to inmates is difficult. Together with USC, CPDRC started to facilitate legal counseling. The next step is to provide a better and more efficient support system for CPDRC.

According to surveys conducted within CPDRC, the absence of reliable, updated database containing all information about every inmate is a fundamental problem. The solution is to design, to develop, and to test a locally hosted inmate profiling system using web technologies. Web technologies are chosen because CPDRC personnel already have computers. The computers are also used for close-circuit television (CCTV) cameras. USC chose to make use of the already existing hardware and will only have supplementing software. CodeIgniter is chosen to build the framework because it is very scalable. It allows to easily add more functions in the future and it is also easily deployable. No more installing, setting up, etc., is needed. The system also includes a 2D modelling inmate marking. Other technologies used include Apache Serve, MySQL Server, and Bootstrap and JQuery.

The result is derived from the capstone project of the Department of Computer and Information Sciences wherein the students are required to develop a fully functioning system for existing companies or organization. Challenges in the project include the intricacy

of data in terms of access. Assistance was requested from heads of support including the wardens and section chiefs who can modify the data. The data from the profiling system will give the warden good decisions based on the number of inmates to be released and the number of inmates overstaying. The project has been given full endorsement by the governor of Cebu. It is now awaiting deployment with ongoing refinement of Module 2, which is case management.

Magnolia A. Laus *(University of the Philippines Cebu) presented* "Towards a Smart and Green Boljoon, Cebu." *The Green Boljoon project is in collaboration with the UP Cebu Office of Continuing Education and Pahinungod (OCEP) and the municipal council of Boljoon, located in the southern part of Cebu.*

The projects stemmed from the interest of the municipal council to automate office work and processes to protect the heritage site of Boljoon. Lawmakers were assisted first in automating their processes. Topics tackled during the meetings include codification of local ordinances and resolutions. The lawmakers wanted to automate documents for easy retrieval during sessions. The documents were already encoded but these were not indexed yet. UP Cebu trained the lawmakers how to properly index the documents and how to retrieve them automatically.

Next in the discussion were the surveillance and medical update systems. A surveillance system in the area is needed, since this is where the famous *butandings* (whale sharks) are found. So far, however, only the ocular inspection of the area has been done. The project still needs several equipment to protect the marine area. Meanwhile, a medical update system for Rural Health Units was already in place but it was not updated yet. Lastly, it was found that there is a standard, provided by the national government, for the computerization of the assessor's office.

The last project was about creating a means to determine the speed of a running vehicle to help preserve heritage areas. Trucks and buses that pass through the road creates vibrations that disturb the heritage buildings. A software to apprehend the drivers was deemed necessary. The project was challenging because UP Cebu had to do an intelligent and effective traffic system. Although the system is still being lab-tested, it is already working and was found to be very easy to use.

Present work includes developing more intelligent systems for vehicle speed tracking, adding mapping resources to extend the system to the hillside, and coming up with a decision-support system to healthcare applications.

Sandra Mae W. Famador *(University of the Philippines Cebu) presented* "Bridging the Gap between the Academe and the Philippine National Police Crime Laboratory through Information and Communications Technology."

The PNP Patrol Plan 2030 was created by the Philippine National Police (PNP) Regional Crime Laboratory 7 to help improve their public service. One of the factors for better outcome is Learning and Growth wherein the police officers are expected to study more to improve themselves. To help achieve their goal, Prof. Famador, who is a member of the advisory council, assisted the police officers to bridge the gap between the academe and the PNP.

The first task was to support the officers in their preparation for full ICT driven office. The PNP was taught with basic ICT skills and will later be taught with advanced or emerging technologies and new techniques and methods to help catch criminals.

Activities done included evaluation of their office equipment. The PNP also expressed their interest to learn animation for them to simulate crime to help them in testifying properly in court and for judges to better understand their testimonies and reports in hearings.

Parallel Session 2B Discussion

The first concern was on managing the work plan and schedule of the Cebu Provincial Detention and Rehabilitation Center (CPDRC) project. Since this is a capstone project of graduating students, students have to adapt to the timeline and duration similar to making theses. This was an opportunity for the information technology (IT) and information and communications technology (ICT) students to display their knowledge from first to fourth year to build a real system. However, according to Mr. Singh, the project was not yet implemented since dummy data was still being used for presentation.

As one participant would put it, when an ICT system is deployed, tech support is required to maintain it. Prof. Famador said that the University of the Philippines Cebu will support PNP until 2020. Mr. Ranjo explained that their approach is tutorial-based and that University of Southern Mindanao will give support to the beneficiaries for six months. Similarly, according to Mr. Singh, University of San Carlos will also provide six months but in no case more than one year of technical assistance after deployment of the system as stated in the memorandum of agreement.

One participant suggested to Prof. Laus that there are several open source software which may be used to monitor the marine protected area. All her team has to do was to discover ways to tweak these software. There are also other ways to solve the problem. If the protected area is small, waterproof motion sensors can be used. The engineering department of the university can be tapped to create it. Larger areas require water, sonar, or heat sensors which may be expensive.

The last concern was on the use of old computers (such as those used by PNP) and the challenge for older-aged beneficiaries to operate computers. Mr. Ranjo explained that the e-Barangay was able to address this concern by coming up with a survey first to know the computer skills of the beneficiaries. After knowing the survey results, basic computer training was created for the participants. Meanwhile, Prof. Famador said that their new software was tailor-fitted to both new and old PNP computers.

Parallel Sessions 3A & 3B

CUPSCon Cebu

Governance and Post-Disaster Rehabilitation

Moderated by Prof. Erwin E. Protacio
University of the Philippines Mindanao

Dr. Mercedes Gloria D. Ramos *presented* "Better Leaders for a Better Future (BLBF)." *This is a leadership training extension program of the Bukidnon State University (BukSU).*

Organized in partnership with the Philippine Councilors League–Legislative Academy (PCL-LA), Dr. Ramos introduced the BLBF as a capacity-building program for councilors and other local government officials and employees in units inside and outside of Bukidnon. She identified the following as the objectives of the BLBF: (1) enhancing the capabilities of local government administrators in applying the concepts and principles of public administration in local governance; (2) providing them with the latest techniques and strategies in local governance; (3) helping them strengthen their competencies through lectures and workshops that integrate values like ethical values, integrity, accountability, and commitment; and

(4) providing them opportunities for community awareness and for fostering better relationships among officials and employees.

To meet its objectives, BLBF offers customized bachelor's and master's degree programs in public administration through a mobile class approach. According to the memorandum of agreement, the PCL-LA is responsible for the following: (1) identifying participants and conducting pre-enrolment assessment; (2) conducting orientation to the participants; (3) providing for transportation, accommodation, and other expenses; (4) facilitating the procurement of supplies, meals, reproduction of course materials,

and arrangement of venues; and (5) maintaining accountability for the production of outputs and the use of program funds and other resources. On the other hand, BukSU is in charge of the following: (1) preparing the customized degree programs in cooperation with a curriculum development committee created by the PCL-LA; (2) providing lecturers for the classes and training sessions; and (3) providing instructional materials to be reproduced by the PCL-LA.

Dr. Ramos then outlined the modules that BukSU and the PCL-LA have crafted for the program. These modules include introduction to public administration, local government and regional administration, public ethics and accountability, and policy analysis and program administration for local governance. She then shared the outcomes of the program. So far, the BLBF has produced 159 baccalaureate graduates of public administration in August 2014 and 116 masteral graduates in May 2015—a total of 275 graduates. At present, there are 173 bachelor's degree program participants many of whom are mayors, vice mayors, and members of barangay, municipal, city, and provincial councils from different regions in Visayas and Mindanao.

Ivan Heinrich Villanueva *(Bukidnon State University) presented* "Computer Literacy Towards e-Governance: An Information Technology Extension Program." *This is the computer literacy program of the Bukidnon State University (BukSU).*

Upon the request of the president of the Barangay Secretaries' League of Malaybalay City and the barangay captain of Barangay Apo Macote, the Information Technology (IT) Department of the College of Arts and Sciences started providing seminar-workshops on e-governance in 2009. Later on, the Sangguniang Kabataan of Barangay Casisang also requested to join the program.

The program was divided into three phases. The pre-implementation phase consisted of the needs assessment survey, profiling of the beneficiaries, and signing of a memorandum of agreement. The topics of the program were derived from needs assessment surveys conducted among barangay secretaries in Malaybalay City, officials in Barangay Apo Macote, and the youth in Barangaya Casisang. These were basic hardware operations, word processing software use, spreadsheet software use, presentation software use, and Internet basics. The second phase consisted of the actual lectures and hands-on workshops. The classes were held in the BukSU Computer Laboratory and ran for five weekends sessions for eight hours each. IT faculty members served as instructors for the program while IT students served as personal assistants to

the participants. In return, the students received certificates at the end of the seminar. Mr. Villanueva remarked that this mutually beneficial setup between the students and the participants was one of the strongest points of the program. Finally, the third phase consisted of a culmination activity where the participants were required to share to the community what they have learned during the training.

An evaluation was conducted to find out the sustainability of the program and to assess whether it has been beneficial to the community. Based on the results, the participants from the three batches expressed that the training sessions, the information and skills acquired, and the design of the activities were highly relevant to their needs. In addition, they also noted that class interaction and the sensitivity and assistance provided by the staff were conducive to learning. Given these, Mr. Villanueva concluded that the program must be replicated in the surrounding barangays. He also recommended barangay officials to use ICT resources in preparing documents and to practice paperless documentation. He encouraged them to set up websites wherein constituents could access documents and engage in online transactions.

Leticia J. Ami *(University of the Philippines Visayas) presented* "Skills Development on Post-Harvest Fisheries Technologies for Victims of Typhoon Yolanda in Northern Iloilo", *a joint project of the Institute of Fish Processing Technology (IFPT) and AyalaLand, Inc.*

She began by introducing the target area: Sicogon Island in Carles, Iloilo. Sicogon has a population of around five thousand whose main source of livelihood is fishing. Once a "paradise island" according to Prof. Ami, the island was "practically devastated" by Typhoon Yolanda in 2013. Residents have now been relocated to Jolog in the nearby municipality of Estancia. The skills development project aimed to help in the recovery of these displaced families by increasing their capacity in and exposure to post-harvest fisheries technologies, improving the quality and safety of their existing products, and providing opportunities for them to engage in small-scale enterprise and augment their incomes.

The project started with a focus group discussion serving as a resources and needs assessment survey in Estancia. After the discussion, the parties agreed to focus on improving the quality of their dried fish products. The project then moved on to a three-day skills development training in the UPV campus in Miag-ao. The topics included fish characteristics and preservation, product quality and safety, good manufacturing practices, principles of drying and smoking, fish packaging and labelling, and storage and shelf life. In

addition, hands-on sessions covered brine preparation, fish drying and smoking, sensory product evaluation, and product packaging and storage. Finally, the project proceeded to the actual production of dried and smoked fish in Sicogon. Prof. Ami mentioned that while smoking fish is not popular in the Visayas, the participants seemed to have gotten interested in the process. After learning the principles and techniques, Prof. Ami observed that they were able to "innovate and produce quality [and] flavorful dried and smoked products."

In summary, Prof. Ami remarked that it is possible to teach scientific principles in order to improve traditional methods. The fishermen can now capitalize on their catch and existing facilities through post-harvest fisheries technologies. Prof. Ami also made recommendations to establish a fish processing area at the relocation site, to venture into seaweed processing (in response to reports of depleting fish catches), and to develop other value-added products (in anticipation of the development of the tourism industry in Sicogon).

Arch. Danilo V. Ravina *(University of San Carlos) presented* "Isiguro Daan: Transitional Shelter for Typhoon Yolanda Victims in Northern Cebu", *the post-disaster shelter project of the Institute of Planning and Design, School of Architecture, Fine Arts, and Design, University of San Carlos.*

Isiguro Daan, which is Cebuano for "to secure first", is placed in the context of the aftermath of Typhoon Yolanda, which he noted has destroyed some 130,000 houses. To help in rebuilding efforts, the project aims to provide shelter designs for free. Arch. Ravina explained the three types of post-disaster shelters. Emergency shelters are temporary places of residence for displaced populations for two to six months after the disaster. Arch. Ravina's team attempted to build a prototype of an emergency shelter, but he shared that they abandoned the plan because they were "overwhelmed" and "did not want to compete" with a renowned Japanese architect. The team focused instead on transitional shelters, the second type of

post-disaster shelters. These are interim housing units with access to water and power while efforts are underway to build or rebuild permanent shelters, the third type of post-disaster shelters.

Arch. Ravina presented their guiding principles and design and construction methodologies in designing the shelter. Among the advantages of their design were the following: (1) the use of traditional construction methods were less time-consuming and more cost-effective compared to conventional ones; (2) transitional shelters are easily relocated from one place to another because of their modular form; (3) these can be upgraded into more durable and more permanent types of shelter; and

(4) cultural appropriateness and user acceptance were taken into account. Photos of making Isiguro Daan transitional shelters were also presented.

Isiguro Daan transitional shelters have been set up in the municipalities of San Remegio, Daanbantayan, Medellin, and Batayan in Cebu and in the city of Tagbilaran and the municipality of Tubigon in Bohol. Prior to actually constructing the shelters, the team also conducted capacity building workshops for community builders. The shelters were designed to be built on a do-it-yourself basis using more-or-less widely available materials and prefabricated bent structures without the need for electrically powered tools for assembly. Arch. Ravina ended the presentation with pictures of the beneficiaries in a children's party–themed turnover ceremony.

Parallel Session 3A Discussion

Members of the audience were mostly curious about the specifics of the Isiguro Daan transitional shelters. One asked how many days it took to build the shelters. According to Arch. Ravina, two weeks were needed. He went on to impart an insight his team of architects has learned on the ground. He remarked that the beneficiaries, in contrast to the architects, were not very fond of using native materials like bamboo and amacan. He said that, for the community members, these materials represented their poverty, and so, his team opted for fiber cement boards instead, despite their unpopularity among foreign architects. Another asked if the floor area was a cost issue. Arch. Ravina said that their design used less space than is internationally prescribed, and so, it was relatively less costly than other designs. He further discussed that international standards are "too big" for Filipinos. What matters more, he claimed, is a fairly decent living space which can be extended on demand. Another asked if the design has been patented. Arch. Ravina answered no, because they wanted to distribute it freely. The audience member responded that one can patent something and still distribute it freely but with intellectual property protection. The same asker also inquired if the design can be adopted by governments. Arch. Ravina said that they could give out construction manuals for free.

Shifting away from Arch. Ravina, another member of the audience asked Prof. Ami about the future of their project, that is, if IFPT has any plans for expansion. Prof. Ami said that the institute is only an implementer and that the project belongs to AyalaLand. She forwarded the question instead to the AyalaLand representative, who was also present for the conference. The representative mentioned that possibilities for expansion are already under discussion between AyalaLand and the IFPT. Among the considerations was for the institute to also study the potential of other non-fish resources in the area (like seaweed) for microenterprise. Lastly, Ms. Ramos was asked if the BLBF beneficiaries paid the university for the degree programs, and she answered no.

Information Technology and Literacy Training

Moderated by Mr. Michael A. Gatela
University of the Philippines Mindanao

Shella C. Olaguir *(Bohol Island State University–Balilihan) presented* "Technology-Enhanced Instruction Training Program for Elementary Teachers in the Department of Education – Municipality of Balilihan, Bohol." *The training program described in this paper is facilitated by the extension unit of the Bohol Island State University (BISU) – Balilihan Campus. The target beneficiaries were public elementary school teachers of Balilihan.*

Based on the findings of a research performed by the BISU extension unit, majority of the teachers in the municipality have limited knowledge on using Microsoft (MS) Office Suite Application Software. BISU availed this opportunity to provide computer skills training to enhance instructional efficiency and the skills of the teachers. BISU is motivated in this project by its institutional functions—instruction, production, research, and extension—and its goal to become one of the Centers of Excellence in Information Technology in the country.

The training therefore aimed at improving the information and communications technology (ICT) literacy of the teachers in the use of MS Word, Excel, and PowerPoint. It also sought to (1) equip beneficiaries with basic knowledge on computerization and its trend; (2) teach proper manipulation and use of computer peripherals; (3) enhance teaching competencies of BISU Balilihan instructors especially in interaction with learners of different age levels; and (4) establish and improve BISU's relations with communities.

Started in September 6, 2015, the training was scheduled for 15 Sundays from 8:00 AM to 5:00 PM, for a total of 120 hours. Trainees were given hands-on and one-on-one computer literacy instructions at the Computer Laboratory Rooms of BISU Balilihan. At the time of Ms. Olaguir's presentation, the training had just finished its 10th session. Initial observation suggested that teachers needed the training and learned to be able to use the Microsoft ® Office applications appropriately.

Elle Christine Dumaguit-Melendez *(Bukidnon State University) presented* "Monitoring and Evaluation of the Innovative Instructional Strategies for the Professional Military Education." *This is an extension project conceptualized and organized by the Language and Letters Department (LLD) of Bukidnon State University (BukSU) as requested by the military commander of the 4th Army Training Group in Malaybalay City.*

The commander requested help since the instructors for the training group were having difficulties in delivering lectures to their trainees. This observation was consistent with the results of the needs assessment and consultative meetings done by BukSU and participated by 20 instructors of the training group. The instructors had limited proficiency in English. They have different educational backgrounds since some came from indigenous tribes while others were former members of the Moro Islamic Liberation Front (MILF). Their training schedules were also too constrained, causing information overload on part of the trainees. To help the instructors and improve their military training program, BukSU and the 4th Army Training Group entered into a memorandum of agreement to impart innovative teaching strategies to the instructors.

For this endeavor, BukSU furnished teaching materials and activity sheets, and commissioned extension personnel and teachers from the LLD who will give assistance to the instructors. Meanwhile, the military counterpart transported the teachers and provided the snacks and lecture equipment. The training venue, sponsored by the military group, was at Camp Osito Bahian, located in Barangay 10 of Impalambong, Malaybalay City.

While no assessment and observation was done during the sessions, post-training quantitative and qualitative evaluation revealed that the military instructors effectively replaced the old "chalk-talk" strategy with new ones such as "think-pair-share", role-playing, using simulation, forming study groups, giving demonstrations, and "metacognitive reporting." They also learned to create and interpret graphic

organizers. Trainees, on the other hand, became more active in discussions and learned to think about and share ideas based on experiences. But a remarkable change was found on part of the BukSU participants who learned to appreciate the men and women in uniform. Initially, the teachers were intimidated and scared given the stereotypical authoritative, and violence-prone disposition of the military personnel. During the training, however, the soldiers actively participated and were surprisingly cooperative and respectful towards the teachers. Hence, the project illustrated how extension programs are mutually beneficial to both the organizer and the beneficiaries.

Dr. Evangielyn Pamugas-Lumantas *(Bohol Island State University– Balilihan) presented* "Living and Learning: ICT for Out-of-School Youths and Adults in the Municipality of Balilihan, Bohol." *This project was implemented by the Bohol Island State University (BISU) in cooperation with the Department of Education (DepEd)–Balilihan District and the local government of the Municipality of Balilihan. It was a computer literacy training intended for out-of-school youth and adults in Balilihan who are covered in the Alternative Learning System (ALS) of the local DepEd office.*

The ALS is a ladderized, non-formal educational program that allows students of all ages to freely choose their class schedules lasting for 10 months or 800 hour-sessions. After all the sessions, students will take the Accreditation and Equivalency (A&E) exam. Passing this exam will earn them a high school diploma, which is necessary for them to enter higher education institutions (HEIs). However, HEI curricula often include lessons in basic computer operations that are not included in ALS curriculum, unlike in high school curricula where TLE (Technology and Livelihood Education) is a required course. To help ALS learners in enrolling for tertiary education and also in applying for job opportunities in which basic computer skills are required, ALS–

Balilihan requested assistance from the extension unit of BISU to provide ICT education and computer literacy training.

The training was conducted in the computer laboratory rooms of BISU– Balilihan from August to October 2014. BISU commissioned two computer instructors to manage and implement the training and issued the certificates of completion. For the participants, DepEd-ALS identified and oriented 40 students who were seeking tertiary education (18 females, 22 males, aged 15 and above) coming from 31 barangays in Balilihan. DepEd-ALS also took part in the monitoring and evaluation. The local government of Balilihan provided transportation allowance to the trainees.

It also supported them in performing their roles in the community.

A total of 12 lessons covered the Microsoft Windows operating system and the word processing software Microsoft Word, specifically the interface and operations such as entering, editing and formatting text, saving and loading, and printing and emailing of documents. The exercises were hands-on. Each of the trainees submitted a portfolio on the last day of training which is a compilation of their activities and exercise outputs throughout the training.

Romero S. Berba *(Bukidnon State University) presented* "Monitoring and Evaluation Report of the SIBOL Extension Project." *This project sought to resurrect a discontinued community-based literacy project for children initiated by the Couples for Christ (CFC) called SIBOL ("to grow").*

A learning center has been already built by Gawad Kalinga as a result of the SIBOL Extension Project, which was cancelled. Through its Language and Letters Department (LLD), Bukidnon State University (BukSU) wanted to continue this project and aimed at sustaining the development of basic literacy skills of children aged four to six years old who were on their way to first grade.

In SIBOL's pre-development stage, BukSU assessed the community through an indirect needs assessment. According to Prof. Berba, unlike the use of surveys for direct assessment, indirect assessment used literature review and interviewed key informants (i.e., the parents) in the community. Since the children only had little to no literacy exposure at home and had not gone to preschool, their literacy skills cannot be assessed properly through a survey. After the assessment, BukSU identified five areas of the literacy program. BukSU then developed instructional materials, assigned tasks, and signed memoranda with the community and CFC.

SIBOL was implemented from July 2010 to March 2011. Sessions were held mornings every school day (five days a week) from 8:30 to 11:30, at the learning center which CFC permitted BukSU to use. One resident volunteer teacher took charge of the sessions. Faculty, students, and student organizations from the Language and Letters Department assisted in facilitating the lessons on a scheduled basis and also shouldered the materials, equipment, and activity sheets. The parents prepared food for the students and helped in maintaining cleanliness and orderliness inside the venue. Transportation needs were also covered by the student organizations.

Project monitoring was held in a series: September 6, 2010, December 6, 2010, and March 7, 2011. The result of the

monitoring reveals that the project was efficiently managed. A survey on the parents and a cost-benefit analysis of materials used and the performance of the students (inferred from activity sheets) revealed that the literacy program was effective. Two years later, an outcome study assessed the literacy and English proficiency of the children as first graders. The study found the children to be "developing" and "approaching" proficiency in English. The children could already learn concepts in print by reading, although comprehension was still a challenge for them. The study recommended (1) storytelling to give students a more active role in learning, (2) training primary caregivers to assess children's literacy needs, and (3) improving strategies for monitoring.

This session was not discussed.

Parallel Sessions 4A & 4B

CUPSCon Cebu

Livelihood and Entrepreneurship Development

Moderated by Prof. Yuleta R. Orillo
University of the Philippines Cebu

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Jocelyn P. Lumactud *(Bohol Island State University–Balilihan) presented on* "Commercial Cooking Livelihood Skills Training Project for the Mothers of Pantawid Pamilyang Pilipino Program (4Ps) in Balilihan, Bohol."

Utilizing the idea of micro-enterprise, the project was designed to provide a "sustainable source of income" for the participants by equipping them with the know-how in commercial cooking. The program's goal was to guide the participants in becoming successful and competent entrepreneurs by enhancing their technical and vocational skills.

A livelihood training program was deemed imperative for 4Ps beneficiaries in Balilihan since the municipality was identified by the National Statistics Coordination Board as one of the poorest in Bohol. Currently, there are 730 household members from all over the municipality who are participating in the program.

With the Department of Social Welfare and Development (DSWD) and the municipal government of Balilihan, Bohol Island State University (BISU)–Balilihan was able to implement this project. It was conducted in the Food Technology Laboratory of the campus. The university provided the free training and facilities for the conduct of the project; the DSWD identified prospective participants for the training; and the local government facilitated the

transportation of the trainees as well as their meals. The cooperation of the three sectors resulted in the organized execution of the project. This began with the conference of the involved parties and culminated with the evaluation and reporting of the results of the training.

The training sessions lasted for ten days with eight hours allocated for each

session. Important training areas were also identified as follows: food safety, hygiene and sanitation, table etiquette, napkin folding and table skirting, preparation of food items, baking and serving, and cost and return analysis. No students were involved in the training of the participants.

Mercidita Sendaydiego-Villamayor *(Bukidnon State University) presented* "Basic Flower Arrangement." *The External Studies Center of Bukidnon State University (BukSU) conducted the basic flower arrangement training because of requests from lay workers of the church, flower vendors, and other marginalized sectors of society for a program that will equip them with the means to augment their meager income.*

Retirees were also part of the target beneficiaries of the program. Profiles of other participants ranged from government workers, Alternative Learning System (ALS) teachers, flower vendors, and Hotel and Restaurant Management students. Six events were covered by the themes of the extension class: Valentine's Day, Graduation, Mother's Day, Wedding, Halloween, and Christmas.

The training came in the form of a three-unit, non-credit community extension class which lasted for nine days upon which a certificate of completion is awarded to the participants. Prof. Sendaydiego-Villamayor explained that prior to the execution of the program, a needs assessment was conducted to check on the target market. For every

session, the participants were tasked to perform a return demonstration where they can showcase their outputs. They also hold an exhibit of their masterpieces before the awarding of certificates.

As for the impact of the program to the community, Prof. Sendaydiego-Villamayor emphasized that opportunities were opened to the participants through the training. Government agencies and civic organizations started to request for more livelihood trainings. She also reported that the trainees who have finished the program are now catering to big functions. Finally, she also stated that the use of a social networking platform such as Facebook helped the trainees reach out to potential clients.

Carmelita L. Piramide *(University of San Carlos) presented* "Kapamilya Negosyo Na (KNN)." *KNN's primary objective is to equip potential entrepreneurs with the skills and tools with which they can expand their business.*

In 2005, a group of alumni—which includes Ms. Piramide who is also the president of KNN—from the University of San Carlos (USC) College of Commerce (now the School of Business and Economics), mapped out a plan to help would-be entrepreneurs by pooling resources that can aid them to start a business. It is the group's way of fulfilling their social responsibility. Project funds also come from generous alumni of the USC–KNN.

Through the KNN, people who would like to try their hand in business were provided easy capital and training on the aspect of making sound business choices and executing proper strategies. The knowledge shared during the training is continually developed by faculty and students involved with KNN. Business modeling, bookkeeping, accounting, and finance are some of the subjects that are tackled during training.

The number of beneficiaries is growing and this can be largely credited to the networks that the people behind the program has forged with government, through the Department of Labor and Employment (DOLE), and media institutions like ABS-CBN. The prospect of becoming affiliated with the KNN is also highly attractive because of the establishment of a credit cooperative that acts as an alternative source of funding amid the presence of high-interest loan providers.

Dr. Mary Gretchen F. Chaves *presented* "Empowering the Micro-Entrepreneurs: Obra-Negosyo-Eskuwela Countryside Enterprise Business Upliftment Program (ONE-CEBU)." *This is a public-private academe partnership project launched in 2009 with the purpose of supporting micro-entrepreneurs and encouraging youth to embark on entrepreneurial ventures.*

The rationale behind the project was to "integrate growth and expansion interventions into micro enterprises located in the countryside" with the financial support of the provincial government of Cebu and the Mandaue Chamber and the technical support of members of the academe. The triumvirate of students, businesspeople, and budding micro-entrepreneurs will plan and organize "operations and processes, marketing, and financial concerns" of the business plan.

The business plans submitted by prospective contestants should be creative in that these should work with limited resources. The clarity with

which these business plans are crafted will ensure the smooth infusion of grants. The Mandaue Chamber will serve as the conduit of the funds.

The competition's season will begin with a summit attended by different schools and a launching with concerned local government units at the provincial development council. The Technical Working Group, in which the presenter is a member, will then screen the nominations submitted by student groups. It will also select the enterprises that will be considered for the competition. Enterprises will then be matched with the student teams and their mentors. A memorandum of agreement with local governemtn units (LGUs) and schools involved will be made and signed afterwards. The student teams will also undergo an immersion in the community where the enterprise they were matched with is located. There will be two rounds of judging, after which the business plans will be implemented. Since the implementation phase will occur during summer, the students involved will take on the execution of the business plans as their summer jobs. An exhibition of the outputs will also be held as one of the most important events of the competition. Throughout the program, a Monitoring and Evaluation team will be assessing the conduct of the implementation of the business plans and the teams' decorum as well.

The program was projected to have significant impacts on stakeholders such as the enterprises, the academe, and the business mentors. After a consultation with the teams, the organizers and technical working group concluded that ONE CEBU has contributed to the improvement of countryside micro-enterprises, maximized the public-private-academe triumvirate's ability to make full use of their resources, and developed the capacity of students to become micro-entrepreneurs that appreciate the individuality of their partners. Product quality, including the design, packaging, production processes, and contents, of the chosen enterprises, were also seen to have improved. New markets that will raise sales were also discovered. Linkages with companies and other organizations were strengthened, and in some cases, forged. The mentors on the side of the academe also saw the possibility of developing a new pedagogy in approaching the subject of entrepreneurship and business management. An opportunity for academic units within the university to cooperate in formulating and executing business plans was also discovered. Students were also exposed to the realities of the entrepreneurship landscape during their immersion, which enriched their experience and encouraged them to continue to help the municipalities after the competition. Business mentors also found a way to build relationships not only with their peers but also with students who may follow in their footsteps. The prospect of challenging enterprises and products that are unfamiliar to them also allowed them to come up with effective strategies that will raise returns.

On a final note, Dr. Chavez emphasized

that the ONE CEBU program was able to reach out to four cooperatives from more than thirty towns in Cebu alone and to 36 micro- and small entrepreneurs. Overall, the competition paved the way for products, which were not initially seen to be profitable, to gain market exposure and consequently, large profits. The outputs of the business plans executed by the contestants also contributed to the tourism industry of participating municipalities.

Parallel Session 4A Discussion

The efforts reflected in the papers presented were positively received by the audience. According to one reactor, the collaboration that these initiatives promoted can serve as a model for future projects.

The ONE CEBU project elicited a question about the registration of nominees. Who paid for the permits issued by the Department of Trade and Industry and local government units? How were the candidates chosen? What were the products that gained a lot of profit? Dr. Chavez answered that there was money set aside for operations and this was used to fund registration of business plans. Candidates underwent interviews and assessments. Afterwards, they were matched with enterprises by drawing lots. Products that had the highest sales include shells of snails called *takyong* that were crafted into souvenirs.

There were three concerns raised with the KNN. First, when does the training of the potential entrepreneurs occur? Ms. Piramide replied that they conduct the trainings before granting funds. Business plans were ready-made and the would-be entrepreneurs only need to fill these up with the necessary information. Interviews and product exhibits are also part of the process of identifying successful grantees. Another concern was the responsibility of trainees after their stint under the program has been finished. The presenter clarified that alumni have the opportunity to become mentors, along with the College of Commerce, in the subject of bookkeeping and with the general conduct of running a business. The "winners", the term that the program associates with its beneficiaries every season, are called to attend regular meetings and monthly business consultations. They are also provided additional capital for business expansion.

Agricultural Development

Moderated by Ms. Diocy Cloribel-Guilabtan
University of the Philippines Cebu

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Dr. Elizabeth C. Molina *(University of Southern Mindanao) presented* "University of Southern Mindanao's Support to High-Value Crop Production", *specifically the AgriPinoy High-Value Crops Development Program of the Department of Agriculture.*

The program, created through the High-Value Crops Development Act of 1995 (Republic Act No. 7900), aims to address food security, alleviate poverty, and promote sustainable growth. Being an agricultural university, University of Southern Mindanao (USM) supported the program by developing the agricultural sector and accelerating the growth of agricultural activities within its service areas. The university did so by collaborating with local government units, government agencies, and farmers' groups, and providing to these bodies its faculty's technical expertise in high-value crop (HVC) production.

Dr. Molina outlined USM's objectives:

(1) support the development of participatory technologies; (2) promote HVC production technologies; (3) advance sustainable HVC farming; and (4) provide inputs to farmers. To meet these goals, the university conducts techno-demonstrations of HVC farming techniques and disseminates related information, education, and communication (IEC) materials.

Dr. Molina then shared a summary of USM's achievements in the program. In 2014, the university trained six batches of trainers on intercropping cacao trees among coconut palms. The training involved technicians from the Philippine Coconut Authority from Luzon,

Visayas, and Mindanao. Alongside this, the university also distributed some 2,000 copies of IEC materials. In 2015, USM conducted six training programs on cacao production and management in various municipalities in North Cotabato. It also established six techno-clinics on rubber production and management and on the quality

standards of rubber in the provinces of North Cotabato, South Cotabato, and Sultran Kudarat. For 2016, Dr. Molina ended by assuring the audience that the university will continue to hold techno-demonstrations on and disseminate IEC materials to farmers, monitor their progress, and document their success stories.

Dr. Vrenelie D. Flores II *(University of Southern Mindanao) presented* "Livestock Production Assistance for Development (LiPAD)", *an extension project of the University of the Southern Mindanao–College of Veterinary Medicine.*

With a budget of PhP 30,000, the college cooperated with the university's Extension Office, the provincial and local government units of North Cotabato, the Armed Forces of the Philippines (AFP), the Philippine Foremost Milling Corporation–EXCEL Feeds, and the Department of Agriculture–Region 12 to target farmers and livestock raisers in SOCCSKSARGEN. Dr. Flores identified backyard livestock producers as a major source of livestock and poultry in the market and explained that, in the face of the emerging Association of Southeast Asian Nations (ASEAN) Economic Community and globalization in general, these farmers must undertake "drastic changes" if they are to compete in international markets. LiPAD seeks to address this by equipping backyard raisers with the latest techniques in animal husbandry, thus making them able to meet production demands and compete

in terms of livestock production and health management. The project was implemented from March to December 2014 in North Cotabato and Maramag, Bukidnon.

Dr. Flores outlined the three objectives of LiPAD: (1) extend technical assistance to livestock raisers; (2) extend animal health services to livestock and poultry; and (3) support the national government in its efforts to eradicate rabies in the country. To meet these goals, the project undertook the following activities: (1) conducted trainings and seminars on basic livestock and poultry health management; (2) developed information, education, and communication (IEC) materials; (3) coordinated with local government units; (4) administered deworming, vitamin supplementation, treatment, vaccination (including anti-rabies vaccination), and surgical operation programs; (5) promoted active participation in rabies awareness

seminars and campaigns; and (6) conducted surgical dog-population control. Dr. Flores emphasized that these activities were participated in by both the faculty and the students of the college. She further remarked that the project prepared and trained the students to do fieldwork.

While discussing the project's objectives and activities, Dr. Flores also showcased its accomplishments. Ten training sessions were conducted to farmers, indigenous peoples, Armed Forces of the Philippines (AFP) personnel, and local government livestock technicians, five IEC materials were designed; five coordination meetings were set up; a total of 1,004 animals were given animal health services, 3,271 more were given anti-rabies vaccination, and 13 dogs were castrated and spayed; and, finally, attendance and active participation in mass vaccination campaigns and in the World Rabies Day awareness celebration were secured.

Magnolia A. Laus *(University of the Philippines Cebu) presented* "Automation of Practices, Processes, and Techniques of Agricultural Projects in Bohol." *It is about an information and communication technology (ICT) project of the University of the Philippines (UP) Cebu that brought automation into the management of agricultural projects in Bohol.*

Prof. Laus began by introducing Bohol, highlighting that the island-province's main source of income is agriculture even though crop yields are seasonal. Given this, she narrated that the Department of Interior and Local Government (DILG)–Bohol asked assistance from UP Cebu to improve the productivity of farmers as the soil was no longer fertile. Officials from the campus were initially reluctant, because UP Cebu's specialization is not agriculture but ICT, management, and product design; however, since the campus "cannot just turn [its] back" on the community lest they diminish the university's standing, they accepted and found a way to increase crop yields through ICT, specifically, via the automation of agricultural practices, processes, and techniques. The campus' Department of Computer Science began by mapping the province's agricultural resources and products through the geographic information system (GIS) coupled with Google Earth and other web technologies. Next, the department developed a system that automated the diagnosis of plant diseases, thus assisting the farmers in monitoring their farms. To further equip them with ICT skills, the department also developed a mobile application educating the farmers on how to apply these technologies in farming.

Prof. Laus underscored the importance of evaluating the project. Since the application of ICT to the agricultural sector was a function of the campus' lack

of expertise in agriculture, she observed that they must assess if the use of ICT strategies positively and significantly helped in improving and developing the said sector in the province. Yet, even though the project was in a sense experimental, Prof. Laus shared some gains and insights. For DILG-Bohol, the project produced a GIS map of its products and resources, crafted initial plans for income generation projects for farmers, and gave reassurances on the effectiveness of existing initiatives. For UP Cebu, the project presented an opportunity to engage in extension work and public service, opened up research opportunities for the faculty, and served as a window to introduce and link DILG-Bohol to the UP System. For both the department and the university, the project established linkages and networks with concerned agencies.

Parallel Session 4B Discussion

A member of the audience asked the panel about the challenges they faced while executing their projects and how they dealt with these challenges. All three presenters identified limited budget and funding as a common difficulty. Dr. Molina said that it helps to externally partner with government agencies that can provide funding, as they did with the Department of Agriculture and the Agricultural Training Institute. Dr. Flores agreed and added that costs can be mitigated by cooperating and maintaining good relationships with other units; in their case, the local government units provided food, the Civic Volunteer Office handled logistics, and the armed forces shouldered transportation. For Prof. Laus, funding and time are "always a challenge" because extension work competes with the other functions of the university. Instead, she mentioned that trying to meet the expectations of the community was the distinct challenge of their project. She said that the locals "see [the university] as a messiah," and much as they want to help in directly increasing the province's agricultural output, they were limited by their disparate expertise in ICT. However, by tying up with concerned agencies, they were still able to extend technical assistance to the province.

Another member of the audience asked Dr. Molina how her university compensates the faculty for their extension work. Dr. Molina admitted that there is little incentive for faculty members to engage in public service. Only three units are set aside in the faculty load for displacement, and only coordinators and team leaders, not team members, are qualified to receive honoraria. Dr. Molina, however, assured that faculty members are awarded promotion points for engaging in public service. Prof. Laus added to the discussion by sharing that she never got any compensation nor any unit credited—community engagement only became an avenue to practice one's profession, but at least, extension experience can boost one's résumés.

One more member of the audience asked the panel about the degree of involvement of non-teaching staff in the projects. Dr. Molina remarked that their accreditors do not look for non-teaching staff, but the latter were nonetheless directly involved in the extension project. Dr. Flores added

that administrative staff can also be indirectly involved in extension projects because they process required documents for the projects to push through. Prof. Laus agreed, shared that she was once non-teaching extension worker for 17 years, and reflected that extension work should not only be credited to those who are involved in the fieldwork but also to those who are involved in the paperwork.

Parallel Sessions 5A & 5B

CUPSCon Cebu

Environmental Conservation and Preservation

Moderated by Prof. Erwin E. Protacio
University of the Philippines Mindanao

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Ardniel A. Baladjay *(Southern Christian College) presented* "Greening My Neighbor School: Community Partnership through Service Learning and Engagement." *Experiential education through service learning projects and extension program is one of the teaching methods employed in the College of Agriculture (COA) of Southern Christian College (SSC).*

SSC's vision of "Transforming Education, Transforming Communities Beyond Boundaries" is an affirmation of education in action and a commitment to enhance the quality of life in the countryside. On 24 February 2011, President Benigno Aquino III signed Executive Order No. 26, Declaring the Creation of an Interdepartmental Convergence Initiative for a National Greening Program (NGP). The E.O. states that the program should be carried out efficiently in the next six years. This is where the implementing guidelines of the integration of *Gulayan*

sa Paaralan, Solid Waste Management and Tree Planting is taken.

The five major goals of the NGP is poverty reduction, food security, biodiversity conservation, climate change mitigation and climate change adaptation. The objectives of the NGP are to (1) establish vegetable gardens to serve as food basket and as a ready source of vegetables to sustain supplementary feeding program, (2) establish nurseries or seed banks to sustain seed requirement for the different planting cycles as well as fruit bearing and forest

tree saplings for the tree planting activity, (3) enhance the development of values among the learners by integrating curricula concepts in planting and eating vegetables, waste management and environmental protection, and land conservation, (4) coordinate with other agencies, non-government agencies and private institutions relative to the programs, and (5) to conduct monitoring and evaluation of these programs.

The projects and programs were afforded to extend and impart basic knowledge on different agri-related technologies as requested by the partner communities. Technical support and workforce assistance were also provided for the fulfillment of identified needs. The different projects are vermicomposting, sloping agricultural land technology (SALT) farming, goat production,

gulayan sa paaralan, landscaping for edible and container gardening and nursery production and management.

At the end of the project, together with SSC's partner, Arizona High School, the COA was able to provide technical assistance using various teaching approaches such as learning by doing, field exposure, and method or result demonstration. They also assisted in the establishment of various community projects and the monitoring and evaluation of the extent of implementation, productivity and sustainability of the said projects. With the encouraging results of the program came the opportunity for the higher educational institution to respond, serve and continue its legacy in realizing its aspirations of molding the young individuals to become more responsive.

Mary Rose O. Arenejo *(Cebu Institute of Technology–University) presented* "Project NOWTBUKS: Mainstreaming Sustainable Development by Integrating Industrial Engineering Principles and Fostering Multi-Stakeholder Partnerships."

According to statistics, forests are being cut and trees are being felled at an unimaginable rate of 100 acres per minute for the production of paper, which is normally used and then just disposed. Most of the solid wastes produced by offices, particularly in universities and colleges, are papers. This accounts for one-fourth of the volume of waste in landfills. When paper breaks down in landfills, it converts to methane, and produces 20 times more greenhouse gas emissions than conventional sources of

carbon dioxide. These facts motivated the conceptualization of Project NOWTBUKS (NOW is the Time to Build Up Kids for Sustainability).

The idea of the project is to reuse the clean sides of the scrap papers by creatively stacking and stitching them together to form and even customize notebooks. This not only intend to reduce waste but also significantly help students especially those in public high schools. Project NOWTBUKS also

aims to mobilize the youth to develop creativity and resourcefulness for them to become pioneers in effecting change and be the new keepers of the key to sustainable development. The project is a collaborative initiative conceptualized and run by the industrial engineering students of the Cebu Institute of Technology–University that nurtures young minds on how to think, live and stay green by having them engage in simple activities, such as making scrap paper and other materials into utilizable eco-notebooks. The Industrial Engineering Council (IEC) designed a win-win system that democratized access to better education for children through strengthened partnerships in the context of imbibing in them the value of sustainable development as a pivotal ingredient in their lifelong learning.

The project has engaged 2,283 children, mobilized 603 volunteers and recycled an estimate of 70,020 sheets of paper. IEC was awarded by President Benigno Aquino III as one of the 2011 Ten Accomplished Youth Organizations. They were also featured in the Association of Southeast Asia Nations (ASEAN) Youth Movement Magazine and was commended as the 2014 Most Outstanding United Nations Educational, Scientific and Cultural Organization (UNESCO) Club of the Philippines. With the continued proliferation of paper waste, the project shall incessantly seek continuous improvements and innovations to extend its impact and shape and touch more lives of young future leaders today.

Guadalupe Kaiser Marie L. Obando *(Cebu Institute of Technology–University) presented* "Designing and Integrating a Child-Friendly Mobile 'Edutainment' Application as a Water, Sanitation, and Hygiene (WASH) and Water Conservation Teaching Strategy."

The project, also named "Project Aquaria", was launched in 2012 and made the Industrial Engineering Council (IEC) of the Cebu Institute of Technology (CIT)–University, an accredited club of the EDSA People Power Commission under the Office of the President of the Republic of the Philippines. It was a project combining the arts and read-along sessions with interactive storytelling to encourage the children to take care of coral reefs and coastal resources as well as the

preservations of mangroves.

Project Aquaria's mission is to impart aquatic responsibility to children and youth through their engagement in sustainable, eco-friendly and innovative solutions. The project also aims to impart quality aquatic responsibility to the Filipinos and to be able to give importance to the Philippine waters through water education, innovation, preservation, conservation and rehabilitation. Currently, together with

the Metropolitan Cebu Water District (MCWD), Project Aquaria is conducting the Water Warrior Caravan in various elementary schools in Cebu City. This information campaign program teaches the children and the youth proper water sanitation, and hygiene habits. The Water Warrior is a mobile application that teaches children aged five to nine years basic water conservation practices at home. The application was developed by the Computer Science, Information Technology, and Industrial Engineering students of the CIT–University. The Water Warrior application recently won as a runner-up in a nationwide mobile game application design competition of a multinational company. During its conceptualization stage, the application user interface, mini games, trivia and other features were designed with the help of focus group discussions with children from three different elementary schools in the locality.

Ms. Obando expressed their desire for a win-win-win situation in which the children will discover their roles in helping take care of the planet, they will help in saving water, and they will save water and in turn save money and lives. Through a survey questionnaire, thirty children were involved in the usability test wherein all the criteria given was rated excellent. These factors were ease of use, goal-orientedness, responsiveness of user interface, screen design and flow and overall theme and aesthetics. It is without doubt that including children in the campaign can be truly pivotal.

Dr. Phoebe Zoe Maria U. Sanchez *(University of the Philippines Cebu) presented* "The Validity of Academic Praxis: Reaching Out to Survival Communities." *According to Dr. Sanchez, there is no better way to test one's theory but to live in struggling communities where there is a lack of social amenities in order to prove that theory.*

Gibitngil Island is a 209-hectare island off the coast of Barangay Kawit, Medellin in Northwestern Cebu. It is the home of some 500 poor farming and fishing households. Barangay Kawit is surrounded by sea water but is not blessed with potable water supply. The lack of sufficient potable water tops the most pressing problems in the everyday struggle for survival of the island residents. Aggravating this circumstance is that Gitbitngil Island has no source of groundwater or natural spring. The island, however, is rich in soil where the kind of mineral supports onion farming. Drawing from the experiences shared by the community, the problem was how to connect the water supply grid from the mainland to the island—which is very expensive. Their only source of water is a private household in Kawit. Majority of the residents lack direct access to water supply which greatly affect the health

conditions of the community and their ability to move freely and be productive. Water-borne diseases such as diarrhea, flu, skin diseases and malnutrition are common among children. There is a clinic in the island but there is no stock of essential medicines. The island's socio-economic inequities make it hard and very expensive for the community to gain access to social services.

Given the above context, students from the University of the Philippines (UP) Cebu connected with various institutions and organizations such as the Unilab Foundation, the Farmers Development Center (FARDEC),

UP Cebu's National Service Training Program (NSTP) and the Alliance of Concerned Teachers (ACT) in Cebu and partnered with Gibitngil Farmers and Fishermen's Association (GIFFA) to uplift the condition of the island and provide them with water catchments. The first catchment would have been attached to the training center and the other would have been for a cluster of households in the interior of the island community. However Super Typhoon Yolanda destroyed the whole community in November 2013. Currently, the program continues to hope for the establishment of a water source for the island residents.

Parallel Session 5A Discussion

Dr. Sanchez was asked about cost of constructing the water catchments. For the amount of PhP 100,000, explained Dr. Sanchez, one can already make three water catchments if these were constructed and installed in the one and same place. But for the catchments in Gibitngil, the catchment's raw materials were transported to the island; hence, the materials were more expensive. But since the laborers were all volunteers, no labor costs were incurred. One water catchment can hold up to 10,000 liters of water.

Another question for Dr. Sanchez was whether National Service Training Program (NSTP) students had a form of processing based on theory-building. Dr. Sanchez replied that the NSTP students were only involved in relief operations. The members of the project team were a combination of students of business economics, political science, mass communication, and math. A process was formulated and followed. This was proceeded by a reflection session, where realizations and recommendations for the activity were shared. The team was able to come up with hypotheses or conclusions based on their reflections. Dr. Sanchez also emphasized the success of collective action by evoking realizations. She stressed that a person would not be able to do the job without the support of the other. In sociology, this is called organic solidarity.

For Project NOWTBUKS, Ms. Arnejo was asked on notebook prices, and whether the product actually sells, or how to make notebooks more marketable and at what amount. Waste of paper is not ununsual in schools, and some are doing similar projects like this but they are not for business. This kind of project is done for community engagements and sometimes given to Gawad Kalinga children. For Project NOWTBUKS, there has been a number of prototypes before the marketable version of the notebook came up that would sell in schools especially to younger people that are very particular with the design.

For the Project Aquaria, it was shown in one slide of the presentation that a child said that she promises to wash her hands and save water. One of the participants commented that children might be thinking that by washing hands they will be saving water. The project teaches the children how to properly wash their hands and how to close the faucet after using. Ms. Obando stressed that these are simple ways to teach children about saving water.

Cultural Preservation

Moderated by Prof. Yuleta R. Orillo
University of the Philippines Cebu

Consuelo D.L. Habito *(University of the Philippines Open University) presented* "Claiming Spaces and Sharing Narratives among Woodcarvers in the Philippines." *This was a collaborative project by the University of the Philippines Open University (UPOU) Foundation, the International Wood Culture Society (IWCS), the National Commission for Culture and the Arts (NCCA), and the woodcarvers' guilds from Hungduan in Ifugao, Guagua in Pampanga, and Paete in Laguna.*

Dr. Habito explained that the guilds from the three communities had commonly set woodcarving as a tradition since pre-Hispanic times. For generations, woodcrafts were decorations, furniture, tools, religious icons, and historical and cultural depictions. These communities "embarked on a romance with wood." However, carvers rarely do art "for arts' sake"; they do it instead for livelihood and sustenance of their families. They also lack 'spaces'—access to skills development, insightful discussion, and sharing of 'narratives' among their fellow artists coming from different regions.

It was observed that these obstacles limit the quality and competitiveness of their craft in the purview of ASEAN economic integration.

Thus, the project not only intended to uplift the lives of the woodcarvers, but also to develop their skills, to help them organize guilds, and to preserve the art and culture of woodcarving. The collaborators entered in a memorandum of understanding and formed a partnership seeking to professionalize the tradition, provide spaces for carvers to interact, communicate, and learn

from each other, and incite public consciousness on woodcarving.

Several activities were held to satisfy the objectives. Workshops, forums, and demonstrations imbibed on artists the best practices of woodcarving featuring lessons from renowned local and foreign artisans and teachers. Contests and exhibits featuring cash prizes were sponsored by the IWCS and UPOU to allow friendly competition between woodcarvers. Lastly, the exhibits and tours revealed to the general public the practice of woodcarving and gave the opportunity for carvers to sell their improved products.

Dr. Habito presented several photos featuring impressive woodcrafts made by the participants. Evidently, the activities enabled carvers to improve their output and even organize their own competitions through their newly-founded guilds. The organizers also have more activities for the benefit of the communities designed to help them adapt to constraints such as changes in the economy and laws involving woodcutting.

In the long term, the project hopes to instill artistic pride and cultural identity on the carvers, to enable them to better organize and have stronger collective capacity, and ultimately to enhance the quality and competitiveness of the artists' products for the ASEAN market.

Mary Babbeth F. Vargas *(University of the Philippines Visayas) presented* "Pagpapahayag: A Community-Engaged Teaching and Learning Project." *This project is part of the requirements for CMS 110 (Development Media), an undergraduate course for Development Communication students of UP Visayas.*

CMS 110 is concerned with the cultural and educational aspects of non-mainstream and popular communication forms such as "folk media." Prof. Vargas explained that, unlike mass media, folk media is rooted in the local culture exhibited as songs, dances, and dramas. As this form of media is both made and owned by the locals, it is seen as better communication strategy for development programs. Considering the underserved communities in Miag-ao on Iloilo, Prof. Vargas saw the potential benefits of helping people create the media through student engagement with these communities.

The project backs on the concept of participatory communication, explained Prof. Vargas, which relies on horizontal and holistic rather than the top-down and often dominating exchange of information so as to facilitate participation of local communities (especially in third world

countries) in their own development. Hence, the project intended to uplift the lives of residents, whose stories are often unheard, by expressing their concerns and life experiences among each other and to their local leaders through folk media (hence the project name "Pagpapahayag").

CMS 110 students underwent six months of fieldwork in five barangays with target populations (farmers, mothers, young adults, teenagers, and children aged 7-12). Students had consultations first with barangay leaders and residents before proceeding with the activities. In Barangay Banbanan, students and teenage residents wrote binalaybay (poems) about environmental destruction. In Barangay Caitib, students celeberated the annual fiesta through a dance drama depicting the barangay's history. In Barangay Indagan, students, daycare workers, and volunteers organized reading workshops

and book donations during the summer semester. In Barangay Palaca, students helped children draw posters promoting cleanliness in the community. Lastly, in Barangay Cawayanan, students and residents composed songs, rhymes, and poems. As a culminating activity, the whole class and other residents presented in front of the mayor and other local officials.

The key outcome was the creation of new songs, dances, and dramas that were received well by the students, residents, and local officials. Residents were able to tell their demands to their leaders. Students were also able to maximize their learning from the experience. Prof. Vargas believes that this project best exemplifies Benjamin Franklin's words: "Tell me and I forget; teach me and I remember; involve me and I learn."

Lorelei C. Talose *(Bukidnon State University) presented* "Pabatun-batunadaw Pa-uyag-uyagata banuwa hi Capitan Angel (Caring for One Another)", *which translates to "lifting and sharing the abundance and blessings with one another at the community of Capitan Angel."*

Expressing the Bukidnon tribal culture of mutual caring, this proposed project was initiated by the Bukidnon State University (BukSU) in cooperation with the Barangay Council, the Tribal Council, and the Day Care Center of Barangay Capitan Angel. The Barangay Council will assist in decision-making and resource provision, whereas the

Tribal Council will be the project consultant and liaison with the indigenous community. The facilitators will be BukSU's preschool teachers and the barangay's day care workers who will both be teaching preschool children.

The project seeks to benefit the underserved community comprising

of 1,401 inhabitants (2014 census), 91 percent of which are members of the Bukidnon tribe. Due to financial instability in the community, malnutrition is rampant and 68.32 percent of the total population did not receive formal education. Further, people rarely participate in health programs, although the barangay has a health station and midwifery. Aware of these problems, BukSU decided to focus on children's welfare and preschool education of the tribe members. Hence, the project's objectives are threefold: (1) to help preschool children learn basic literacy and numeracy skills; (2) to provide opportunities of the day care workers to ensure quality education for the children; and (3) to promote children's health and sanitation. With these, the project hopes to provide solid foundation for the development of the community through its youth.

Prof. Talose assured that the project will exercise cultural sensitivity in all of its activities. Literacy and numeracy training will be given to children using indigenous context and language through songs, poems, and stories. To promote children's health, a feeding program will be carried out using available resources for inventive snacks. Parents will be taught how to prepare healthy and delicious food for their children by providing them with recipes utilizing available crops and produce in the barangay. Also, orientation programs will merely introduce sanitation practices to the children but will not be imposed.

As the project would start by November or December 2015, preliminary activities were done. First, the barangay development plan was secured from the local Civil Provincial Planning and Development Office (CPPDO). Consultations with the National Commission on Indigenous Peoples has been ongoing. Meetings with barangay officials and tribal council members were also set. Meanwhile, cultural sensitivity orientations, immersion and observation, and formulation of teaching modules will be conducted to prepare the facilitators.

Parallel Session 5B Discussion

With forest denudation as one of the major environmental challenges in the Philippines, the sustainability of woodcarving was the issue raised to Dr. Habito. Dr. Habito emphasized that the organizers taught their beneficiaries to work sustainably by using a common species—the benjamina (*Ficus benjamina*). Guild members were also exempted from the log ban through a special permit. Regardless, the carvers would still be encouraged to plant trees, such as the benjamina, for long-term sustainability.

Meanwhile, Prof. Vargas was asked about the reception on folk media and the benefits of the program to the students. Since the messages alluded to the problems experienced by the communities, they were mostly offensive in tone. However, Prof. Vargas observed that in the presentations—when these messages were turned into songs and poems—the local officials were surprisingly entertained. The students, in turn, were able to use their language, Hiligaynon, as they were required to take Hiligaynon 10, benefitting those coming from other provinces.

For Prof. Talose, the process of initiating and contacting the IP community, the language employed in the program, and the issue of cultural imposition. The initiative, as discussed by Prof. Talose, began by asking the CPPDO which barangay is the most underserved. The organizers will meet with the Tribal Council to liaise with the IPs and check for the correct translation of the educational materials. Prof. Talose ascertained that the community needed assistance which BukSU can offer, and that the program will be implemented without imposition to avoid cultural insensitivity.

Parallel Sessions 6A & 6B

CUPSCon Cebu

Parallel Session 6A

Healthcare Provision

Moderated by Ms. Diocy Cloribel-Guilabtan
University of the Philippines Cebu

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Kristian Leonard O. Orante *(University of the Philippines Manila) presented* "Project BIG BANG: Addressing Hypertension and Cardiovascular Complications" *in Barangay Buck State in Cavite. Mr. Orante cited statistics saying that almost 50 percent of hypertensive residents of the said barangay are not taking maintenance medications.*

Because of this, Project BIG BANG was implemented. This project is a partnership between the UP Community Health Development Program (CHDP) and the Interlocal Health Zone of the municipalities of Alfonso, Mendez, Indang, General Aguinaldo, Amadeo (AMIGA) in Cavite.

The goal of the project is to increase the proportion of controlled hypertension by 25 percent among hypertensive residents of the said barangay by the year 2018. The objectives of the project are the following: (1) determine the demand for hypertension maintenance medications of the community

through screening programs; (2) initiate hypertension management monitoring program in the barangay; and (3) establish an efficient committee to implement and manage the screening and management monitoring programs.

The activities undertaken were: (1) a semi-annual screening program; (2) workshop for screening and monitoring hypertension, and records keeping procedure; and (3) provision of a protocol for the screening and recording of hypertensive, pre-hypertensive, and normotensive residents of the barangay. In addition are the provision of a record system specifically for the screening of hypertension and a protocol for the

monitoring and recording system for the hypertension management of patients diagnosed with hypertension. There was also an establishment of a record system specifically for the monitoring of medicine intake of hypertensive residents, as well as a meeting for the election of the committee head for hypertension and turnover of project. Also part of the project is advocating the municipal officer to allow medicines to be distributed in the barangay health unit, as well as training of the distributor.

The presenter stated that because of this project, they were able to screen the hypertensive residents of the barangay, and categorized them into five groups: screened normotensives, screened pre-hypertensives, screened hypertensives, diagnosed hypertensives taking maintenance medications, and diagnosed hypertensives not taking maintenance medications.

Gen Zyd Robert E. Bibera *(Cebu Institute of Technology–University) presented* "Stress Levels and Coping Mechanisms of Mothers in Barangay Labangon." *According to the presenter, this study aims to determine the different stressors, levels of stress and different coping mechanisms of a mother in Baranga Labangon.*

The research aims to: (1) discover different stressors of mothers; (2) identify the level of stress of mothers in a Day Care Center and an Elementary School; (3) find out the different coping mechanisms of mothers with childrenn attending in the Day Care Center and the Elementary School; (4) know whether there is a significant difference between the stressors of the mothers; and (5) determine whether there is a significant difference between their coping mechanisms.

The research project was done through a descriptive survey of 100 respondents. After processing the results and through the use of a t-test, the author was able to identify the different levels of stress of mothers in Barangay Labangon, the coping mechanisms of mothers in Barangay Labangon, the significant difference between the stressors of mothers with children in Labangon Day Care Center and Labangon Elementary School, and the significant difference between the coping mechanisms of mothers with children in Labangon Day Care Center and Labangon Elementary School. Based on the analysis, it was found out that mothers having children in Labangon Elementary School and Labangon Day Care Center had no significant difference in their stress levels.

Dr. Beulah Rose Torres *(Bukidnon State University) presented* "Project Wellness for the Third Agers." *The facilitators of the project are the faculty and students of the university.*

The presenter defined third agers as the elderly or senior citizens. According to Dr. Torres, they chose the senior citizens because they are one of the most neglected sectors in the community. The vision of the project is to have "holistically healthy third agers." The mission is "to initiate and sustain wellness activities based on the different dimensions of wellness in order to foster quality of life among the project participants." They want their third agers to be physically, emotionally, intellectually, spiritually, socially, and occupationally well. The objectives of the project are the following: (1) increase the third agers' awareness of holistic wellness; (2) encourage/lead third agers to engage in holistic wellness activities; and (3) coach the third agers to collaboratively plan, implement and evaluate wellness activities for themselves and for others.

The partners for this projects are the university retirees and other members of the Government Retirees Association in Bukidnon Incorporated (GRABI). The project is done also in cooperation with the Office of the Provincial Governor, Office of the 2nd District of Bukidnon, and Office of Senior Citizens Association (OSCA). The prerequisite of this project was the establishment of the Senior Citizens Center in Malaybalay City in the year 2013. For this project, the activities undertaken are linked with the social, intellectual, spiritual, physical, emotional, and occupational well-being. For the physical wellness dimension, a free medical check-up was piloted. For the intellectual wellness, a forum on global peace and order was held. A concert was conducted for the social and emotional dimensions. There were also times allotted for praying to fulfill the spiritual dimension. For the occupational wellness, they conducted a dish gardening training. These are just some of the activities undertaken for the project. The presenter also showed a video of the outreach they have conducted in order to reach out to third agers in other communities.

The outcomes of the project are research data/relevant studies, technological packages, instructional materials, and policies in favor of the third agers' wellness.

Parallel Session 6A Discussion

The first question raised was to Dr. Torres. The question was about the data on the participation of the different sectors in the pilot barangays. She was asked if this project is exclusive to retirees from government service, and how about those who are self-employed such as some vendors and farmers. She responded that they have extended their wellness activity in different sectors through the different barangays, but the senior citizens are not really categorized into different sectors. They have targeted different sectors, but not so much were categorized and identified. Their mechanism for this is that every time they conduct the project, they let their participants fill out the attendance sheet which includes personal details such as the purok they belong to, their affiliations, and their occupation. Dr. Torres reiterated that they are still processing the data, so she hopes that in the next conference, they will be able to present the complete results.

The second point raised was in relation to the replication of the project. Dr. Torres responded by saying that they already have a module on the process flow (i.e., what to do first, etc.). They also have technological packages such instructions on how to organize a concert, and dish gardening training, among others. They intentionally put

these materials together in preparation for the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP) because they are vying for level IV accreditation, and they are very much willing to share the materials they have.

The third question was for Mr. Orante. In service learning, one of the approaches is to document the perspective of the students themselves, meaning they are should write a diary day-to-day to see how they feel, whether their attitudes changes, etc. The question was whether there was something that has been written by the students, and whether these were analyzed. Such analysis can identify whether the sentiments of the students changed because the strength of service learning is that the attitude of the students will be changed to make them more caring, more human, make them think more about helping the poor, etc. According to Mr. Orante, they have submitted weekly reports or reflections in order for the faculty to know if they are actually learning from the service they are providing for the barangay. Unfortunately, there was no consolidation of the data although their co-presenting faculty intends to address all the students' concerns with regard to the service learning. It was then suggested for the presenters to

collate all the outputs/reflections, and process them in order to come up with a conclusion because according to a participant, the presenters only stated a summary of the activities, and not a conclusion.

Remedial Education

Moderated by Mr. Michael A. Gatela
University of the Philippines Mindanao

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Dr. Maria Danesa S. Rabia *(Bohol Island State University) presented* "Gains and Challenges of Cornerstone Reading Tutorial and Values Formation Program."

The Cornerstone is currently serving its third batch of the program, starting on 2013 and 2014. Out of the four components of the program, the elementary component, which aims to reach out to children who are poor readers and slow learners in elementary public schools and to help them gain confidence through Reading Tutorials and Values Formation, was implemented in Calape Central School.

The university was tapped to provide volunteers to handle the reading tutorial sessions for Grade 2 and Grade 3 pupils identified as poor readers and slow learners. Twenty tutorial sessions were conducted every Saturday morning from August 2013 to March 2014. Each

session had 30 pupils that were served in one-on-one tutorias.

The program's objectives were: (1) to evaluate the gains and challenges of the Cornerstone Reading Tutorial and Values Formation Program implemented in Calape Central Elementary School during the school year 2013-2014; (2) to assess the program implementation by rating various aspects and components (users rating in the effectiveness and efficiency of resources, activities, and personnel); (3) to gauge the learners' reading performance by comparing the results of the diagnostic test and the post-test; and (6) to determine the changes in the values and attitudes of the learners in terms of study habits and

participation in classroom activities.

The Cornerstone program was evaluated whether it enhanced pupils' reading capabilities. Teachers and parents saw the program to be very useful for the pupils. The program resulted in an increase in the quality of the pupils' reading performances as indicated in their pre- and post-assessment. Although there were students who did not finish the program, both parents and teachers evaluated that pupil's attitude increased from the start of the reading tutorial until the completion.

Mariter T. Malonjao *(University of San Carlos) presented* "Voluntarism: Making Students Become Agents of Social Change." *The Mobile School and Library project is a collaboration of a barangay (Barangay Tinago, Cebu City), Justice, Peace, and Integrity of Creation-Integrated Development Center, Inc. (JPIC-IDC), and the University of San Carlos to discourage children from dwelling in the streets.*

Sitio Silangan 1, Barangay Tinago of Cebu City was identified as the beneficiary of the project. It is a poor urbanized settlement where most children dwells on the streets. The memorandum of agreement (MOA) between the three collaborators state the specific roles that each play in the project. Officials of Barangay Tinago were tasked to ensure the safety and security for volunteers and provide space for the project. JPIC was assigned with community organizing and logistics, and University of San Carlos (USC) provided student-volunteers.

The project was conducted from Mondays to Fridays with different activities per day including dance, storytelling, arts and crafts, music appreciation, and film showing. Children were transported in buses due to changes in the venue. A regular meeting was scheduled for student-volunteers to discuss the activities. It was in these meetings that students expressed how much they enjoyed working with the children.

In the past months, the student-volunteers taught new songs to the children and vice versa. The children have also started liking educational tasks. Sightings of "rugby boys" decreased since the implementation of the mobile school. The program invited 131 3rd and 4th year students from the School of Education, and 118 volunteered to be part of the program. Other enrichment activities include inviting the beneficiaries to witness some exhibits, by bringing them from their sitio to the USC campus where they can see exhibits.

Monell John F. Cañizares *(University of San Carlos) presented* "Community-Engaged Science and Math Tutorial Extension for the Marginalized School Children." *This program is based on the mandate of the Commission on Higher Education (CHED) Memorandum no. 32 s. 2006 for all higher education institutions (HEIs) in the Philippines to have credible community service/extension as one of its functions.*

The extension program is beneficial to both the extending academic institution and the beneficiary community. The Science and Mathematics Tutorial program is a community-engaged extension program of the University of San Carlos (USC). It is anchored on experiential learning and stages of change theories because theories are important, they provide uniformity, and are predictor of facts. The beneficiaries of the program are children living in dumpsite areas in Mandaue.

The stages of implementation for the extension include preparation, implementation, reflection, and culmination. Preparations were done through a survey. Implementation involved an integrated-courses or multi-grade tutorial wherein one tutor handles different grade levels. The reflection stage was when the consultation comes in. In this stage, it was found out that uni-grade level was more effective.

Lastly, the culmination stage was set to celebrate the recipients and providers. There was sharing of journals, talents, and resources. The impact of the initiative includes improved academic performance on the part of the beneficiaries, increase in their self-confidence, feeling of comfort, and built trust with tutors.

On the other hand, tutors saw the program as an opportunity to gain experience to practice, manage their time, and develop patience in dealing with kids. The program in general promoted readiness in the target population, identified their level of confidence, competence, and sense of control. It also allowed the creation of appropriate messages, designed learning experiences, and assured the evaluation of needs and process to be effectively conducted, reported, and turned over.

Ivan Heinrich A. Villanueva *(Bukidnon State University) presented* "Sa Karunungan, Walang Iwanan (SKaWI)."

SKaWI is an extension project of the Social Sciences Department of Bukidnon State University (BukSU). Founded in SY 2007-2008, the project started with 25 students. The beneficiaries were Grade 3 pupils and the program's sessions were scheduled by the DepEd and conducted twice-a-week.

SKaWI aims to develop the academic performance of the beneficiaries of the program through literacy and teaching of values. The objective of the program is to determine whether the activities at SKaWI help Grade 3 pupils in terms of academic performance, development of good social behaviors, and provision of basic needs (i.e., improving their nutrition).

Activities of SKaWI include tutorials in reading, writing, and numeracy. However, the extension director recommended to modify the activities to be aligned with the social sciences. The tutorial was conducted by volunteers. Most of them are faculty members of the Social Sciences Department. Also engaged in the activity were alumni especially those who were LET passers who were not yet employed. Before every tutorial, there was an orientation for the volunteers on how to conduct tutorials especially since the beneficiaries are Grade 3 pupils. The next activity was values inculcation (e.g., through playing, sharing, etc.). Feeding program was also

an integral part of the project because the beneficiaries belong to the poor family. Other activities were indoor and outdoor activities and culminating activities.

In 2012, SKaWI received a request to replicate the project in Kalasungay Central Elementary School. Since BukSU has a museum, the beneficiaries were invited to visit the museum to trace their roots since the museum emphasizes the different tribes in museum. BukSU also tried to coordinate with different agencies to conduct lecture on proper brushing of teeth, hygiene, etc.

With the project being conducted for some time, the faculty members of the Social Sciences Department decided to conduct impact analysis to determine whether the activities help the Grade 3 pupils in their academic performance, development of good social behavior, and provision for their basic needs. Data gathered from the survey and informal interview were analyzed. Results of the analysis showed that 96.6 percent of those who participated in the project were promoted to their succeeding grade. The study was conducted to determine the usefulness of SKaWI activities in terms of its project objective, which is to improve the academic achievement of the SKaWI pupils. The findings yielded three themes which indicate that SKaWI is relevant and useful.

Parallel Session 6B Discussion

The first concern raised was if the SKaWI project gave pre- and post-test to evaluate the improvement of students in their performances. According to Mr. Villanueva, the SKaWI project assessed the grades of beneficiaries before the start of the project and evaluated the grades again after the project to see if they have improved. Evaluation of student mentors were also done to identify the impact it has to those handling the program, but this was not comprehensively done since the program focused more on the students. One of the problems of the program was sustainability. SKaWI is currently lobbying with the city government, barangay officials, and the Department of Education (DepEd) to integrate the program in their development plans. Budget for this project will be provided if it becomes integrated in their plans.

Remedial activities are intended to fill in gaps but they should be irrelevant to a certain time in the future. The need for tutorials should be determined by universities since tutorials will eventually cease because actual schools may do better. Hence, the project was suggested to have a phase-out plan. Mr. Canizares responded that the mobile school project has barangay volunteers and parents of children who will eventually continue the program. But in reality, some of the parents would rather spend their time elsewhere rather than on educational programs since most of them belong in poor urban areas. For the Science and Math tutorial, the project was designed so that the community can sustain the project on their own.

With regard to implementation of specific modules considering that a lot of volunteers are students, the mobile school does not see it as a problem since the project is informal. The 40-60 children beneficiaries are grouped according to their ages. On the other hand, according to Dr. Rabia, the Cornerstone project sees the behavior of students as a deeper concern. This is why the tutors are told to change their strategy to adapt to changing times (which is reflected in the behavior of the children).

1st Colleges and Universities Public Service Conference

Los Baños
Conference Proceedings

Held at the University of the Philippines Open University
Los Baños, Laguna
26-27 November 2015

Public Service in Higher Education: Why It Matters

Delivered by Dr. Grace Aguiling-Dalisay
Dean, College of Social Sciences and Philosophy
University of the Philippines Diliman

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Dean Aguiling-Dalisay discussed in her speech the role of higher education in public service, the different forms of public service, specifically volunteerism, as well as the problems and challenges being faced by higher education institutions (HEIs) in conducting public service and how this relates to their core vision, mission, and functions.

In 1998, the United Nations Educational, Scientific and Cultural Organization (UNESCO), in preparing goals for the new millennium, declared that HEIs are charged with the task of ensuring sustainable development and improvement of society by training young people to become educated and responsible citizens and professionals in the future. HEIs therefore perform a vital role in public service in educating the youth by utilizing their intellectual expertise. Yet despite all the documents, agreements, and conferences, there begs the question of how much teaching and research alone have helped society solve its problems, according to Dean Aguiling-Dalisay.

The answer is to redesign frameworks for teaching and research and add engagement, which altogether allow HEIs to directly deal with communities, however we may define them. The four top universities of the country, just by looking at their websites, evidence this redesigned framework. All four have a focus on teaching, research,

and engagement—which took on a variety of terms or forms. In addition, the University of the Philippines (UP) is also explicitly given the mandate of public service through its 2008 Charter. Despite all these, again, many still perceive that higher education public service is not being given the importance it deserves.

Dean Aguiling-Dalisay cited the problem of using different terms in public service and the lack of incentives for members of the academe for doing public service vis-à-vis performing research functions. The Dean pointed out that, for instance, volunteerism is often confused with other forms of public service and this confusion causes people not to give it sufficient importance or even respect. Clarification of the terms is recommended, and the Dean presented how volunteerism cuts across teaching, research, and service functions—the core missions of a university.

Volunteerism can be applied to teaching, such as the academic service-learning (ASL) program, the voluntary service program, as once offered by the National College of Public Administration and Governance (NCPAG), and the National Service Training Program (NSTP) program in encouraging students to become volunteers. Here, the Dean further defined volunteerism as something that is (1) not required, (2) not to be given remuneration, and (3)

not beneficial to one's family or certain select group alone.

Second, volunteerism is also useful for research, as it is often both multidisciplinary and interdisciplinary. It also can be integrated in courses being taught by HEIs as part of the research agenda. The Dean said that the field of study or discipline (e.g. health sciences vis-à-vis hard sciences), income level (e.g. rich vis-à-vis poor), and age (e.g. young vis-à-vis retirement age) are not to be considered as factors for a person to do volunteer work.

Lastly, volunteerism is a form of service. Glossing over through the different forms of service such as professional, community, extension, and of course, volunteer service, the Dean stressed once again that what is important is to go beyond teaching and research. However, as to determining whether or not these are all part of public service requires further discussion and agreement so that HEIs will assess themselves in terms of public service.

In addition, the Dean discussed how volunteerism has become a pathway for university service, such as what is being implemented by UP through the Office of the Pahinungod, which is participated by faculty and staff. Volunteer programs implemented by student organizations in HEIs also count, as well as expertise-related or professional volunteering, and volunteer management. It is therefore a

key task on the part of HEIs to manage volunteer programs similar to other programs which they host.

There are also some myths about volunteer work that require debunking. First, volunteering is not amateurism, rather, it requires proper planning and management just as any program HEIs would implement. Second, money is important. While volunteers are not compensated, funding is still vital to successfully conduct volunteer programs, especially in training volunteers. The Dean stressed that volunteers need not only a good heart but also proper skills. Lastly, volunteer work is definitely not an easy task in general, is not for the faint of heart, and thus requires fortitude.

Dean Aguiling-Dalisay concluded by saying, "Public service, very clearly and very simply, is a core function of a university; it's just that it's not easy." She expressed the importance of HEIs and public service practitioners coming together in conferences like CUPSCon and making a statement that public service is integral to higher education. She also invited the audience to attend the launching of the Volunteer Month on December 1, 2015, organized by the Philippine Coalition on Volunteerism, which is to be held in the College of Social Sciences and Philosophy in UP Diliman.

Plenary Panel Session

Moderated by Prof. Diocel Harold M. Aquino
University of the Philippines Diliman

CUPSCon Los Baños

Presentation 1

Institutionalizing Public Service: Some Notes and Observations from the University of the Philippines

Presented by Dr. J. Prospero E. de Vera III
Vice President for Public Affairs, University of the Philippines

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Institutionalizing public service is a common desire in academia and concerned organizations around the world, according to Vice President de Vera. Organizations such as AsiaEngage, Engagement Australia and the US-based Talloires Network focus strongly on promoting public service as an important activity and a core activity of universities. To quote the Talloires Declaration on the Civic Roles and Responsibilities of Higher Education of 2005, higher education institutions are obliged "to listen, understand and contribute to social transformation and development" while promoting their functions of "teaching, research and service." According to scholars, the rise of debate and practice of public

service and civic engagement through universities is a "renewal of vision" and a "reassertion" of the civic role of higher education. Thus, public service and its related fields have been rediscovered and reemphasized, taking them from the periphery to the mainstream.

The University of the Philippines (UP) was always meant to provide public service and engagement, since it was first founded in 1908 through a government land grant. The UP Charter of 2008 (R.A. 9500) mandates that it should "lead as a public service university by providing various forms of community, public, and volunteer service, as well as scholarly and technical assistance to the government, the private sector, and civil

society while maintaining its standards of excellence." It is charged to "serve the Filipino nation and humanity", and to "relate its activities to the needs of the Filipino people and their aspirations for social progress and transformation." Currently, UP has been designated as a national university. It has also grown to 17 campuses nationwide, eight constituent universities, around 4,000 faculty and staff and 57,000 students. While this size creates challenges for public service, it also creates more opportunities.

In keeping with its mandate to perform public service, UP formulated a Strategic Plan for 2011-2017 with the goal of making UP more visible through more effective public service. Thus, the UP Padayon Public Service Office was established in 2012. Its functions include coordinating, monitoring, and documenting the university's public and volunteer service programs, assisting constituent units, and transmitting policies to concerned units, and if needed, do public service work itself. The UP community must "walk the talk" regarding public service and embed it in the university's institutions.

Many UP activities link education and research, and public service is embedded in them. Many degree programs require internship in industry, government, or have a community immersion component, or conduct studies and write theses or dissertations about the community. Public service is

also embedded in mandatory service-learning, and in activities unique to constituent campuses. This can be seen with UP Manila being involved in the formulation of the Sin Tax Law, UP Diliman with hazard forecasting and modeling, and UP Los Baños with fighting cocolisap disease. Public service is also expressed through volunteerism, as in the Pahinungod program for teachers. Other modes of public service include technical assistance and capacity building programs for local government units and communities. UP has also broken new ground with providing assistance on-demand in the aftermath of disasters like Typhoon Sendong.

But all these activities also bring certain problems and limitations. Documentation, reporting, and assessment of public service initiatives need improvement. For faculty members, public service counts less in promotion than research does. One can be promoted or tenured even without public service, unlike in institutions in other countries. Public service is also contentious as a concept in academia. Some members of faculty believe the teaching and research they do is automatically synonymous with public service. Some also think that UP is not a social welfare agency or a charitable organization, and should stick to academic matters. Some believe that public service comes naturally and need not be reported. These and other issues mean the subject will continue to be discussed.

Presentation 2

On Institutionalizing Public Service: Experiencing Insights in Relation to Los Baños

Presented by Dr. Fernando C. Sanchez, Jr.
Chancellor, University of the Philippines Los Baños

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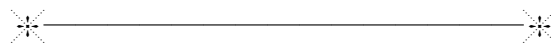
According to Sanchez, one may sometimes regard public service as separate from other functions of the university. But is should be remembered that public service that underlines all other functions. As former UP President and former UPLB Chancellor Emil Q. Javier said, "Everything we do in UPLB is public service." It is through public service that UP can offer to society the fruits of its research, and contribute to development of the country.

The UP Charter of 2008 (R.A. 9500) mandates that "the University shall lead as a public service university." Even before this, UP Los Baños's history of public service dates as far back as the 1950s, when faculty of the UP College of Agriculture applied their knowledge to agricultural problems outside the classroom and made the countryside their laboratory. This led to the development of the tripartite function of instruction, research, and extension, whereupon all UP's extension programs are based.

Instruction, the primary function of a higher education institution, is perhaps the most significant contribution of UPLB to public service. Technology transfer instruction programs are one avenue where the university makes good on its public service mandate. Through technology transfer, knowledge is disseminated. There are several old and new programs working toward this end, like the Training Center for Tropical Resources and Ecosystem Sustainability, the Institute of Cooperatives and

Bio-enterprise Development, the Center for Technology Transfer and Entrepreneurship, the UPLBB (Bee-keeping) Program, the Barangay Integrated Development Program (for the nutritional development of the rural poor), Radio DZLB 1116 KHz (the first radio station in the country to provide educational programming to rural communities surrounding Los Baños) and the National Farmer Scientist Training Program.

Another program related to public service is Ugnayan ng Pahinungod, UPLB's volunteer service organization. Its community engagement programs on environmental awareness, reading enhancement and appreciation, immersion service, youth and women development, functional English, and culture and arts have reached 1,400 beneficiaries this year.

Pahinungod has had favorable results among target communities such as socio-political impacts, economic gains, human resource development, improved social capital and networking, multiculturalism and cross-culturalism, social mobilization, and heightened sense of citizenship. Volunteers also benefit from community engagement, in ways like promotion of life values (like sensitivity and sense of social justice), promotion of academic values, reinforcement of professional skills, elevation of social skills, and stimulation of personal growth.

Despite these, higher education institutions in the Philippines remain plagued by: (1) administrative problems, which include tedious paper and bureaucratic protocols; (2) lack of an enabling environment like merits, incentives, or a promotion system; (3) general lack of appreciation for public service (community work is thought to be recreational activity); and (4) weak documentation and reporting mechanisms, which means lack of assessment.

Some proposed steps to improve public service initiatives are: (1) internal support structure, enabling mechanism for workload and crediting for faculty; (2) checking policy support to provide legal bases for strengthening public service structures and systems, including reallocation of resources; and (3) improving documentation, monitoring, assessment and reporting of public service initiative particularly in terms of academic research output.

While UP Los Baños is mandated to be a pioneer in the academic field, this is not the end goal. Outputs must ultimately contribute to poverty alleviation and to national growth and development. To be in UP is to be a servant-leader, since public service is more than just a mandate, it is a calling. As Leo Tolstoy said, the vocation of every man and woman is to serve other people.

Presentation 3

Enhancing UP's Frontier as a Public Service University: Initiatives for Collaborative Off-campus Graduate Programs

Presented by Dr. Jose V. Camacho, Jr.
Dean, University of the Philippines Los Baños Graduate School

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Dean Camacho centered on public service initiatives in graduate school. Under the revised UP Charter of 2008 (R.A. 9500), the University of the Philippines is mandated to perform its unique and distinctive leadership in higher education and development. UP is supposed to lead and innovate in teaching and research regarding various disciplines and professions, and maintain the highest standard of honor and excellence. As a national university, UP is also charged with being a public service university. This entails serving the public and the government in various ways, from the community to the nationwide level, promoting and facilitating growth, development and renewal.

As one of the constituent campuses of the UP System, UP Los Baños aspires to be a globally-competitive graduate and research university which contributes to national development. To this end, its objectives include: (1) sustaining academic excellence and leadership; (2) utilizing its knowledge and technologies toward inclusive growth; and (3) creating an enabling environment for creativity and innovation.

The UP Los Baños Graduate School provides advanced studies and training geared towards specialization for

professionals and scholars. It prides itself on quality and excellence, relevance and responsiveness, access and equity, promoting inclusive education, and effectiveness and efficiency. It is meant to nurture and foster the growth of critical inquiry and independent research skills among its students, with the goal of advancing knowledge and developing professional leadership roles. It must be attuned to this vision of national development through not only its activities but also its human resources who imbibe these ideals. The students and alumni of the Graduate School, whether accountants, teachers, business managers, or researchers, must spread their knowledge within various public and private sectors in all geographic locations.

One way the UPLB Graduate School carries out this duty is through its Off-Campus Graduate Programs. These programs make graduate education accessible to a wider range of qualified and motivated students while maintaining academic quality, efficiency and relevance that gives advanced degrees their value. The courses offered must be relevant and responsive to a dynamically-changing world, both local and international.

The UPLB Off-Campus Graduate Programs include: Master of Science in Entomology Off-Campus Program based in Davao del Norte, a collaboration of the UPLB Graduate School and the College of Agriculture; (2) Master in Tropical Marine Ecosystems Management Program, a Tri-Masters program participated in by Los Baños,

Diliman and Manila campuses; (3) Master in Development Management and Governance Program based in Cabuyao City, made possible with the help of the DILG Local Government Academy and the Department of Tourism; (4) Master of Information Technology Program, a collaboration with the DOST-Science Education Institute and UP Cebu; (5) Master of Management Program, with a option to major in Business Management or Cooperative Management, courtesy of the Procurement Service, Department of Budget Management; and (4) PhD Development Studies Program, based in Davao City in collaboration with UP Mindanao.

Thanks to these off campus graduate programs, UP can surely intertwine academic excellence with public service. The concept of off-campus graduate programs is not new but it should be more accessible to more students particularly in provinces so they can also contribute to national development. UP also aims to maintain initiatives and partnerships with other institutions in order to able to perform its functions and keep these graduate programs going.

All these tie with the sentiment that UP "is not meant to breed aristocrats but unselfish workers for the common good", as said by its first president, Murray Bartlett. The current president, Alfredo E. Pascual also said, "We must succeed not because we have a reputation to keep but because we have a country to serve."

Discussion

It was suggested to Dean Camacho that there should be a certificate program on capability building for teachers who need more training to cope with the K-12 transition, to which he agreed. Due to the K-12 transition, the competency levels of faculty members should be beefed up. Vice President de Vera said that he had in fact talked with other academic officials to organize a capacity building program. But it is important that concerned universities and schools do a needs assessment among themselves first and decide priorities before coordinating improvements with other institutions.

The issue of terminology and definition of these terms was also raised. VP de Vera noted that definitional issues are always present in the academia, as it is part of the knowledge-building process, but the anchor of a higher education institution must be its mandate. In the case of UP, its mandate was defined in its charter where public service, volunteerism, community service, technical assistance to government are all enumerated.

VP de Vera also said that this was the purpose of conferences, or at least discussions between institutions to evolve and develop concepts and agreements, integrating policies and circulars. People need to agree, find common ground and establish complementary activities. The scope of the field of education can be big, and universities can decide on what they want to prioritize on, but they should be able to capture the diversity and richness of the field.

The issue of balancing incentives for extensions and research functions was also raised. It was noted that most schools in the Philippines give fewer points for extension than research. VP de Vera said that it helps if the president or official in charge is favorable to public service, as with Dr. Emil Javier of

UPLB and Pahinungod. One also needs to show a complete picture and value of public service, so that it will not be undervalued and overlooked. Advocates of public service must work together.

It was noted that in the Philippines, there is no or limited means to measure the outcome of public service. VP de Vera suggested to look at international academia since many scholars outside the country are working on assessment, but also agreed that there was a deficiency because of relatively inadequate funding. He suggested another conference about this topic in the future. Dean Camacho said that impact assessment tools are important both in the short and long run. People just need to agree on what system to use in common. Chancellor Sanchez said that funding is not a problem, but lobbying is needed. Any administrator may provide it as long as it follows the mandate for public service. He also said that UPLB has more plans for Pahinungod, not just volunteerism. VP de Vera said that universities have to meet more often, not just rely on conferences. This would enable them to develop linkages and get like-minded people to work on things such as these. Camacho said that people in public service help not because of points or money but because of volunteerism.

Parallel Sessions 1A, 1B & 1C

CUPSCon Los Baños

Sector-Based Service Learning

Moderated by Prof. Aleli B. Bawagan
University of the Philippines Diliman

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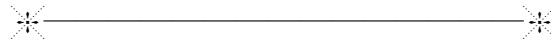
Dr. Segundo Joaquin E. Romero *(Ateneo de Manila University) presented* "The Project Design Course for Inclusive Development Professionals (PDC-ILD)." *This project was organized by the Innovations at the Base of the Pyramid in Southeast Asia (iBoP Asia) program at the Ateneo School of Government. It is also part of the Universities and Research Councils Network on Innovation for Inclusive Development in Southeast Asia (UNIID-SEA) Project, which is funded by the International Development Research Centre of Canada (IDRC).*

Given the absence or very little presence of real consultation with the rural poor and marginalized in the initiation of development projects in the country, PDC-ILD aimed to develop and to prototype a capacity-building course for government, non-governmental organization, and private sector professionals engaged in public service and community development at the city and municipal level. This was implemented in 2014 as a prototype and was also motivated by the devastation brought by Super Typhoon Yolanda during the same year. The organizers, upon meeting with the League of Cities in the Philippines (LCP), agreed to assist the recovery and rehabilitation efforts in the Fourth District of Northern Cebu (Bogo City, San Remigio, Daangbantayan, Bantayan, Madridejos, and Santa Fe) and Metro Manila (cities of Pasig, Quezon, Makati, Manila, and San Juan, and the town of San Mateo in Rizal).

Sixty participants—mostly local government unit (LGU) officers

and development professionals or volunteers—were chosen and were required to present a project design and plan proposing an innovative solution to a social exclusion-related problem in their local communities. The proposals were not mere concept notes; each contained community profiles, analyses (of problems, stakeholders, and decisions), logical framework, Gantt chart, and budget. Each design and plan was then evaluated by a panel of experts to increase responsiveness, feasibility, and sustainability. The course ran a total of six days over two weeks, divided into two three-day phases. The first phase is a topical presentation and workshop, whereas the second phase is a field engagement and co-diagnosis workshop with the target community followed by project design workshop, presentation, and panel evaluation.

Out of 30 proposals, 11 were already completed, evaluated, and presented to the concerned mayors. The frameworks were found to give stronger and tangible estimates on the problems that communities face and are being solved. Local authorities found the projects to be feasible and acceptable. The organizers recommended that more formalized systems and opportunities are needed. It was also recommended that the PDC-ILD be prototyped in other areas and be delivered as a professional development course in selected universities.

Dr. Rebecca A. Santiago *(Bicol State College of Applied Sciences and Technology) presented the paper* "Skills Training Extension Program for Sta. Rafaela Cluster of Parents." *This project is a continuing skills training on basic baking, general cookery, and advanced baking for mother beneficiaries. The project is led by the College of Trades and Technology (CTT) Cluster of Parents Extension Program of the Bicol State College of Applied Sciences and Technology (BISCAST).*

The skills training program was conceptualized after a needs assessment study was performed by the CTT on 50 mothers living in Sta. Rafaela, Brgy. Sabang, Naga City. Most respondents were high school graduates and earn only PhP 1,001.00 to 5,000.00 monthly. Twenty-two of them, however, expressed interest to learn new livelihood skills to augment their family income. The program aimed to develop the trainees' entrepreneurial competencies that may lead to their self-employment. The program will also help the participants pass the National Certification Level II (NCII) Assessment by the Technical Education and Skills Development Authority (TESDA) in December 2015. Aligning with the standards posed by the NCII assured that the program teaches proper lessons to the trainees.

The needs assessment study also provided what training courses the

program will cover. The first training was basic baking (held from November 2014 to January 2015), which covered familiarization of baking equipment and tools, and baking of cookies, pies, cakes, pastries, and yeast bread. The second training was general cookery (held from March to April 2015), covering different methods, skills, selection, and preparation of lunch, snack, and dinner meals featuring Philippine and international cuisines. Advanced baking (held from July 2015 to December 2015) was the latest training and was designed in preparation for the TESDA NCII Assessment. Aside from providing participants with actual experience in application of baking techniques, the training on advanced baking also covered costing, food presentations, and packaging.

At the time of the paper presentation, the program was already preparing the trainees for the TESDA assessment. Passing the NCII is crucial in boosting the mother-beneficiaries' morale and in improving their ways of living. In the meantime, some trainees were already doing entrepreneurial activities, such as selling and accepting orders (commonly for banana cakes and egg pies), to prepare them to go on a commercial scale.

Parallel Session 1A Discussion

Questions were individually directed to the presenters.

Dr. Romero was asked about how the consultations were facilitated to know the effectiveness of the community projects under PDC-ILD. He stressed the need to find favorable compromise with mayors, commonly through project proposals which would satisfy their electoral aspirations (where they would "look good").

Consultations were also important, said Dr. Romero, which starts with barangay captains who will facilitate coordination with community members. The members then answered questionnaires which would bring out an assessment of their living conditions and priority needs.

As for examples of "benchmark" projects, Dr. Romero suggested the book, "Pathways Out of Poverty", featuring 26 projects done by various universities from different Southeast Asian countries.

However, one participant pointed out that some projects face a barrier of irreconcilable needs. As in post-Yolanda rehabilitation efforts, coastal residents were offered new and numerous shelters on higher ground, but at the cost of their livelihood. In response, Dr. Romero suggested the same model as in Hurricane Katrina rehabilitation where houses were rebuilt with ten to 15-meter stilts. Locally, these stilts can be made with readily-available wood which are strong.

There was also an inquiry about the implementation of PDC-ILD for student service-learning. Aside from mentioning that the project has hired interns, Dr. Romero said that a National Service Training Program (NSTP) class similar to PDC-ILD will soon be offered at Ateneo de Manila University (ADMU). He also expressed that higher education institutes (HEIs) should reform management of NSTP classes, citing repetitiveness and the lack of effort in searching for new and other beneficiaries.

Meanwhile, Dr. Santiago was questioned about the funding source and budget of their project, given the expensive ingredients and utensils that the beneficiaries will need. She said that, although extension staff and the sisters brought and/or bought some ingredients and utensils, the project did not need heavy funding because most of the beneficiaries were able to find

sponsors and customers—all while still under the training program.

The issue of sustainability was raised by one member of the audience. This is not a problem, according to Dr. Santiago, citing that the trainees were also given lessons on entrepreneurship and were already processing orders while still under training. In addition, the trainees would be able to use the utensils they acquired in the future.

Education, Literacy and Training

Moderated by Prof. Diocel Harold M. Aquino
University of the Philippines Diliman

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Dr. Ronnie B. Rubi *(Bicol State College of Applied Sciences and Technology) presented* "Nurturing the Future through Extension Education." *Its aim was to improve the quality of education in Naga City and was based on a research entitled "Competencies of Teachers in the Preparation of Instructional Materials." This particular research focused mainly on employing various techniques to further improve the modules used by teachers in order to facilitate a better atmosphere for learning.*

The main objective of this program is to come up with various ways to improve the quality of education in Naga City. According to the Dr. Rubi, the efforts of the local government of Naga City does not seem to reflect on the National Achievement Test (NAT) results of the students of the city. New teaching techniques are needed in order to improve the quality of education in the city, according to the speaker.

In his research, Dr. Rubi conducted a survey in Concepcion Pequeña National High School where he surveyed the teachers in the said high school. Ninety-three percent (93%) of the respondents affirmed the belief of the presenter that there is a need to prepare modules and various instructional materials which lean more into the multimedia type of presentation. A three-day module writing and workbook seminar workshop was then conducted in the said high school, with the faculty from the College of Arts and Sciences of Bicol State College of Applied Sciences and Technology (BISCAST) serving as the participants and the faculty members of the Concepcion Pequena National High School and nearby colleges serving as the main beneficiaries. Various topics

which aimed to improve the modules were taught to the faculty of the said high school. Various sample modules were presented as well.

An evaluation was done to assess the activity. The evaluation aimed to measure whether the activity was relevant to the research problem. The content, input of speakers, as well as the interaction among the participants were also assessed. The performance of the secretariat as well as the performance of the facilitators/organizers were also taken into consideration. The said activity is scheduled to be monitored on January 9, February 6 and March 5, 2016.

Atty. Mark Gil Ramolete *(Saint Louis University) presented* "Introducing a Philosophy Preparatory Program at Saint Francis Xavier Seminary, Linteng, Baguio City." *He discussed the importance of having an introductory philosophy program for the seminary candidates undergoing their initial formation. The said program is overseen by the Philosophy department of the School of Humanities of Saint Louis University.*

The main aim of this program proposal is to establish an introductory program in Philosophy for the seminarians in the said seminary. The main benefit of having an introductory program, as said by Atty. Ramolete, is that it will help develop their ability to read and think both critically and imaginatively. The author laid out the various elements of the project, which are as follows: conducting a needs-assessment, the introduction of various philosophy topics to the subjects and designing the module for the said program.

Needs-assessment was conducted in order to unearth the various gaps in the curriculum in the Saint Francis Xavier Seminary. From there, the target group were made aware of the problem on the lack of an introductory philosophy program in their curriculum. For the next element, which is introduction to various philosophical topics and concepts, a series of lecture was conducted. The lectures ranged from the various ideas of various philosophers such as Socrates, Plato etc., to process philosophy. The second element aimed to test their knowledge on these topics, as well as to determine which topics are vital to their philosophical training.

An evaluation was done in March 5, 2015 in order to assess and monitor the implementation of the second element. This was administered by Dr. Dennis Placido and Dr. Danilo Alterado. The method chosen for the evaluation was Focus Group Discussion (FGD). For the FGD, ten of the 17 seminarians participated. Three questions for discussion were asked: (1) What concept/topic you remember that have some effect to you personally? (2) How did the theory/concept help you

academically, personally, or culturally? (3) What are your recommendations to improve delivery of theories/concepts?

From the FGD, various concerns were raised such as improvement in the teaching technique by making the hard topics understandable by the common person as well as giving the seminarians advanced text on the topic for the day. The final element of the project is designing an introductory module in Philosophy. The program is set to commence on May 2016 which will then be followed by a qualitative study in order to assess the success of the program.

Dr. Rizalina R. Fernandez *(University of Rizal System) presented* "Phase One of the Kapit-Bisig Program: The Mess to Riches Project in San Miguel Village, Baras, Rizal." *This livelihood improvement program focuses mainly on improving literacy and on the development, production, and marketing of products to aid the improvement of the living conditions of the people of San Miguel Village, Baras, Rizal.*

Another feature of this project involves tapping various experts from the University of Rizal System to share what they know about various livelihood activities such as cosmetology, chocolate molding, soap-making etc. This particular project involves the University of Rizal system, the local government unit (LGU) of Baras, as well as various non-government organizations (NGOs). The duration of the said program was from July 2013 to December 2014. The program has three parts: (1) community needs-assessment; (2) preparation of the Extension Project Proposal for presentation, deliberation and recommendation to the University RDEP office by the Campus RDEP Unit and lastly; (3) the presentation and approval of the project by the University RDEP committee on extension funding. The funds of the project were outsourced from the graduate students and professor proponents as well as from donors.

Aside from improving the livelihood of the people of Rizal, this project also aims to help facilitate various ways of reducing waste materials, as well as making profits from recyclable goods. By improving literacy in terms of business and livelihood-related matters (i.e. proper business management), this project aims to help the people of San Miguel Village become independent. Lastly, this project also aims to promote a better inter- and intrapersonal community relationship.

Ten beneficiaries of the said project were chosen. These beneficiaries

participated in the various livelihood workshops hosted by the University of Rizal System. The participants were taught various innovative techniques on how to improve efficiency as well as on how to turn various resources into profitable goods. They were taught basic cosmetology, chocolate molding, soap-making, weaving, sewing, as well as basic management of business to match the skills taught to the participants.

Based on the evaluation done by the author, the said program had various economic benefits. Beneficiaries gained a new source of income and they learned various techniques and technologies that they may employ to increase efficiency in production. Another noteworthy outcome is the development of a greater inter- and intrapersonal community relationship through engagement in business-related activities.

Parallel Session 1B Discussion

Most of the discussion during the second part of the session was on the methodology and data of the papers. A member of the audience inquired about the length of time of the relationship between BISCAST and their "model" school, Concepcion Pequeña, as well as the frequency of the activities or meetings done with the said high school.

According to the presenter, the relationship between the two parties only started in 2015 and BISCAST would want to continue the program. This is because BISCAST realized that it is capable of undertaking such endeavors which led them to go further and extend their help to other schools in the region. The meetings between the two parties occurred when they had a training meeting. They then guided them and scheduled a meeting where the model school had to create their own modules.

Assessing the program's coverage was also discussed as a suggestion was raised that they consider various aspects such as content, objectives, usability, relevance and activities of the organization. The member of the audience stated that it is only when you've considered the above stated aspects that you may validate your program through students. It was also suggested that the presenter integrate in the methodology the results of the module writing workshop with the scores of the students in their NAT.

One suggestion was also raised to Atty. Ramolete on further improving the teaching techniques and comprehensive skills of the seminarians. Another member of the audience recommended looking into the Philosophy for Children as well as other introductory Philosophy materials to aid the comprehension and understanding of the beneficiaries.

Several concerns were raised to Dr. Fernandez. One person asked about the consistency of the number of participants and asked whether the number decreased over time (which, she stated seems to be a trend in these types of extension programs). Dr. Fernandez said that only 10 out of 20 respondents focused on sewing while the younger ones (particularly the out-of-school youth) focused on cosmetology. They started with 10 housewives and since then, they have been continuously producing rugs. Only 10 people were chosen to be beneficiaries and they were selected through needs-assessment.

How participants were chosen was also asked. Dr. Fernandez said that she had selected based on the location so that it would be convenient for both the participants and organizers. The graduate students interviewed local residents in order to determine those

who needed and wanted to be trained.

Another person asked the presenters if they have data on the average increase in the income of the participants which will support their claim that the lives of the participants have improved. Dr. Fernandez stated that majority of the people living in that area have an inconsistent source of income whereas after they were trained under this extension program, they were now able to earn income regularly, hence the next step is to investigate the trend of the participants' incomes.

Public Service through Forensics and Genetics

Moderated by Prof. Roland Erwin B. Rabang
University of the Philippines Baguio

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Frederick C. Delfin *(University of the Philippines Diliman), a researcher in the DNA Analysis Laboratory of the Natural Sciences Research Institute, UP Diliman (UPD-NSRI-DAL), presented* "Genetics, History, and Demography of the Filipino Population."

Delfin explained DNA as the genetic code of every person mainly composed of the A-C-G-T acids, and mutation as minute changes in the genetic code which may have no effect (neutral), or result in increased ability to adapt to the environment, or bestow resistance or weaknesses to certain illnesses. Because human DNA keeps evolving, it might have developed natural resistance to malaria, smallpox, lactose intolerance, even AIDS. These changes in the genetic code have come under scrutiny by scientists who wish to know the roots of the species. To this end, the DNA Analysis Laboratory or DAL has been conducting population genetics research among the Filipino population since 1997, collecting samples across regional centers in various regions and provinces.

Their research has also drawn distinction between regional and ethno-linguistic groupings among Filipino communities in different provinces. Regional groupings simply refer to one's location, like Baguio City while ethno-linguistic groups include indigenous peoples like the Ifugao, Ibaloi, Igorot, Kankanaey and so on. Studies show that Filipinos have genetic ancestry common with other Asians, such as native Taiwanese, going back as late as 50,000 to as early as four to seven thousand years ago.

Genetic affinity is also complicated once one turns to Filipino groups

among themselves. The Philippines has a complex population structure, where genetic distance does not follow regional distance. Two similar ethnolinguistic groups in one region may be more genetically distant from each other than two different ethnolinguistic groups in two different regions. Some tribes of the Mangyan people have more genetic differences from each other than they do with non-Mangyans. This raises the question of just what happened to the DNA of Filipinos over time. This genetic drift needs further study, not least because it affects many fields besides demography. It can be related to applications of DNA identification like paternity testing and forensics. Healthcare is also affected by genetic differences among ethnic groups. Different tribes like the Aeta and Mangyan have different types of compatibility with medicine, so this affects how supplies are distributed.

It is hoped to communicate all this knowledge to a wider audience across the Philippines, through continuing research which expands its sampling area all over the country. It is important for research projects to be both interrogative and immersive. They should solicit information from respondents but also spend time with them in order to integrate into their communities and ways of life, instead of just leaving them to publish findings. This is a way to persevere for their informed consent in continuing research. Communication methods that can be used in such research include bilingual posters aimed for both communities and individuals.

Angelica Rose P. Sagum *(University of the Philippines Diliman), also a researcher from the UPD-NSRI-DAL, presented* "Bone DNA Workshop for Human Remains Identification."

The workshop was held in January 2015 with the participation of lab personnel from the National Bureau of Investigations (NBI) and the Commission on Human Rights (CHR), and funded by the Philippine Council for Health Research and Development (PCHRD) under their Program on Forensic DNA Analysis. The project aimed to spread knowledge about identifying remains of local disaster victims through DNA testing.

Since the Philippines is prone to natural disasters such as typhoons, floods and landslides, identifying victims is important for the community rehabilitation process. DNA testing is one identification method along with dental and fingerprint records, resorted to when these are unavailable or are no longer feasible due to decomposition. But its implementation in the country remains a challenge compared to other countries due to the lack of experience and technology among the majority of personnel, as well as the tropical climate which induces faster deterioration of human remains, obfuscating the chances of identification. Thus, DAL

continues to develop new methods to analyze the DNA of human bones and other remains. It also worked together with these government agencies to disseminate knowledge about DNA testing through the workshop.

This week-long workshop included lectures, demonstrations, and hands-on activities with real bone samples from unidentified victims of Typhoon Yolanda and a missing person case. Participants learned techniques of DNA forensic analysis—from cleaning biological samples, documentation, extracting available DNA, to quantitation of extracted DNA. The biological samples were various specimens of bone, from femurs to skulls to marrow. The processing of bone samples to get DNA samples included cleaning, drying, sanding and cutting, pulverization, extraction, quantitation, and amplification. Out of 30 different bone samples from various persons, all of them were able to have partial or complete DNA profiles salvaged. This was in spite of the time that passed between the individuals' deaths and the condition the bone samples were in, like being submerged.

The success of the workshop has inspired the DNA Analysis Laboratory to continue its studies and hopefully generate more genetic profiles to help in giving closure to families who lost their relatives. It also showed the need to continue working with government agencies in order to promote forensic science research in the Philippines.

Nelvie Fatima Jane A. Soliven *(University of the Philippines Diliman), another researcher in the UPD-NSRI-DAL, presented* "Sexual Assault Investigation Kit (SAIK)" *which was integrated into an Evidence Management System.*

A disturbing trend in the Philippines in recent years is the rise of incidences of rape and other forms of sexual assault, especially among minors. Justice is often not served because of complications like the reluctance or inability of victims and eyewitnesses to testify because of trauma or fear, as well as the overreliance on eyewitness testimony which sometimes leads to innocent parties being convicted. The project, continually being developed for the past six years, is meant to help investigators and medical practitioners solidly identify perpetrators of sexual assault through collecting biological evidence subject to DNA testing from victims and crime scenes. Proper collection and an uninterrupted secure chain of custody are also vital for DNA evidence. The SAIK system is thus designed as a reliable and cost-effective method to get and transport DNA evidence in order to identify suspects more properly.

The project was developed with the help of the following: (1) Child

Protection Network (formerly Child Protection Units)—including medical practitioners who do the actual evidence collecting as mandated by law; (2) the World Bank which provided initial funding through its "Panibagong Paraan" program where this was submitted; (3) the courier service Air 21; and (4) various other local government units and non-government organizations like human rights and advocacy groups.

The SAIK kit itself includes various kinds of color-coded swabs, test tubes and envelopes to collect and store bodily evidence from victims and crime scenes and a checklist or documentation form to help the victims identify the kind of sexual assault perpetrated on them. The evidence management system is split

between evidence collection through the kit and Child Protection personnel, transportation via Air 21 and analysis by UP's DNA Research Laboratory.

The kit and system were refined through testing over several years. It was found that color-coding the kit and simplifying the checklist through boxes made them easy to use. The chain of custody was also successful in keeping evidence properly traceable and admissible in court. They were field-tested in 39 cases, and it was able to get 20 positive male DNA readings. Due to this success, the DNA Research Laboratory has been communicating with UP Diliman's Intellectual Property and Technology Transfer Office to help facilitate its distribution to government hospitals nationwide.

Miriam Ruth M. Dalet *(University of the Philippines Diliman), also a researcher in the UPD-NSRI-DAL, presented* "Increasing the Relevance of Forensic DNA Analysis in the Philippine Legal System."

Founded in 1996, it was meant to be a forensic lab which would work together with the Philippine National Police (PNP) and National Bureau of Investigation (NBI) to make forensics useful in the Philippines and increase its relevance to the legal justice system. Forensic science facilitates the objective evaluation of evidence for solving crimes. While TV shows like CSI have popularized forensics among the public, its presentation is sensationalized and people develop unrealistic expectations. DAL tries to promote awareness that quality

DNA analysis is also available in the Philippines.
Application of DNA analysis in forensic science is important when victims such as children and traumatized persons are unable to testify due to shock and stress, exacerbated by repeated questioning. In cases like sexual abuse, authorities can test for the presence of foreign DNA profiles. This is objective evidence that can be used if such cases are brought to court should there be suspects with whom found DNA profiles can be confirmed. Thus, forensic DNA analysis is one of the most objective and

therefore powerful methods available.

However, without proper appreciation of DNA forensic analysis, the courts are not able to maximize its use. Just because DNA profiles found at crime scenes match certain suspects, it does not automatically mean that the genetic traces came from those persons. Databasing is needed to enable investigators to look at genetic data in its entirety, not only portions. There remains a small possibility that DNA samples can match a random sample. Innocent people may be implicated. Statistical analysis needs to be done when a match is found in order to evaluate if the person is likely to be guilty or not, since some genetic markers are more common than others. The more people with similar genetic markers, the higher chances of them being confused for one another.

To maximize the potential use of forensic DNA analysis, lawyers, judges and other stakeholders must also comprehend its analysis methods and the legal significance of test results. The processes before laboratory DNA analysis are also important – sample collection, storage, and various kinds of testing like mitochrondrial and autosomal testing. Results also should be understood and not taken at face value in situations like investigative or private paternity tests.

Public understanding about forensic DNA analysis is developed and kept relevant through workshops, seminars, and symposiums, not just for DNA analysts but also for lawyers, judges, and advocacy groups. DAL has held these kinds of activities since 1997, cooperating with sectors like the NBI, PNP, the Department of Justice (DOJ), the Department of Social Welfare and Development (DSWD) and Bilibid Prison (for post-conviction testing) and with other national and international projects like the Innocence Project Philippines and DNA Pro-Kids.

Parallel Session 1C Discussion

The audience were appreciative of the DNA Analysis Laboratory's work and some asked if they could get in touch with them for their schools.

One asked about the possible extension of the findings for the Sexual Assault Investigation Kit. The group answered that they plan to let more people know about the kit, that people could order kits from the lab as they were working on making them relatively cheap. The Child Protection Network was also said to be buying kits from the Laboratory and distributing them to Barangay Women and Children's Desks and other Local Government Units. Though the Laboratory would like to give the kits for free in the spirit of public service, they are currently charging around PhP 400 to PhP 500 for the kits to reimburse costs.

One asked about the costs and practicality of private paternity testing. The Laboratory does not yet have the resources to do it for free, charging PhP 4,000 to PhP 5,000 per test, but interested parties can go there and have samples of their blood taken. The reagents used for the blood tests are expensive. However, the NBI can shoulder paternity tests for free if compelled by court order.

One last person asked if the Sexual Assault Investigation Kit could also work in cases of male to male sexual assault since the presentation was about male to female. The group answered yes.

Parallel Sessions 2A, 2B & 2C

CUPSCon Los Baños

Community Engagement and Service-Learning

Moderated by Prof. Nelson G. Cainghog
University of the Philippines

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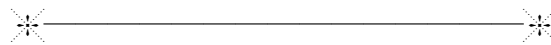
Dr. Amado Oliva Jr. *(Camarines Sur Polytechnic College) presented* "Engaging People to Build Self-Reliant Communities." *Camarines Sur Polytechnic College (CSPC) recognizes that in order for economic growth to happen, efforts for capacity-building and social reform should be initiated. In line with this, CSPC enhanced its extension program through the Camarines Sur Polytechnic Colleges Community Assistanceship thru Responsive Entrepreneurial Services (CSPC CARES).*

To carry out its extension programs, CSPC forged Memoranda of Agreement with government agencies such as the Philippine National Police (PNP) and the Department of Justice (DOJ), as well as non-government organizations (NGOs). This action was necessary to expand the beneficiaries of the various programs of CSPC. Presently, CSPC has established two international linkages with Korea, through the

Korea International Cooperation Agency, Germany, through the German Foundation, and two national, two regional, and ten local partnerships.

CSPC also holds skills training in the form of computer literacy, automotive driving, basic welding and steel fabrication, plumbing, tile setting, basic refrigeration and air conditioning, consumer electronics, bookkeeping and

records management, food processing, health information campaign and training, and emergency first aid. These have been made possible with the Technical Education and Skills Development Academy (TESDA). To ensure that the partner communities reap the benefits of the programs available to them and that there is return of investment, CSPC encourages the communities to provide outputs.

In addition to these skills training programs, CSPC spearheads environmental protection and conservation advocacy programs. The Trenta Mil sa Pananom sa Rinconada was able to plant 25,300 trees in several municipalities in Camarines Sur from 2013 to 2015. This program earned CSPC the Saringaya Award, given by the Department of Environment and Natural Resources (DENR) in 2014. Aside from the Trenta Mil program, CSPC has also organized advocacy programs for persons with disabilities (PWDs) and parolees, disaster preparedness and mitigation, and literacy classes. In the past three years, CSPC has served more than 8,000 clients through its massive campaigns on skills training and seminars.

Dr. Aleli B. Bawagan *(University of the Philippines Diliman) presented* "Community-engaged Scholarship: The Field Instruction Program of the Department of Community Development, College of Social Work and Community Development (CSWCD), University of the Philippines Diliman."

The undergraduate program of Community Development requires students to participate in field work in grassroots communities in order for them to learn from the daily lives of peasants, fisherfolk, indigenous peoples, and urban poor communities. The presentation highlighted the various partnerships CSWCD has forged with government and non-governmental organizations to help uplift the lives of marginalized groups. Data for the research are generated from documents establishing the course requirement, interviews with faculty field instruction supervisors, and interviews with alumni and current students.

The Field Instruction Program (FIP) of CSWCD starts during the senior year of the students and lasts for two semesters. They can be assigned to urban or rural communities. CSWCD partners with people's organizations, non-government organizations (NGOs), local government units (LGUs), and government agencies. The program has five phases, starting with pre-deployment where the students are oriented as to their community assignments, and ending with an end-semester schedule where the students assess their experiences in the field. There are two field deployment phases with six to seven weeks on the field, and

the students are subjected to regular supervision by the faculty supervisor.

While on field, the students are expected to adjust to the community and apply community development processes such as organization, education, conduction of training programs, lobbying and mobilization, and implementation of plans. The program allows the students to focus on the struggles of sectors such as fisherfolk, women, and urban poor. Two examples of FIP were illustrated: the struggles of youth, women, and farmers in Canlubang, and the application of participatory community governance in Bustos, Bulacan. In these two examples, students work closely with peoples' organizations and use research to promote capacity building and implement development agenda.

In the course of the FIP, the students were able to realize their potential in community organization and expand their perspectives on the struggles for development of community members. The innate capacities of each individual in the community were discovered through group reflection activities. Finally, the students have gone beyond the mere fulfillment of the academic requirement. They have forged solidarity with different people's organizations and have executed proper application of theory in the situations they have faced.

Dr. Glenard Madriaga *(Tarlac State University) presented* "The Tarlac State University Social Action on Relief and Rehabilitation Assistance to Victims of Calamities Program (SARAP Tumulong)." *The program is named as such to encourage faculty members to contribute.*

The initiative was born from the damage caused by the southwest monsoon that persisted in the country in 2012. The primary objective of the project is to establish a relief and rehabilitation assistance program that will address needs of affected communities most especially in times of disaster-related situations. To facilitate this, the SARAP Tumulong program generates internal resources and solicits funds from public and private entities that it can use to extend the necessary assistance to victims of disaster. Aside from this, the program also maintains a pool of volunteers who are mobilized to the affected communities. Beyond calamities, the program facilitates continuous intervention activities to affected communities to augment the community members' income. Through the SARAP Tumulong program, the Tarlac State University aims to distribute food and financial assistance, guidance and counseling services, health diagnoses, and skills trainings to victims of disaster, among other projects.

The SARAP Tumulong program is financially sustained through the contributions of university faculty and employees, student organizations,

the Tarlac State University Alumni Association, and other interested private offices and companies, and individuals. A referendum was passed by faculty members and university staff, which allowed for a certain amount of their income to be allocated into the SARAP Tumulong fund. The program is managed by the University Extension Office, the Vice President for Student Affairs, Vice President for Research, Extension, Production, and Development, the Student Development Office, and the Supreme Student Council. To date, it has given substantial financial assistance to the victims of Typhoon Lando (San Vicente, Nueva Ecija) and victims of Typhoon Yolanda (Iloilo, through the Northern Iloilo Polytechnic State College), and in-kind donations to local communities in Tarlac and Iloilo. The university also coursed some of their donations through media outfits such as GMA 7.

Parallel Session 2A Discussion

The extension projects presented have received positive and constructive responses from the audience. Some of the issues raised dealt with the sustainability of the projects, the importance of impact assessment and monitoring and evaluation, and the possibility of widening the scope of the project through partnership with local government units.

How does an institution ensure that extension projects meet the Commission on Higher Education's (CHED) requirement that they should be sustainable and outputs-based? Dr. Oliva of CSPC argues that multiple strategies may be employed to meet the requirements. In CSPC, projects of the Extension Office are categorized into technology transfer, advocacy programs, and outreach. The sustainability of these projects is ensured by utilizing the tracing of respective adapters who have been the primary partners in the duration of the program. Dr. Oliva also elaborates on the relevance of developing strong partners and the proper allocation of funds. In addition to this, CSPC allows for an interval of three years before it conducts impact assessment on the beneficiaries of its projects. Finally, Prof. Cainghog emphasizes that different practices of ensuring that the objectives of the extension projects are met can be observed across institutions.

Another particular concern that was raised is the existence of follow-up tools that will signify empowerment of the intended beneficiaries of the project. According to Dr. Bawagan of UP, the Field Instruction Program relies on the people's organizations that work closely with the students to continue the projects they have initiated in the communities. Hence, she finds it important to establish trust between partners and to set expectations early in the process. She also highlighted the relevance of promoting capacity-building to community members as this equips them with the skills necessary for the sustenance of the project.

The mechanism by which the SARAP Tumulong program is conducted also became the subject of curiosity of some members of the audience. Dr. Madriaga admits that they have come across resistance from faculty members or university staff upon collection of contributions to the trust fund of the program. However, they have overcome this challenge because they were able to present evidences that the money that flows into the fund is being utilized according to its purpose i.e. to assist victims of disasters. He also emphasizes that the SARAP Tumulong fund is

exclusively disbursed for disaster-related projects and cannot be used for trainings on DRRM as there is a separate funding for such projects. While the prospect of partnering with multiple organizations seems like a lucrative idea for the program, Dr. Madriaga finds that coordination among organizations of different natures is problematic.

Climate Change and Environmental Protection

Moderated by Prof. Roland Erwin B. Rabang
University of the Philippines Baguio

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Dr. Miguel D. Fortes *(University of the Philippines) presented* "Science-Policy Interface: Community Resilience Against Climate Change Impacts in the Philippines." *This study emphasizes that projects were anchored on formal and informal collaborations (e.g. contracts, MOAs, covenant and best practices agreements).*

The overall objective of these collaborations is to develop and enhance community resilience in mitigating and adapting to the impacts of local environmental disturbances and climate variability. This research project was done principally by establishing an effective interface between science and policy in the conservation of sea grass and mangrove ecosystems, and building local capacity in sustainably utilizing their services. The framework of his data analysis has four dimensions: (1) pressure (sedimentation pollution, habitat destruction, coastal erosion, unsound laws and policies); (2) resilience (physical factors, ecological factors, social initiatives; (3) status/health of sea grass and mangroves; and (4) future trend.

The rationale behind doing this project is to pay back whatever products and services sea grass and mangroves offer to people's daily lives such as food, security, recreational opportunities, shoreline protection, etc.

The activities undertaken are based from the Coastal Ecosystem Conservation and Adaptive Management (CECAM) 2010-2015. Through CECAM, some of the key issues in Boracay Island, Bolinao and Puerto Galera were addressed. In Boracay, coastal erosion, improper coastal infrastructure development, high rate of pollution increase, water quality degradation, green tides, loss of coastal habits, and lack of knowledge to address the issues were solved through collaborations in doing land and benthic cover mapping, GIS analysis, water quality and reef and socio-economic surveys, modeling of waves and coastal erosion, etc. In Bolinao and Puerto Galera, problems such as declining fisheries productivity, eutrophication, external threats from unsustainable practices and coastal erosion due to climate change were addressed through science-based conservation policies.

The following are the tangible and intangible outcomes of the project collaborations: basic technical knowledge, application of knowledge in legislation, change in/broadened perception, change in attitude towards people and the environment, change towards a more positive outlook in life, and production of Information, Education and Communication (IEC) materials.

Dr. Margie A. Nolasco *(Bicol State College of Applied Sciences and Technology) presented* "Program for Enhancing Resilience to Climate Change: A Basis for School-Community Partnership."

She started her presentation by explaining that Naga City is prone to typhoons; in fact, the region is being struck by typhoons thrice a year. Also, Naga City is the catchment area of the Bicol River and is second to Tacloban in terms of vulnerability. She then introduced the objectives of the study: (1) to revisit disaster risk reduction and management (DRRM); (2) to measure the extent of community-school partnerships; (3) to identify strategies to address problems and issues; and (4) instill positive impact to community through effective school-community collaboration. The authors used qualitative and quantitative methods to conduct the study. Through this project, it was revealed that Naga has a well-organized DRRM unit. It was also discovered that there are efforts to educate residents in terms of DRRM, but not with regard to climate change.

The level of preparedness on exposure to climate change of local government officials, household heads and school personnel was reported as "slightly prepared." Because of this finding, higher education institutions (HEIs) and local government units (LGUs) partnered to help the community in terms of educating the public with regard to climate change adaptation through information dissemination initiatives, monitoring and evaluation and policies

and mitigating practices. In terms of information dissemination, according to Dr. Nolasco, there are collaborative efforts, but they do not have active disaster management office, and people lack self-awareness since LGUs heavily focus on livelihood initiatives. For the monitoring and evaluation and policies and mitigating practices, communities are encouraged to utilize early warning systems and come up with strategies to address issues such as concrete policies and mitigating practices which are based on school policies as mentioned in Republic Act No. 10121.

According to the presenter, the *Buronyog sa Pag-anduyog* (Unity in Helping): A School-Community Initiatives for Climate Change was one of the collaborative efforts of HEIs and LGUs. Target communities were Naga City and Camarines Sur. Existing DRR programs and projects of the LGUs can be utilized and HEIs will offer technical services to the community-beneficiaries about updates, preparedness measures and mitigating process. Initiatives have an integrated capability in Disaster Risk Reduction (DRR) and Climate Change, and livelihood options framework rendering services in the target and selected communities. The objectives of this collaboration are as follows: (1) acquire basic knowledge on climate hazard and specific preparedness measures; (2) address the issue of disaster preparedness seriously; and (3) create local-based activities that will further enhance the capacity on climate change problems risk-reduction of every community. Some specific activities undertaken were: (1) HEIs-LGUs consultative and organizational conference; (2) training-workshop for HEIs' teachers and student volunteers; (3) Barangayan capacity-enhancement activities such as trainings and seminars and Climate Awareness Resource Education (CARE) Mobile Center; and (4) Livelihood Trainings.

Dr. Frances Muriel L. Tuquero *and* **Ralph G. Pulanco** *(Palawan State University) presented* "The Role of the PSU Rubber and Abaca Plantation Project in the Ecological and Socio-Economic Enhancement of the Indigenous People Community in Rizal, Palawan."

The rationale behind conducting the project are: (1) to help rehabilitate open and denuded lands; (2) to serve as demo-farm so workers and people may be capacitated on the basics of rubber and abaca production and replicate them in their own farms for more stable income and for reforestation; and (3) to generate additional revenues for the University. The objectives of the study are as follows: (1) to establish and maintain rubber and abaca plantation for rehabilitation of denuded areas; (2) to generate additional sources of income and livelihood opportunities for people in the uplands through rubber and

abaca production and processing; (3) to enhance/improve capabilities of farmers through adoption of new skills and technology; (4) to enhance rubber and abaca productivity in the province by encouraging community partners to engage in rubber and abaca farming; (5) to conduct research and continuing capability development (extension) activities that will facilitate adoption of the technology and other extension interventions introduced; and (6) to source out additional income for PSU to augment its operating budget.

Entering into the Socialized Industrial Forest Management Agreement (SIFMA), hands-on learning while earning, technical assistance and enhancement projects, sourcing-out funds and grant-in-aid support from partners, collaboration with various stakeholders, provision of mentoring and advisory services and production of IEC materials are some strategies employed for the implementation of the project.

According to Drs. Tuquero and Polanco, the establishment of the rubber and abaca plantation of the University in Barangays Candawaga and Culasian, Rizal, has ecologically improved hectares of land that were once denuded and/or were grasslands. This is by establishing a rubber and abaca plantation in 70 hectares that has also become a substantial source of income for the dwellers. The project has helped enhance/ improve capabilities of rubber farmers through adoption of rubber and abaca production and processing skills.

In terms of environmental benefits, the project is perceived by the dwellers as having helped reduce soil erosion and having helped control illegal logging. It is also considered as one that has helped increase biodiversity in the area. This was supported by results of a separate study that determined species richness and plant diversity that showed that interventions done in the uplands like the construction of the farm-to-market-road had not decreased plant richness and diversity.

The rubber plantation on the other hand, due to regular human activity (e.g. regular maintenance and harvest of latex), had understandably lower species richness and plant diversity. But since the plantation is an intercrop, (it being an intercrop of rubber and abaca), the researchers believe its effect to diversity is not as much as if it was a monocrop. Moreover, due to increase in tree vegetation, it has attracted more birds and other animals that favor trees rather than grasslands and shrubs as habitats.

Parallel Session 2B Discussion

There were questions raised to Dr. Fortes. First was about the chosen subject of the study (Boracay) and the reactions of the LGUs during and after the research. He responded that they have identified issues relating to tourism impact, sedimentation and erosion instances and based from these issues, they concluded that Boracay is the best choice, most especially in terms of the tourism impact. Dr. Fortes stated that during their research, their initial step is consultation with the LGU, but in the case of Boracay, businesses make the island survive, not the LGU and the business sector was not so receptive to the results.

Another question raised to Dr. Fortes was whether or not science gets in the way of policy, vice-versa or can it be concluded that policy and science are now in perfect harmony? Dr. Fortes responded that science and policy serve as interphase. One research can be a basis of a law.

The next question to Dr. Fortes was an inquiry on policies and local activities that hinder the success of mangrove plantations. According to Dr. Fortes, dynamite fishing is one of the activities that is detrimental and if an LGU wants to do mangrove plantation, the whole community has to support it in order for it to be successful.

The question for Dr. Tuquero was an inquiry on the possibility of expansion of her project to other campuses and universities. She responded that it would require hectares of land, so they really encourage rehabilitation of denuded lands, instead of conversion to rubber plantation.

The next question was raised to all presenters. A participant asked if there were any administrative grievances encountered in the course of implementing the projects. Dr. Tuquero responded that culture-gap is an issue especially to indigenous peoples (IPs) since they are very eager to earn quick money. Dr. Nolasco noted that households are the ones who were cynical because they think that the extension activity has a political agenda, especially because climate change adaptation/mitigation is not a priority of most households.

Another question was with regard to the practical strategies that can be employed, especially by small campuses/colleges, in forwarding their environmental advocacies. Dr. Fortes shared that they have encountered problems with the mangrove reforestation since it requires mangrove planting. At the moment agencies want to plant mangroves, but the problem was they do not have a good idea on where

to plant them. Some go far as removing see grass to plant mangrove. Some are planting on sand. In this case, scientists have to go down from their pedestal and share and exchange knowledge. The level of communication should reach the people and people also have to try their best to go up so that they can meet and understand more. It is important to see something to follow that they can understand and accept. Dr. Nolasco noted that there are a lot of funding agencies, but they are afraid to disburse the funds. It is really strategic to partner with funding agencies.

Service-Learning through the National Service Training Program

Moderated by Prof. Diocel Harold M. Aquino
University of the Philippines Diliman

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Prof. Maria Sherla Najera *(University of the Philippines Diliman) presented* "Community Music Service-Learning in Payatas, Quezon City." *It is about her research on the community music service-learning project of the University of the Philippines Diliman College of Music, a course offered under the Civic Welfare Training Service (CWTS) component of the National Service Training Program (NSTP).*

She began by defining community music as "music for, of, and within the community" with the goal of producing "not virtuosos but good citizens [or community members]." The project incorporated this through the informal teaching of music by university students to a community in Payatas, Quezon City. To aid in the implementation, the college partnered with the Payatas Orione Foundation Inc. (PAOFI), a charitable body that aims for poverty alleviation through health, nutrition, and education programs for children in Payatas.

Prof. Najera's research aimed to explore and describe the outcomes

of the project on the participants, namely, the university students, the children and their mothers, and the PAOFI personnel. The methodology was qualitative inquiry; specifically, the method was ethnography and the approach was interpretive phenomenology. Conclusions were made through semi-structured interviews, written narratives, evaluation, and video and photo documentation.

Prof. Najera reported that, among the university students, the project brought forth personal and social growth by instilling the following: (1) joy and a sense of fulfillment (in being able to experience teaching music to children, spending time with them, seeing their eagerness to learn, and watching them perform in the culminating recital); (2) perseverance and creativity (borne out of the difficulty of travelling to the site, the lack of instruments and time, and the unsuitableness of the venue); and (3) a heightened concern for others (by being involved not only in the children's musical development but also in their lives). For the children-beneficiaries and their mothers, the project made them realize the value of music education by impressing on them the following: (1) joy (associated with learning how to play an instrument); (2) eagerness to continue learning music; and (3) an acknowledgment of the value of learning music. For PAOFI, the project has given them impulse to serve the community beyond the provision of basic nutrition by fostering in them a recognition of the value of music in children's lives and awareness on the significance of the music project to the community. Toward the end, Prof. Najera identified transportation, shortage of musical instruments, and sustainability as the most relevant issues facing project implementation.

Carl G. Fernandez *(De La Salle University) presented* "Assessing NSTP-CWTS Organizational Development Process: Challenges and Opportunities"*, a study on the Organizational Development (OD) component of the De La Salle University (DLSU) in its implementation of the National Service Training Program–Civic Welfare Training Service (NSTP-CWTS).*

Mr. Fernandez began by introducing the Center for Social Concern and Action (COSCA), DLSU's social development arm, as the implementer of the NSTP-CWTS program. He mentioned that DLSU's NSTP-CWTS proved to have been beneficial to partner communities, but he immediately pointed out an important shortcoming: the program lacked mechanisms to ensure the continuity of projects as they phase out of the partner communities. In response, COSCA created the OD component in the NSTP-CWTS program in 2010 to empower partner organizations to manage themselves, thereby minimizing their dependence on the university.

Fernandez promoted COSCA's OD component as an institutional innovation for the NSTP-CWTS program. He mentioned that its scope originally included training modules—leadership and membership development, daycare management, organizational planning, monitoring, and evaluation, and financial management—but in 2013, its thrusts were refocused. COSCA created an OD Team (ODETE) composed of point persons from selected NSTP-CWTS partners to undertake community profiling, capacity building of stakeholders, scaling up and standardization, and documentation of good practices.

Mr. Fernandez's study sought to assess the OD program. He used focus group discussions and self-administered questionnaires for data collection. The following are the results of his study.

The program enhanced the partner organizations' strategic planning by providing technical and logistical assistance, developed their programs through partnerships with external institutions, and strengthened their organizations through training sessions and workshops. On a personal level, it strengthened ODETE members' organizational bond and enhanced their communication skills and confidence. The presenter also noted the following as the challenges to the program's implementation: (1) budgetary constraints and lack of financial support; (2) absence and inactiveness of some members during OD activities; (3) limitedness of slots per organization for the training sessions; (4) lack of a selection process for determining training participants; and (5) conflict of schedules among ODETE members. To address these difficulties, he gave the following recommendations: (1) improve training designs, capacity building and technical assistance strategies, standardization processes, program designs, and the documentation system; (2) coordinate with the Department of Social Welfare and Development (DSWD) for assistance in the registration process; (3) regularly monitor and evaluate OD interventions; (4) review the existing OD Manual of Operations; (5) conduct deepening sessions; and (6) establish partnerships with the other units of DLSU.

Zynen S. Baniel *(Ateneo de Manila University) presented* "Service-Learning as a Strategy for Social Formation of Students and CCT Beneficiaries through Financial Literacy", *a service-learning program of the Ateneo de Manila University (ADMU) involving students of the John Gokongwei School of Management (JGSOM) teaching financial literacy to beneficiaries of the conditional cash transfer (CCT) program of the national government.*

She began by giving a background of the program. Conceptualization started in 2013 when the dean of JGSOM approached the Office of Social

Concern and Involvement (OSCI), ADMU's social formation arm, to design a specialized service-learning activity for management students to undertake through the National Service Training Program (NSTP). Since NSTP is being offered in the second year when JGSOM students start learning financial concepts, the dean settled with financial literacy training for CCT beneficiaries.

Ms. Baniel defined financial literacy as "the effective management of resources toward a state of financial well-being." She then laid down the objectives of the service-learning program: for CCT beneficiaries to learn financial management skills; and for JGSOM students to share their knowledge and meet their future clientele.

Afterward, the presenter discussed how the project was implemented. In the preparation phase, OSCI identified the training design for the JGSOM students and the modules of the financial literacy training program for the CCT beneficiaries with the help of student organizations. The office also coordinated with the Department of Social Welfare and Development (DSWD) for the identification CCT beneficiaries

and the Department of Education (DepEd) for logistics. After discussing these, Ms. Baniel demonstrated basic financial management to the audience. In the actual implementation phase, she reported that 385 out of 765 JGSOM students have served as facilitators for school year 2013–14 (the remaining served as tutors in reading tutorial sessions for the participants' children), and 783 out of 1,364 participating CCT beneficiaries have been awarded certificates of completion. In the evaluation phase, the students and the participants both gave generally positive feedbacks. Based on the survey, the students had an appreciation of financial concepts and learned new things from and gained better understanding of the participants. Meanwhile, based on the focus group discussions, the participants learned to be systematic in budgeting and saving and found the guidebook helpful. They also gave the following recommendations: (1) conduct training using Filipino to facilitate the sessions; (2) hold sessions directly in the communities via home visits; and (3) include topics on entrepreneurship. Baniel ended with a slide showing OSCI's plan for school year 2015–16. The program now includes enterprise development modules and two cooperatives as partners.

Engr. Clyde Angelo A. Bisares *presented* "Using Extension Modalities in Aid of Instruction: The Ugnayan ng Pahinungod and Volunteerism in the University of the Philippines Los Baños."

The Ugnayan ng Pahinungod is the volunteer service office of the

University of the Philippines Los Baños (UPLB). (The term "pahinungod" comes

from Cebuano and literally translates to "oblation" or "the offering of oneself in the service of the nation.") He began by giving a brief history of the office. In 1992, a values survey of students of the University of the Philippines (UP) revealed that social responsibility was among the least held virtues. In response, then–UP President Emil Q. Javier instituted the Uganayan ng Pahinungod or Oblation Corps in 1994. Originally, Pahinungod was established across the UP system, but in 1999, the administration of the program was devolved to UP units, of which only the offices in UP Manila and UPLB survived.

Engr. Bisares proceeded to outline the objectives of the UPLB Ugnayan ng Pahinungod. They are the following: (1) engage in values formation; (2) promote volunteerism and public service engagement; and (3) develop volunteerism as a field of study. To achieve these, the office institutionalized a volunteer development program and the production of information materials to attract students into volunteerism. It has also been conducting the following community service initiatives: (1) Gurong Pahinungod Program; (2) Teachers' Training Program; (3) immersion-missions; (4) Affirmative Action Program; (5) Youth and Women Development Program; (6) service-learning option; (7) literacy-numeracy programs; and (8) technical assistance programs. For a time, Pahinungod oversaw the implementation of the National Service Training Program (NSTP) as well.

Engr. Bisares then discussed how Pahinungod manages community partners and sustainability. The office discourages dole-outs; instead, it prefers more developmental and sustainable forms of intervention like capacity-building and awareness-raising. In its 21 years, Pahinungod has served more or less 32 provinces, 49 municipalities, 300 barangays, 12 grassroots organizations, 7,000 NSTP students, and 5,000 individuals, and mobilized resources from 45 stakeholders. To achieve these, Pahinungod had to circumvent its budget by being creative with its resource-sharing arrangements with stakeholders.

Engr. Bisares emphasized that the impact of Pahinungod is difficult to measure because of the diversity of its activities, but a values survey of volunteers in 2010 revealed the following as the most developed virtues: a sense of sacrifice, an appreciation of the value of education, interpersonal communication, and self-awareness. He concluded by listing the challenges for Pahinungod: (1) establish volunteerism as a legitimate field of study; (2) devise course-specialized service-learning activities; (3) continually improve recruitment and information dissemination strategies; (4) monitor impacts to the communities as well; and (5) pressure avenues to elevate the discourse and practice of volunteerism.

Parallel Session 2C Discussion

The discussion revolved around concerns on the possible interference of the national government's K to 12 Basic Education Program with the NSTP. It began when a professor of the University of Rizal System inquired about the strategies of UP, ADMU, and DLSU for the next school year onwards when the NTSP will be absorbed by senior high schools. Prof. Aquino, the session chair, responded as the NSTP director of UP Diliman. He said that they had clarified the matter with the Commission on Higher Education (CHED) and had been told that the NSTP will remain at the tertiary level and will not be devolved to the secondary level. He added that because the majority of the students entering college will be of the legal age, they can be more easily deployed as volunteers.

The same member of the audienced questioned the basis of Prof. Aquino's comment about CHED, raising that the University of Makati has already abolished its NSTP. Prof. Aquino answered that CHED has not yet issued any memorandum dissolving NSTP in colleges or devolving the same to senior high schools. In addition, he remarked that UP continues to maintain its NSTP even when the UP Integrated School, the university's in-campus secondary education institution, keeps its own volunteer program. For her part, Ms. Baniel clarified that Republic Act No. 9163 (NSTP Act of 2001) declares that the NSTP shall be for tertiary-level students. She said, however, that ADMU is still reviewing its strategies on how to improve its social formation programs, especially when it comes to service-learning courses, which they plan to appropriate to other degree programs. The remaining members of the panel did not respond at length but agreed with Prof. Aquino and Ms. Baniel.

Parallel Sessions 3A, 3B & 3C

CUPSCon Los Baños

Developing the University Service Area: The Experiences of the Cagayan State University

Moderated by Prof. Nelson G. Cainghog
University of the Philippines

Dr. Junel B. Guzman *(Cagayan State University) presented* "Greening Schools and Communities through Enhanced Solid Waste Management (SWM)." *This is a three-year extension program that started October 2014 and will end October 2017, involving three selected pilot communities and three selected DepEd pilot schools.*

The program is a response to the increasing volume of waste due to the rapidly growing population of schools and communities. The program will intensify the advocacy on compliance with the Ecological Solid Waste Management Act (R.A. 9003) and Organic Agriculture Act (R.A. 10068). Through its BS Environmental Science and BS Agricultural Engineering programs that considers environmental management as its prime extension banner program, the CSU is in a strategic position to realize this service.

The general objective is to develop a replicable model. The program has six components, namely: (1) development

of a solid waste infrastructure; (2) formulation of SWM policies (e.g. campus garbage policy); (3) formation of an eco-saver volunteer group in CSU-Carig and pilot areas; (4) organization of income-generating projects; (5) creation of information and education campaigns; and (6) securing of certification and registration from organic agriculture certifying bodies.

Accomplishments include establishment of an organic fertilizer and vegetable and fruit production area covering 2,500 square meters. Each of the pilot areas formulated and adopted SWM policies. Through organizing eco-saver groups and installing vermin-compost bins, the program was able to generate income from sales of fertilizer and vegetable products. Remaining tasks include conducting a massive information and educational campaign using different platforms and securing certification form organic agriculture certifying bodies.

Herbert C. Imatong *(Cagayan State University) presented* "Accelerating Technology Transfer for the Pineapple Industry in Northeastern Cagayan."

The two-year project was implemented by CSU from August 2013 to 2015. It was scaled up in cooperation with DOST-PCAARRD, local government units (LGUs), and other agencies. There is a booming pineapple industry in Sta. Ana, wherein vast tracks of idle lands are being utilized for pineapple production. Sta. Ana also has a good potential for off-season production when prices are higher than normal.

The project aimed to expand the implementation of appropriate and feasible pineapple production, post-production, and processing technologies in order to increase the productivity and income of pineapple farmers and processors. Specifically, the project aims to: (1) increase production efficiency through induced flowering; (2) enhance community diffusion of appropriate technologies for pineapple production; (3) organize and capacitate pineapple farmers' associations in pineapple production and value-adding; (5) strengthen women processors' groups through social preparation; and (6) develop support mechanisms for sustainable pineapple production enterprise.

Accomplishments include the establishment of a 1.5-hectare demonstration farm in the campus. Also, demonstration farms in Sta. Teresita, Gonzaga, and CSU-Gonzaga Campus, which are considered as service areas of the University were established. The project conducted a series of seminars and training sessions on the use of the plant growth regulator Ethrel for offseason pineapples. This technology of induced-flowering gave a profit margin of 85 percent more than conventional fruit setting. Workshops

on pineapple processing and packaging were organized for the members of Sta. Ana Pineapple Growers Cooperative.

Products were marketed in municipal, provincial and regional trade fairs.

Dr. Aniceto Udanga *(Cagayan State University) presented* "The Partnership among Local Resource Institutes (POLARIS) Program" *on behalf of Dr. Archimedes C. Articulo.*

In 2011, the Program Management Office of the Philippine National Police (PNP) was replaced by the Center for Policy Strategy Management, which is responsible for the integration, coordination and monitoring to ensure alignment of strategies, resources and operations under the PNP Integrated Transformation Program-Performance Governance System (PNP ITP-PGS) 2030, otherwise known as the "PNP PATROL Plan 2030." Through this directive, the POLARIS program was conceived and developed jointly by CSU-Carig and the PNP Regional Advisory Council 02, together with various stakeholders, to help create a better and safer Region II.

The POLARIS program is intended to define the way the PNP delivers its mandate through human rights-based and community-oriented policing that is sensitive to the proper dispensation of justice. Through the program, crime prevention efforts will be given more premium through the conduct of consultations, dialogues, inter-faith and multi-cultural mitigation as opposed to traditional crime suppression and control programs. Similarly, the PNP, with the active involvement of all sectors involved, will endeavor to exert

greater emphasis on enhancing the competencies, skills and capability of its personnel, improving and integrating its system and procedures, and filling up its required logistical and other enabling resources. Likewise, the program allows CSU and other higher education institutes (HEIs) in the community to conduct its instruction, research and extension activities with the PNP and the community as its social laboratory. Also, the program encourages the business sector and non-government organizations (NGOs) in contributing to peace-building in the community.

Activities were: (1) hiring of new security guards, installing closed-circuit televisions, renovating campus fences, and establishing a Community Police Assistance Center for improved campus security; (2) providing students with hands-on experience of trouble-shooting, repair, and maintenance of automobile engines, air-conditioning units, communication gadgets and computers using equipment donations by PNP; (3) training of PNP personnel in making communities safer places for research and extension projects; (4) training of PNP personnel in business writing, public speaking, blotter writing, and parliamentary procedures;

and (5) providing health and safety services and treatment programs for the community.

POLARIS was proved to be mutually beneficial for the CSU and the PNP. Besides improving community relations, sustained police visibility in the campus resulted in zero incidents of fraternity and gang wars and other violent acts. Because of its initial successes, POLARIS has been adopted by police stations in Cagayan, Isabela, Quirino, Marinduque, and Lanao.

Dolores C. Quebral *(Cagayan State University) presented* "Functional Literacy for Marginalized Communities in Lasam, Cagayan."

The Extension Arm of CSU-Lasam is guided by its vision and mission to implement its priority projects, particularly the efficient delivery of goods and resources through livelihood acceleration in rural areas. Particularly, the Agays are their target beneficiaries, with the aim of integrating them with mainstream society. The project is implemented by the CSU-Lasam Campus in collaboration with the local government of Lasam and the Department of Education from June 2014 to June 2016.

The objectives of the literacy, numeracy and livelihood trainings are to: (1) educate the Agays not only on basic literacy but also personal hygiene and sanitation; (2) conduct livelihood trainings by teaching them entrepreneurial skills and agricultural technologies to lessen their dependency on dole-outs and have a sustainable source of livelihood; and (3) educate them of their rights as cultural minorities and attending to their social, mental and physical well-being.

The accomplishments of the program include: (1) benchmarking and profiling of the communities in Barangay Sicalao and Peru; (2) literacy and numeracy tutorials and distribution of education materials; (3) health interventions through distribution of hygiene kits, food rations, clothing and other basic needs; (4) distribution of agricultural inputs and enhancement of agricultural skills through tutorials in vegetable gardening and basket weaving; and (5) construction of two-classroom building and provision of bicycle with sidecars to assist students in going to school.

Bernard P. Madarang *(Cagayan State University) presented the paper* "Promoting Cacao Production and Utilization in Lasam, Cagayan." *The project is implemented by the CSU-Lasam Campus in collaboration with the local government of Lasam from 2013 to 2016.*

International and local demand for cacao is increasing, and a shortage of supply by 2020 is looming. Currently, there is a local demand of 30,000 tons but production is only about 6,000 tons, which are concentrated mainly in Davao. Region 2, particularly the municipality of Lasam, is in a strategic position to develop its cacao industry, majority of which are only grown in backyards. Currently, at least 20 hectares are planted in Cagayan, mostly in Peñablanca.

Generally, the project aims to increase the production and utilization of cacao in the province through the introduction of science and technology interventions. Specifically, it aims to: (1) provide capacity building activities to enhance the knowledge and skills of farmers on cacao production and utilization; (2) establish campus-based and community-based seedling nursery as sources of high-yielding varieties of cacao for plantation establishment of project beneficiaries; (3) establish a demonstration area to showcase science and technology interventions; (4) organize a cacao growers association; and (5) develop community-based enterprises on cacao production and processing.

Through a community survey, a cacao planters' profile was developed which reflects an increase from 2014 to 2015 in terms of number of planters, area planted, number of trees planted, and number of trees bearing fruit. Trainings on seedling establishment, production and management, processing and product development were conducted benefitting 30-40 participants for each training. Cacao growers' association was established with 79 members from 20 barangays. IECs on cacao production, post-harvest and processing, controls and prevention of pests and diseases, bio-fertilizer production, and cacao products were also developed. Throughout the conduct of the project, product exhibits were conducted and linkages were developed.

Parallel Session 3A Discussion

Since the session is about the initiatives of Cagayan State University (CagSU), a couple of questions were directed towards the CagSU as a whole. One asked if the conception and implementation of the extension programs were mandated by or originated from the system or whether the campuses were given autonomy. The extension director answered that they are given freedom but the projects they implement should remain under the banner programs of CSU. If there are demand-driven programs, they must find a way to highlight the banner programs. Another asked how CSU incentivizes its faculty, such as if faculty were given honoraria. The group answered that most programs do not provide honoraria but they take an equivalent teaching load of six units. They are also given ATL, and incentives are included in the crafting of the implementing rules and regulations of the program.

Most of the questions during the discussion were about the literacy program for Agays. The need for distributing hygiene kits was questioned. According to Ms. Quebral, it was based on what they observed in their visit in the community regarding their physical appearance and proper grooming. There is also a question on whether the materials used was designed specifically for Agays. Did CSU create its own materials or did they use existing modules that were already validated? The presenters answered that they developed their own material. One suggested that they coordinate with groups that uses modules that were already validated. Related to this, one asked what level did the participating Agays reached so far as a result of the intervention. The presenters said that from virtually zero level of formal education, Agays were able to reach the first grade. The issue on the imposition of values from outsiders and the negative effects of incursion or intervention programs to indigenous peoples (IPs) were also raised. It was suggested that we need to be very careful in the terminologies used in describing the IPs especially in formal conferences such as this. It is the responsibility of the interventioners or extensionists to not offend the IPs when they implement their programs and when they report the accomplishments of their program. The problems to be addressed by the extension program should also come from the IPs themselves and should not be imposed on them.

Parallel Session 3B

Community Nutrition

Moderated by Prof. Diocel Harold M. Aquino
University of the Philippines Diliman

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Dr. Anthony G.H. Cordero *(University of the Philippines Manila) presented* "The UP Community Health and Development Program (UP-CHDP)."

The UP-CHDP is mandated to establish partnership with municipalities to set-up and maintain community-based health programs. It is also a vehicle for the students' immersion programs of all UP Manila academic units and two colleges of UP Diliman. Thus, UP CHDP aims to provide learning opportunities for the UP faculty members and students on the principles and practice of community health and development; and assist communities to improve capacities in their own health care and development through the Primary Health Care approach.

Adopted from the World Health Organization (WHO), consideration of the social determinants such as governance, economics, gender, environment, religion, education and socio-cultural beliefs is imperative for the implementation of this program.

To effectively address an issue, this program utilizes the 'Community Readiness Model' wherein the complex process of community change is recognized by integrating community's culture, resources and level of readiness. The UP CHDP also advocates the inter-disciplinary and inter-professional approaches wherein professionals with expertise on different disciplines collaborate to achieve the common goal.

UP-CHDP partnered with the local government of San Juan, Batangas from 2007-2013 to decrease the morbidity of children aged 0 to 12 years old by 50 percent. To attain the objective, four strategies including health human resource development, direct health services, special projects and addressing social determinants of health (livelihood and environment) were implemented.

There were 3,450 trainees working with the different health services who participated in the activities.

UP CCHP also collaborated with the provincial government of Cavite through the AMIGA (Alfonso, Mendez, Indang, General Aguinaldo and Amadeo) Inter-LBU Health Collaboration from February 2013 to May 2018. From many problems identified, AMIGA-UP Partnership Program focused on hypertension and diabetes. The program aims a 25 percent decrease in the number of hypertensives and diabetics with controlled disease by 2018. From September 2014 to present, this program is using the Department of Health's Philippine Package of Essential Non-Communicable Disease Services (PhilPEN) risk assessment form in screening the community members aged 25 years and above in all pilot barangays. 'Purok' assemblies are being conducted to assure active involvement of the participants. Thus health status of the participants is regularly monitored.

All activities conducted and being conducted are based on the DOH's PhilPEN strategy. Engaging the provincial, municipal and barangay leaders in these endeavors would result to a more participatory governance and more effective leadership.

Ana B. Castañeda *(University of the Philippines Los Baños) presented* "Transforming Communities through SUCs Extension Program: The BIDANI Network."

The Barangay Integrated Development Approach for Nutrition Improvement (BIDANI) Network Program is being administered by the Institute of Human Nutrition and Food (IHNF), College of Human Ecology, University of the Philippines Los Baños (UPLB). It is now being implemented in seven regions, 12 provinces, eight cities, 29 municipalities, and 790 barangays. The key regional state universities and colleges (SUCs) in BIDANI Network Program include UPLB (as the national coordinator), Central Mindanao University in Region X, Visayas State University in Region VIII, Bicol University in Region V, Central Luzon State University in Region III, Isabela State University in Region II and UP Visayas in Region VI.

With a mission of promoting nutrition-in-development through a local participative and integrated management system facilitated by the SUCs' extension program, it utilizes an integrated multi-disciplinary development approach. Thus, partnerships between the academe, local government units, non-government organizations, private agencies, people's organizations, community members and other stakeholders are crucial. Different programs of line agencies

were also strengthened and directly linked to the barangays.

The Barangay Integrated Development Approach (BIDA) is one of the BIDANI's innovative strategies. It is designed to encourage involvement of the stakeholders in development efforts. Utilization of the Barangay Management Information System (BMIS) is another strategy that identifies the needs of the barangay through an efficient and effective data collection. Moreover, BIDANI also uses Participative Nutrition Enhancement Approach (PNEA) to promote food production and market-driven livelihood activities.

BIDANI Program contributed to the partner local government units (LGUs) by providing a systematic tool for program planning, management, implementation, monitoring and evaluation of development plans, and promoting good governance. It also empowers the barangay leaders and their constituents to be responsive to their own problem through the formulated Barangay Integrated Development Plans (BIDPs). BIDANI also promotes e-governance through BMIS.

The member SUCs are now conducting training for other SUCs on the implementation of the extension program. They will continue to promote community nutrition and replicate existing effective practices to reach more communities and to lessen the malnutrition prevalence.

Belinda A. Lalap *(University of the Philippines Los Baños) presented* "*Pagkaing Kakalinga sa Mamamayan ng Laguna*: Nutrition Intervention for Healthy Family and Community."

From the Infant Supplementary Mixture (INSUMIX) developed by the Department of Science and Technology Food and Nutrition Research Institute (DOST-FNRI), BIDANI adopted the mixture and dubbed it as 'KALINGA' which means Kakalinga sa Kalusugan ng Laguna. KALINGA is made up of ground rice, mungbeans and sesame seeds. A 60-gram pack contains 240 grams of energy, six grams of protein and six grams of fat, which could be used as supplementary food for undernourished preschool and school children, pregnant and lactating mothers, elderly, sick and those who are engaged in heavy manual work. BIDANI also developed and standardized low-cost nutritious recipes using KALINGA which can be used as complementary food for infants aged 6 months and above.

BIDANI hopes to reduce the problem of underweight and stunted preschool children through the utilization of KALINGA. It aims to improve the nutritional status of infants and growing children through mass production and proper distribution. Hence, scaling up its production is imperative. With the high nutrient density of KALINGA, it is advisable to use it as the main

ingredient for supplementary feeding during disasters and at home when preparing for meals/snacks for the family. It can also serve as a thickening agent when cooking viand.

The Barangay Nutrition Scholars (BNS) volunteer workers recognized not only the nutritional value of KALINGA but also its income-generating potential. According to the economic viability of KALINGA as business enterprise of the Municipality of Nagcarlan, there is a potential market size of 3,745 children with estimated market demand of more than 1,000 kilograms of KALINGA in a week. This product is available in 60g, 200g and 400g packs and currently being sold in schools, hospitals, MNAO

office, production sites and sari-sari stores. BIDANI also hosted cooking demonstrations and established local production facilities for the production of this product.

Mothers are the major marketing arm of this product. Thus, in scaling-up the production and utilization of the technology, BIDANI encourages mothers to be involved in these activities. The development and promotion of KALINGA-based recipes using indigenous food items is also a good strategy to further promote the technology to lessen the underweight and stunted children in the communities.

Christopher Ryan Adalem *and* **Amelia Lorena Perez** *(Ateneo de Manila University) presented* "Exploration of the Factors that Influence the Amount of Time Parent Volunteers Give to the Blue Plate for Better Learning Feeding Program (BPBLFP)."

BPBLFP was adopted from the 'Busog Lusog Talino' Program of Jollibee and became one of the flagship programs of the Ateneo Center for Educational Development (ACED). It generally aims to improve the nutritional status of students, minimize drop-out rates, and raise school attendance by serving daily lunch meals through a large-scale feeding program. Specifically, it aims to (1) develop a large-scale feeding program; (2) reduce malnutrition, stunting, and wasting among the participating children; (3) lay a foundation for lifelong healthy eating; and (4) encourage a whole-

school approach to improve the health and well-being of students and their families.

The program provides daily lunch meals to 4,000 undernourished school children in the following participating schools in Quezon City: Doña Juana, Fairview, Maligaya and Manuel L. Quezon Elementary School (MLQES). There is one centralized kitchen in MLQES, and the three other schools receive delivered food.

The involvement of parent volunteers is a very important factor to achieve

BPFP's objectives. Hence, training programs for volunteers are part of its strategy. The training programs include: volunteer development, team-building, skills development and externally-initiated programs. A survey of five out of 36 parent volunteers (from MLQES) serving for at least four years, reveals that leadership roles and responsibilities, desire to help and the sense of satisfaction in doing so, camaraderie among the volunteers, nutritious meals for their children, and support from their families and their families' understanding of the programs are the factors which influenced them to stay being volunteers. Partnership with the local government units, Department of Education and private organizations with ACED as the coordinating body is thus imperative in motivating the maximum community support for sustaining the BPFP.

The ACED parent volunteer programs continue to be well-received among the volunteers and active participation among them should be sustained. Recommended is the implementation of a Parents' Development Program focused on empowerment and capability building to realize the full potential of ACED's existing partnerships.

Dr. E.A. Gonzales de Castro *(University of the Philippines Manila) presented* "Expanded Duty of Barangay Health Workers as Oral Health Workers in Cavite."

In response to a very limited dental and rehabilitative services in the public sector, the University of the Philippines Manila-College of Dentistry is implementing an extension project to train Barangay Health Workers (BHWs) in Cavite to be Oral Health Workers (OHWs). This project aims to impart knowledge on simple oral hygiene practices, give advice on oral health problems, screen patients for dental missions, and refer patients to a dentist when necessary. Currently, the BHWs work hand in hand with the rural health unit personnel (e.g., doctors, dentists, nurses and midwives) in monitoring the health of the community.

The Universal Health Care (UHC) referred as 'Kalusugan Pangkalahatan' of the Department of Health is the provision to every Filipino of the highest possible quality of health care that is accessible efficient, equitably distributed, adequately funded, fairly financed, and appropriately used by an informed and empowered public. It is the current thrust of the government to bridge the inequality gap and reduce barriers to health care, reduce social exclusion and work towards universal coverage of delivering health services to Filipinos.

Dental services and/or cosmetic dental treatments such as tooth extraction, teeth cleaning, braces and teeth bleaching are not covered by PhilHealth health insurance. It is again in this light that more BHWs should

be trained as OHWs so they could assist in oral health care programs. Students are also trained in community engagement to participate with the faculty in the training of the BHWs. They coordinate with the community organizer recruited by the program, the municipal health officer, the barangay kagawad responsible for health concerns, and the mayor who provides moral and funding support.

The team developed four modules for the training program: (1) Ang Bibig, (2) Mga Karaniwang Sakit ng Bibig, (3) Mga Lunas at Paraan ng Pagiwas sa Mga Sakit sa Bibig, and (4) Oral Screening. There are subtopics under each module and examinations are given before and after each module. A passing score on the final exam and a return demonstration of tooth brushing mark the completion of the course.

Through this project, participants are now able to serve as OHWs for their communities. To effectively serve and recognize the BHWs as OHWs, a policy designating BHWs with the Expanded-Duty Oral Health Workers with a responsibility to assist in the oral health care of the community is recommended.

Parallel Session 3B Discussion

Community nutrition is one of the parallel sessions which comprise five presentations of extension programs: community health, nutrition, school feeding program focusing of parent volunteers, and oral health care which were discussed by experts from different SUCs. Questions were entertained after the five presentations. The first question was about the indicators of socioeconomic development and the health system. Dr. Cordero explained that one of the indicators of socioeconomic development is infant mortality rate. According to him, it should be declining. He also added that a decrease in maternal mortality is also a good indicator that there is a quality health system. He also cited a report by Dr. Alberto Quasi-Romualdez that health inequity is the main problem; poor distribution of resources hinders the improvement of a community.

Another question was on the extension of BIDANI program. Ms. Ana Castañeda stated that other SUCs could request for a capability building workshop for the extensionists. In fact, member SUCs are already training other SUCs on extension programs. Under BIDANI program is the promotion of KALINGA product. The participants were excited to know the price of a 60g pack. The presenter answered that the cost ranges from PhP 7.50 to 10.00 depending on the packaging. She further reiterated that for its nutritional content, the cost is lower than the commercial product (i.e. polvoron) using KALINGA.

Regarding the Blueplate Feeding Program, Ms. Amelia Lorena Perez clarified that they have baseline data of children from the start, middle and year-end of the feeding program. Attendance to the feeding program is also documented. They also refer children who need medical attention to the barangay health center. One of the participants asked if Ateneo de Manila University considered BLBFP a supplementary feeding program, providing 30 percent of the needed RENI. They responded that this program focused on lessening the drop-out by providing them with one complete meal each school day. The team did not record if this was the only meal children consumed each day. In the end, they described that parent volunteers were satisfied because the children finished all their meals. Tackling the last presentation, the provision of expanded-duty of BHWs as OHWs is a commendable strategy according to the participants. It could augment the very limited dental and rehabilitative services in the public sector. Hence, a policy on this is recommended.

Higher Education Public Service

Moderated by Prof. Roland Erwin B. Rabang
University of the Philippines Baguio

Dr. Eleanor G. Garingan *(Quirino State University) presented* "Modalities and Services in Extension."

Her presentation detailed the baseline and assessment study she conducted on 59 extension coordinators and personnel of the three main campuses of Quirino State University (QSU). The three campus sites were Diffun, Cabarroguis and Maddela. The descriptive research assessed the extension modalities and services, benefits and problems encountered by the extension personnel, as well as described the profile of respondents according to age, sex, ethnic affiliation, educational attainment and experience in extension service. Data tools used to analyze the data gathered from questionnaires were frequency counts and percentages, means, t-test, analysis of variance, and the Scheffe test.

Results from the data gathered showed that majority of the extension personnel were females, within the ages 21-30, and married. Most are also Ilocano, with master's degree, and have about one to five years of extension work experience. Data analysis suggest that extension modalities such as individual approaches (letter correspondences, farm and home visits, office calls) and group methods (farm demo, lectures, meetings) are often used by respondents; while mass media (radio, TV, AVP, print, posters) was rarely used. Activities that involve environmental education and management, alternative learning systems, nutrition, health and family, socioeconomic activities, and community welfare often use different extension modalities and

services. Meanwhile, extension activities on basic computer skills are rarely conducted. From the survey, respondents find benefits from the conduct of extension activities in their personal and professional life to be great, while socio-economic benefits were deemed greater.

Several interesting significant relationships were found in the analysis of variance, such as between office calls and gender, lecture and civil status, and radio and educational attainment among others. A few significant relationships were also identified between the degree of seriousness of problems and the respondents, such as between lack of community involvement and ethnic affiliation, awareness of cultural values and educational attainment, and peace and order and age to name a few. This information can be further studied and used by the university to plan and improve their extension activities and program.

Dr. Marites M. Rio *(University of Rizal System) presented* "GABAY: Gawin, Bigkasin, at Baybayin."

GABAY is a multifaceted extension program of the University of Rizal System (URS) that consists of distinct projects that aim to direct positive changes in the lives of different people from various sectors of the community. The main goal of the program is to strengthen and empower the communities by helping individuals improve their lives through trainings and capacity building.

The GABAY program has five main component projects: (1) GABAY-Aral/ALS is a component that aims to serve free academic tutorials in Mathematics, English and Science to poor young learners of the community; (2) GABAY-Kita aims to improve productivity and competencies of non-working mothers, out-of-school youths and elderly members of the community through livelihood training; (3) GABAY-Sining at Teknolohiya aims to enhance the visual, theatrical and musical skills of young members of the community through training and lessons, as well as provide technological orientation and vocational training to out-of-school youth and volunteers, particularly in sound and audio preparation, mixing, and troubleshooting; (4) GABAY-Pitak is a component that aims to equip barangay day care personnel, barangay social workers, and Municipal Social Welfare Development (MSWD) personnel with communication skills in sign language, as well as in counselling and life coaching; and (5) GABAY-Siglakas provides programs and activities for health and wellness to active and retired URS personnel and other community stakeholders.

Since it started in 2010, the GABAY program has already bridged and served 837 beneficiaries within the province of Rizal from various sectors such as

poor students, non-working mothers, unemployed individuals, out-of-school youths, senior citizens, young executives, physically and mentally deficient members of society, and even government and non-government personnel. Overall reception of the program based on evaluation was highly satisfactory. The local governments involved also showed positive reception through their continuous report through funding support and coordination. Based on the parameters set by the Commission on Higher Education (CHED), GABAY program is seen to have strong impact in the lives of the beneficiaries and scored highly in all criteria such as productivity level of participants, economic benefits, physical environment, governance, and contribution to the enhancement of the program. Because of the positive results of evaluations, GABAY program will continue to provide services and expand to other communities within Rizal Province.

Parallel Session 3C Discussion

Two important points were tackled during the open forum: (1) the importance of assessing the extension delivery system of the colleges and universities, and (2) the need to create and implement monitoring and evaluation tools for extension programs and activities.

Having previously worked at the Department of Education (DepEd) and recently transferred to the academe, Dr. Garingan admitted that she has limited experience and knowledge regarding extension services. Thus, after she was given the assignment of managing the extension services and programs of QSU, she decided to conduct a baseline study of the extension personnel and different programs and modalities employed by the university.

Several recommendations were given by the audience to Dr. Garingan in order for her to maximize the use of the data she gathered from the study. One is to identify gaps in their university's extension delivery system and find solutions to address them. A wish list or goals from which the university can set its directions would greatly help. Asked on what actions the university had done given the results of her studies and some of the issues discussed, she mentioned that they have conducted a planning workshop with the head of Extension in QSU and discussed how they will go about implementing the programs of the university. Other recommendations among the audience were to conduct a training program for the extension personnel of the university and to further analyze the data from the study.

Questions were raised regarding the monitoring and evaluation tools used by the URS to assess the GABAY program. To measure and evaluate the different GABAY projects, URS adopted available CHED instruments which are downloadable online. They also developed their own evaluation and monitoring tool to incorporate other parameters of the GABAY projects not included in the CHED instruments. The URS group were also asked on how they identified collaborating schools, partners and organizations. Normally, they would conduct benchmark studies or needs assessment to identify potential sites and partners; however, in most of their GABAY programs, it was usually the beneficiaries/participants who approach them for assistance.

Several calls for collaboration in developing monitoring and evaluation tools emanated from the SUC audiences. The need to develop project monitoring programs for CHED Level

Accreditation was emphasized during the open forum.

Three of the presenters were unable to present their papers during this session. The following were: (1) Don Mariano Marcos Memorial State University with their paper "Extension Involvement: Engaging the Community" by Janice Rhea P. Cabacungan; (2) Laguna State Polytechnic University (LSPU) with their paper "Carving our Niche: Reshaping the Laguna State Polytechnic University's Research, Development, and Extension Programs into the Mainstream" by Rommel Octavius R. Nuestro, Nestor M. De Vera, and Robert C. Agatep; and (3) another paper entitled "Good Governance in the Transformation of the University and Lives in the Community" by Nestor M. de Vera, Rommel Octavius R. Nuestro, and Beltran P. Pedrigal, all from LSPU.

Parallel Sessions 4A, 4B & 4C

CUPSCon Los Baños

Integrating Education in Culture

Moderated by Prof. Aleli B. Bawagan
University of the Philippines Diliman

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Dr. Barbara Elena M. Lagos *(Saint Louis University) presented* "Introducing Multicultural Education to Baguio City National High School (BCNHS)." *The project was organized in 2013 by Saint Louis University (SLU) in partnership with BCNHS and is expected to end this year. This extension program is comprised of seminar-workshops which aim to train BCNHS teachers on providing multicultural education to their students.*

According to the literature presented by Dr. Lagos, multicultural education acknowledges and respects the existence of diverse groups, the socio-cultural differences among them, and their continued contribution to society. This kind of education refers to programs and practices related to educational equity with respect to ethnic groups, language minorities, and low income groups. It hopes to reduce and to eliminate indifference, prejudice, and violence. More specifically, the benefits of multicultural teaching on students include preparing them to live and to work in a diverse society, empowering them with active roles in

learning, and enhancing their sense of connection with other people. Teachers also learn to self-reflect, to confront their own biases, and to correct their views, in order to be agents of change.

SLU conducted a needs assessment survey on BCNHS and discovered that the high school teachers, regardless of their academic rank or years of service, needed these benefits. Though most of them were moderately aware of using multicultural teaching and its benefits, they strongly expressed desire to learn more. Facilitated by six SLU Professional Education faculty members, seminar-workshops were

given to the participating teachers and they were required to have experience-based outputs. They also created culture-based lesson exemplars integrating peace education, gender sensitivity, prejudice elimination, and unity in religion.

At the time of the presentation, the teacher-beneficiaries were still creating culture-based lesson exemplars and were undergoing consultations with the SLU faculty. Nonetheless, the seminar-workshops were thought to be well-suited for the BCNHS, since its location is surrounded by various indigenous communities and exhibits high cultural and religious diversity. Dr. Lagos hoped that the seminar-workshops would encourage the practice and the mastery of multicultural teaching, as well as develop a more enhanced and meaningful learning among students regardless of their socioeconomic class, gender, ethnicity, or religion.

Joseph O. Castillo *(University of Southern Mindanao) presented* "Rubber-based Farming System Models for Small-Scale Stakeholders." *This is an agricultural extension education program of the College of Agriculture of the University of Southern Mindanao (USM), with the cooperation of the Province of North Cotabato. The project is principally concerned with the promotion of "diversified" rubber tree farming system models as alternatives to "mono-cropping", which was highly preferred by several farmers in the area.*

Mono-cropping has been proven to have more costs than benefits. As Prof. Castillo argued, this type of farming system has often caused the small-scale rubber farmers to stagnate or to even suffer greater poverty. This is because rubber trees take four to six years to be ready for harvesting. While waiting for their crops to mature, farmers have essentially zero income because they only rely on rubber trees. During this period, the trees also fall prey to pests and disease outbreaks which render them unproductive—not to mention the low price of rubber, the high costs of labor, the lack of peace and order in the area, and the El Niño phenomenon which caused severe drought in Mindanao.

In contrast, a diversified farming system can provide the farmers with multiple sources of income and a safety net should one of their crops fail. This new system can also mix high value crops with cash crops. To illustrate, Prof. Castillo stated that the yield for planting 600 rubber trees in 20 years' time is PhP 121,500.00 (price of rubber is PhP 18.00 per kilo). But by planting rubber with additional crops such as banana and coconut, the yield can go as high as PhP 320,000.00. The increase is due to the yield from banana and coconut in the

first four to five years while waiting for the rubber trees to mature. There are other farming systems discussed such as rubber-corn, rubber-cacao, rubber-banana, rubber-coconut, and rubber-fruit trees. Bad farming practices, such as non-observance of proper planting distances, were also corrected.

With these benefits in mind, USM aimed to train the 2,523 small-scale rubber farmers to adapt the new rubber-based farming system. The beneficiaries were identified based on the records of provincial government. The farmers come from 14 municipalities of the province. USM also established farms near the farmers' area and printed informative materials to be distributed to the farmers. The extension program is still undergoing at the time of the presentation.

Carlene P.C. Pilar-Arceo *(University of the Philippines) presented* "Math: It Takes a Community – Learning Through Our Real World."

Prof. Arceo mainly argued for the inclusion of community, cultural, and environmental factors in math instruction in the country in line with the K-12 program. The Commission on Higher Education (CHED) memorandum on General Education (GE) has prescribed the instruction of "Mathematics in the Modern World" by including and labeling it as part of the eight core GE courses for higher education institutions (HEIs). For instance, the University of the Philippines (UP) Diliman has its GE math course, Math 1.

In an age where math is responsible for the technology that powers today's labor-saving devices such as smartphones and tablets, math should be appreciated rather than feared. Prof. Pilar-Arceo blames the way math is taught in the country where students can hardly relate to textbook problems which use dollars and peaches, rather than pesos and rice. Math is rarely brought outside the classroom where mathematical feats can be observed, as in architecture and design.

Prof. Pilar-Arceo suggested that, for instance, students in farming communities should be given take-home math problems involving calculations on planted crops. She also presented examples of studies using applied math such as in bee biology (an initiative of UPLB Biomathematics) and the algebra of weaving patterns, folk music, and kinship systems. She has also advocated the establishing Math Houses and Math Walks, where participating students can freely join in games and tours to make math more interactive to appreciate it better. With this new pedagogy, she hopes many will realize that math can aid in making proper responses to widespread problems such as traffic, typhoons, floods, epidemics, and water and electricity shortages, among others.

Math instructors should find a niche, reach out and collaborate with other members of society, and then lead initiatives or projects promoting this new pedagogy. They can start through presentations in conferences and seminars. Teachers cannot make the desired changes alone. Also, aside from the inclusion of holistic, culture-based education in K-12 and CHED GE courses, support must also come from the family, school, local government units, and other government or non-government organizations. As Prof. Pilar-Arceo reiterated, "It would take a community."

Filamela Horiuchi *(Technological University of the Philippines) presented* "The Japanese Language, Arts and Culture Club (JLAAC): Exchanging Knowledge, Building Bonds."

Based in the Technological University of the Philippines (TUP), the JLACC is an organization with the goal of uniting TUP students interested in learning Japanese language, arts, and culture. It was established in July 2014 through the help of former Monbusho scholar and renowned sculptor Noell El Farol (Head of the Department of Fine Arts) and Prof. Almina Tengco (OIC, Dean of the College of Architecture). It also has connections with the Japan Foundation and the PHILAJAMES (Philippine Association of Japanese Government Scholars).

The objectives of JLACC include the promotion of learning Japanese language, arts, and culture in the Philippines as a member of the Association of Southeast Asian Nations (ASEAN) Community, the heightening of interest of Filipino students in Japanese arts by showcasing and reflecting Philippine culture, and the creation of a venue for Filipino-Japanese cultural exchange through exhibits, forums, and lectures, among others. The JLAAC hopes that the mutual governmental assistance between Japan and the Philippines will be enhanced through this cultural exchange. The JLACC also regularly disseminates educational information for those interested to learn more about Japan.

Through the JLACC, students participated in activities adopting Japanese culture. They designed shirts and bookmarks with Japanese cultural references, painted canvass bags with Kanjis using visual translations, and presented plays and skits using Japanese literature. They also conduct review sessions for those taking the Japanese Language Proficiency Test. Other activities include cultural exchange visits by information technology students from Kansai University-Osaka. The visiting students held workshops on Kanji-writing, wasabi-making, and origami-folding, among many others. JLACC students, meanwhile,

organized a gender equality seminar on the current situation of LGBTs both in Japan and the Philippines. In addition, the JLACC participated in the national conferences on PHILAJAMES and the 2015 Development Agenda. They also took part in film-showing activities such as "Eiga Sai", the Japanese Film Festival held as part of the Philippine-Japan Friendship Month in 2015.

According to Horiuchi, JLACC's activities have fostered the deeper understanding of Japanese language, arts, and culture. One of its achievements, aside from the above-mentioned, is having two of its students to pass the 2015 Japanese Learning Proficiency Test (JPLT) N5. The JLAAC will continue connecting with TUP students in learning and practicing Japanese language, arts, and culture as a discipline.

Parallel Session 4A Discussion

All presenters, except Dr. Lagos, received questions from the audience.

There were three issues on Prof. Castillo's proposed multi-cropping system. The first was whether the program actually alleviates poverty. Prof. Castillo stressed the slow pace of the project since they are targeting small-scale farmers owning small and individual hectares with limited resources and low capital, unlike large-scale haciendgeros who operate on an economy of scale. Low demand and high standards for rubber also complicates the situation. Another issue is the five-year waiting time (in average) before getting income from rubber, which is considered a gamble. But, as Prof. Castillo reiterated, the cash crops should provide income for the meantime. The last issue was whether the project can achieve its scope of helping 2,553 farmers. Prof. Castillo noted that the difficulty with implementation comes from politicians and affluent owners having more land than the small-scale farmers. Also, since the target beneficiaries are returnees from the Moro National Liberation Front (MNLF) and other armed groups, the process of helping the farmers is actually complicated.

For Prof. Pilar-Arceo, two questions were asked. One was on widening the possibilities for math teachers in the cultural and motivational aspect, and the other was the challenge for math in promoting the nationalistic spirit. Prof. Pilar-Arceo explained that teaching math is skills and history-based. Other teachers can begin by relating math with history and culture. They have to make an effort to connect the subject with the students' interests. As an example, Prof. Pilar-Arceo said that negative numbers were first introduced in India in order to calculate debt. With regard to nationalism, she said that the problem lies with textbooks authored and published by Filipinos but the examples are in US Dollars and the items, such as pomegranate, which are alien to many Filipino students. Local and cultural examples must be used instead. Prof. Pilar-Arceo also stressed that many students in farming communities take absence lasting a month just to assist their parents in tilling their farm. She recommends that the community must cooperate with the parents and the school to give assignments to students involving calculations of what they plant (e.g., crop distances and dimensions, etc.). Other examples can be used, such as fiestas and monuments.

Finally, Ms. Horiuchi was asked two questions. The first was whether the

program can be extended outside TUP. In response, Ms. Horiuchi said that it is possible, but certain administrative matters must be settled first. The second was how many Kanjis were taught. Horiuchi said that the 50 Kanjis were taught for the whole year (first and second semesters).

Education, Literacy, and Training

Moderated by Prof. Katrina Ross A. Tan
University of the Philippines Manila

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Dr. Daniel L. Mabazza *(University of the Philippines Diliman) presented* "Geography in the Field: Two Decades of Course-Based Extension Program."

The presentation focused mainly on how the field school of the Geography Department becomes an extension program of the department. It also focused on the mutual partnership among the following groups, namely the Department of Geography, various local government units (LGU), non-government organizations and people's organization. The partnerships between these groups enabled the Department of Geography to conduct fieldworks across various cities in the country. Fieldwork done by geography students, both in the Bachelor of Science and in the Master of Science programs of the department is required under their curriculum. Students undertaking the fieldwork activity are required to engage in geographic inquiry, data collection and analysis, as well as mapping.

With the help of R.A. 7160 or the Local Government Code, every LGU is now mandated to create a "comprehensive multi-sectoral development plan to be initiated by its local development council and approved by its *sanggunian*" as well as to continue preparing the Comprehensive Land Use Plan (CLUP). The Department of Geography has had collaborations with LGUs, NGO and organization in more than 40 field sites.

The Geography department's field school serves as an extension program of the said department. The said department offers various services which cater to the various needs of LGUs pertaining to geography-related

queries. Services offered include the creation of Physical Socioeconomic profiles (PSEP) or Ecological Profile (EP), CLUP, Risk and Hazard Assessment, Ethno-geography, Economic Geography, Participatory 3D Mapping, etc. The department has had collaborations with various LGUs where they assisted in the drafting of various profiles, plans and maps of various LGUs.

The main objective of this program is to further hone the skills in data collection and analysis of the students of the department. The tedious activities done during the fieldworks not only help develop the communication and writing skills of the students but also develop their leadership, teamwork and decision-making skills. Their immersion in various communities also has a significant effect not only on the students' perception on political, economic and environmental issues but it also helps deepen their understanding of the culture of the local community.

The program's benefits also go beyond the students. The program, through its extension services, has helped various LGUs. These services enabled the department to extend its assistance to these units, which is mutually beneficial to all parties involved.

Engr. Jeark A. Principe *(University of the Philippines Diliman) presented* "UPTCAGP Training Courses: Supporting Institutions through Geomatics Training."

The presentation focused on the free training administered by the Department of Geodetic Engineering for government employees. This training program is offered to government employees who wish to deepen their understanding on various topics such as surveying and mapping. The University of the Philippines Training Center for Applied Geodesy and Programmetry (UPTCAGP) was established in 1964 and has since then been offering free training to government employees, particularly to those who practice surveying and mapping. The UPTCAGP is the research and extension arm of the said department. This program was established to address the lack of surveying and mapping professionals in the country back then. This program has helped various government institutions such as the Department of Agriculture, the Department of Environment and Natural Resources (DENR), and the Armed Forces of the Philippines (AFP).

The training courses of the said program are divided into three: Applied Geoinformatics, Geomatics, and Resource Mapping and Valuation. Applied Geoinformatics basically deals with various topics which aim to improve the person's operational knowledge in

resource information extraction. The second one, Geomatics, deals mostly with current developments and practices in core geomatics technologies. These include surveying, photogrammetry, the global positioning system (GPS), remote sensing, and the geographic information system (GIS). The resource mapping and valuation caters mostly to local government personnel who deal mostly with planning, development and revenue-related activities.

The presenter also discussed the admission requirements for the various training programs. Due to limited resources, the TCAGP only offers 20 slots for each course. The modules are also being done in a monthly setup instead of a semestral setup mainly because the latter setup makes it harder for various local governments (which have very limited personnel) to fully commit to the program. However, semestral courses are also being offered to personnel who wish to attend Saturday classes.

Dr. Ariel Blanco *(University of the Philippines) presented* "Building LGU and Community Capability for Natural Resource Assessment through the UP-CCC RAPID NRA Project."

Various local government units do not have the ability to assess their vast natural resources due to the lack of budget and personnel who have the ability to undertake such tasks. The University of the Philippines-Climate Change Commission (UP-CCC) and the Resilience and Preparedness through Inclusive Development Natural Resource Assessment (RAPID NRA) were established to undertake and fill this gap. This project aims to provide a detailed assessment of the various natural resources in two coastal areas, the one in San Pablo Bay and the one in Leyte Gulf.

The natural resources considered in the modules of this project are forest, agricultural, coastal marine, and inland water resources. They are then complemented with modules which take into consideration the water quality, environmental valuation and municipal accounts, remote sensing and geographic information systems (GIS). The LGUs have a significant role in this particular project. They are tasked to provide the data available and assist before, during and after the field surveys and workshops. The benefits for the LGUs include: data and maps, resource assessments, knowledge and skills enhancement as well as support from the UP CCC and from UP itself. In addition, they are also able to enhance their natural resource management.

The RAPID NRA project aims to help the various LGUs who do not have the ability to undertake the task of assessing their natural resources. These LGUs rely mostly on national government agencies, but this is not enough and

may not address the pressing issues of these LGUs. Another objective of this project is to help various LGUs build their capacity to do the NRA on their own as NRA is extremely important for planning and development of basic information of their natural resources.

The various activities undertaken under the project include arranging various mini-workshops with PENROs, MENROs and representatives of concerned LGUs. They also conduct field visits to the selected sites as well as to accomplish a questionnaire which ask about the following topics: (1) the natural resources and its assessment; (2) environmental issues, concerns and problems; (3) environmental awareness and conservation and lastly; (4) a data checklist.

Parallel Session 4B Discussion

One discussion that stood out was on the case of Cagayan State University (CSU) where 35 hectares of the school is allotted for the school facilities while they have 2,900 hectares of land reservation. A participant from CSU asked the presenter, Dr. Mabazza, if UP's Geography Department may assist CSU in coming up with a map or any help they may extend in order to locate the area measuring 2,900 hectares of land. Dean Aguiling-Dalisay of the UP College of Social Sciences and Philosophy (under which is the Department of Geography) stated that various institutions, both private and public, may always ask for help from the college whether in the form of a formal memorandum of agreement (MOA) or memorandum of understanding (MOU) or through an informal avenue. What she suggested was to check if there is an existing MOA or MOU between UP and CSU. If none, she said it is not that difficult to create one. She also emphasized the importance of an interdisciplinary and multidisciplinary approach in various issues like this.

Another point of discussion focused mostly on the recommendations of the presenters on how an aspiring researcher may improve her work. The aspiring researcher aims to come up with policy recommendations to the weak spots of the various local government units by looking at hazard and risk maps. She will then complement this with interviews with the locals in those LGUs regarding the situation in their area. She asked the presenters whether this method would be enough to come up with a policy recommendation. A presenter said that the combination of various methods is highly suggested in order to obtain a comprehensive data set. However, he emphasized that models are also needed which may be obtained by collaborating with various universities which are adept at model-making.

The aspiring researcher also added that she wants to know the most important vulnerability based on the risk map. She asked how much time she has to take into consideration in order to yield the best data. Another presenter stated that all studies have a definite timeframe and there is a reason why one would be studying a particular place at a particular timeframe. It all boils down to the subject of one's study.

Another member of the audience asked if there is a standard for the basis of mapping. He said that if there is none, what would the presenters suggest as the standard for the basis of mapping? He also asked how much time is needed to create a 3D map of the Cagayan River. One of the presenters said that multiple activities which aim to create

3D maps are already being conducted, such as Project NOAH. These projects are being done with modern data. He also emphasized that there are other agencies doing similar projects. Hence, LGUs may rely on these data instead of having to spend their budgets on independent researches. One only needs to look into the websites of the government and other agencies for these kinds of data.

Development Communication and Media Literacy

Moderated by Prof. Roland Erwin B. Rabang
University of the Philippines Baguio

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Winifredo B. Dagli *(University of the Philippines Los Baños) presented* "Towards a New Model of Academic Field Instruction in Development Communication", *which discussed the program's history and activities and the College's efforts to revise it to fit evolving needs.*

The College of Development Communication (CDC) of University of the Philippines Los Baños (UPLB) held a Generalist Curriculum Workshop in July 2014 at the Development Academy of the Philippines in Tagaytay to discuss improvements for the Academic Field Instruction program. The workshop discussed the importance of community engagement in the context of formal development community education. This was meant to revitalize teachers and especially students working outside the classroom, enabling them to develop the right attitude and skills to deal with communities and to have safety and ethical standards when collecting information. This ensures that project results are mutually beneficial for students and partner communities and agencies.

Development Communication or DevCom as pioneered by UPLB's Nora C. Quebral in 1971, emerged from the practical field of agricultural communication and extension. Los Baños and other parts of Laguna were seen as laboratories for social development. DevCom was influenced

by Paulo Freire's Pedagogy of the Press which promoted people's participation. In the late 70s to 80s, DevCom faculty and students pioneered "school in the air" radio programs for farmers and rural health workers. In the 1980s and 1990s, they worked with community-based organizations or people's organizations. But by the 2000s, DevCom teachers and classes increasingly chose to partner with research and development organizations since people's organizations faced problems like dwindling support from community organizers and funding agencies, even as fieldwork became a more prevalent requirement in other UPLB courses. This led to less emphasis on participatory communication processes. Other problems include development organizations introducing monetary compensation in the community, making it difficult for students to gain the people's participation.

To deal with these issues, the Academic Field Instruction Program was thus revised, and a pilot run began in the same year. The revised program involves research, student-teacher orientation, participatory planning, and assigning CDC coordinators and field supervisors to the areas. The DevCom class activities and outputs include the production of multimedia materials, in-depth reporting of community development issues, provision of access to media outlets from the college and its partners, production of learning materials for schools, non-formal learning institutions, and community-based groups, the creation of Internet-based and broadcast-based learning modules, development of popular media for science education, creation and support of development organizations, initiation of strategic communication programs, and provision of capacity-building opportunities regarding communication.

In February 2015, CDC and its partner organizations held a Partners Meeting and Workshop to gather feedback from the pilot run. It was found that the importance of joint projects and methods, coordination among participants, ethics in fieldwork, and the quality of output all worked towards sustainability and social inclusion. Courses should be clearly defined and designed for community field instruction instead of the classroom.

Anna Lorraine Uy *(Ateneo de Manila University) presented* "ReADMU. txt: An SMS-Based Service for Literacy Authors."

ReADMU.txt is a reading tutorial program geared for students in Grades 1, 2 and 6 using (short message service) SMS technology or simply text messages. It provides informal English comprehension and literacy training for Grades 1, 2 and 6 students. Developed by Ateneo de Manila University (AdMU) students, it is sponsored by the Department of Science and Technology

(DOST). It was officially launched on August 28, 2015 through the Ateneo Center for Educational Development (ACED) and its partner schools. Currently, it has around 700 unique users and sends and receives 10,000 messages daily.

The ReADMU.txt system sends students text messages with questions (in quiz format) based on the official English curriculum of the Department of Education (DepEd), covering the following topics: general reading comprehension, nouns, verbs, adjectives, rhymes, and figures of speech. The student participants send their answers via text, and then immediately receive feedback as to whether these answers were correct or not. All these SMS text messages are free of charge because of the funding by DOST. The program uses the Chikka Telecommunication network to send and receive its text messages.

The project is an application of mobile learning, which is education using mobile devices like cell phones and tablets, to enable learning anywhere and anytime. Mobile learning is intended to increase educational opportunities for people by expanding the reach of education outside school facilities, facilitating personalized learning within people's homes, and bridging formal and informal learning through an academic context. Since the Philippines is the fastest growing mobile market in Asia with a growing demand for mobile devices with an annual subscription growth of 11%, it is a prime opportunity for mobile learning.

ReADMU.txt serves as a supplementary activity to classroom learning because the traditional educational system in the Philippines has to deal with a lack of teachers, teaching resource materials, and infrastructure to work properly. The instruction of English, in particular, is affected by this problem; therefore, the program provides participants with out-of-classroom practice in English comprehension. It is also not a wholly original concept as precedents of disseminating reading and other educational materials have been tried out in South Africa and in Pakistan.

In developing the project module, the creators from Ateneo collated quiz questions for Grades 1, 2 and 6 (intended to be Grade 3, but was changed due to a typographical error in the proposal) not exceeding 420 characters in length (due to text message limitations). The text messages come in quiz sets with five questions each, ranging from English grammar to reading comprehension.

Currently the program is currently going through testing in order to revise questions if needed, regarding their appropriateness, clarity and relevance. The team plans to analyze data gathered from the existing subscribers and extrapolate issues and trends from the results. It also aims to develop modules for Grades 3, 4 and 5.

Shirley Palileo-Evidente *(University of the Philippines Diliman) presented* "Extending Public Service through Teaching and Research to the Larger Community."

The College of Mass Communication (CMC) aims to develop and promote media as an outlet for social responsibility, serving and improving society. The Office of Extension and External Relations (OEER) aims to empower different sectors and institutions through spreading information and media literacy. The office thus has facilitated and initiated many different activities towards this end.

It has held several Media Literacy Seminar-Workshops which aims to help the youth use various forms of media in an informed and critical manner. These are conducted with the cooperation of educators, community workers, non-government organizations (NGOs), and other groups. Seminar-workshops focusing on film and animation were held at the UP Film Institute (Film Center) starting in 2014. The participants varied from faculty, staff and students of different grade levels from the UP system and other schools. The films studied were selected for the different audiences. They ranged from animated films like Spirited Away to live-action films with more mature subject matter like Raise the Red Lantern and Hero. It has also conducted Animation Workshops for Kids and Young Adults.

The office is also responsible for the Graciano Lopez Jaena Community Journalism Workshops, which

showcase the important roles of community journalists in safeguarding democracy and developing the nation. The Lopez Jaena Workshops started in 2012. Over the years, they have become the foremost venue for training community journalists to uphold their profession's highest professional and ethical standards. As befitting their name, they are held outside the college in communities such as Payatas and Kasiglahan Village. Topics include: "Media and Elections: Safety and Governance", "Media and Disasters: Reporting for Accountability" and "Investigating Corruption in Media and the Government."

The OEER is also behind the UP Gawad Plaridel program, established in 2004 and one of the flagship programs of the College. The UP Gawad Plaridel Award is UP's highest award bestowed upon outstanding media workers whose consistent integrity and excellence in their work means they are role models for other media workers and students to emulate. These awardees include such luminaries as print journalist Eugenia Apostol, journalist/poet/screenwriter Pete Lacaba, broadcast journalist Cheche Lazaro, actresses Vilma Santos and Nora Aunor, and most recently screenwriter Ricky Lee. The awardees are required to give a Plaridel Lecture and conduct a Masterclass Workshop about their field.

Other projects and collaborations center

around newsworthy topics befitting mass communication, like conferences and panel discussions about enforced disappearances, the Mamasapano tragedy, and the Bangsamoro peace process.

Maria Cecilia H. Rañola-Villegas *(University of Rizal System–Angono) presented "KislapHigante*: Media and Information Literacy Extension Project (KH-MIL-EP)*", further subtitled "Shaping Young Minds."*

Conceptualized under the Bachelor of Arts program in Mass Communication, *KislapHigante* is an extension program which aims to teach young people to access, understand, and evaluate different aspects of media and its contents, with the wider goal of developing a media-literate and information-literate society. It also aims to provide an alternative venue for the youth to showcase their knowledge derived from the intervention activities they conducted.

The project was inspired by deficiencies in the media exposure of young people in the community. It spun off from an Introduction to Mass Communication class where the proponents realized that advocacy on media and information literacy for the youth was needed. Under the guidance of journalism instructors, the proponents formed a team and started scouting for potential trainers and trainees and partner agencies or organizations. The team partnered with Better World Media Initiatives, with the Barangay Council of San Isidro, Angono, and with Angono Elementary School. Fifty Grade 4 students from Angono Elementary School participated in this project. They were identified by their class advisers who volunteered support to KH-MIL-EP. Faculty extension workers, journalism majors and other selected college students also served as trainers and facilitators for the extension project.

The training activity for the students followed a preliminary interview. They were also provided with survey questionnaires and training packages. The activity sessions lasted for three months, running for eight consecutive Saturdays from February 21 to April 11, 2015. It was composed of several modules about various topics, like: communication and mass media, media exposure, the nature of media and its influence, media portrayals of physical appearance and its messages and effects, the portrayal of smoking and drinking in advertisements, film and television, the portrayal of violence in movies, television, video games and the news, and responsible media viewing, including alternatives to media exposure or counter-media. After another interview, the program ended with a culminating activity.

The project helped the students develop media awareness and use their newfound

knowledge to become responsible users of media. They became more critical and less accepting of mixed messages in media. This also helped them build their sense of personal and community values. The students rated the lessons they learned and strategies they used to be more educational than their former educational state. The faculty extension workers and student trainers also learned from the media awareness activities as much as the participants, as values formation and critical thinking was reinforced through the program.

Parallel Session 4C Discussion

Prof. Dagli, who had to leave early to teach a class, was asked about community development which he had mentioned. The responder asked for further elaboration regarding media engagement. Prof. Dagli clarified that he had mentioned community development in context of landscape of Los Baños and was not really referring to the discipline itself but rather to local development driven by organized groups and people's organizations. Working with these organizations, in the context of DevCom, has become more of a challenge nowadays because many of them in Laguna are suffering from organizational problems. Communities are aging, members are aging, and there are no new members, on top of financial problems. In DevCom, community organizing is not strictly part of the curriculum, as they integrate with such organizing groups and with field instruction programs of other units. The issue is to not to be seen as redundant since other groups are also doing fieldwork.

Another member of the audience asked if there was any program they could use with persons with disabilities, and if they had tried any. Ms. Rañola-Villegas said that so far her project had not come across that situation, but she recommended a book written by Yvonne Chua (of the University of the Philippines Diliman College of Mass Communication Department of Journalism) titled Getting It Right: Reporting Cases on Disability and Differently Abled Persons. She also said to consider these people's emotions in order to connect with them. Prof. Palileo-Evidente said that the College of Mass Communication has no programs for that situation, but they can choose what programs to develop so the opportunity is there in the future. She also suggested that visual arts be explored as an activity for them. The audience member clarified that she was thinking of storytelling activities for both pediatric and adolescent individuals. Prof.Palileo-Evidente said that the college has workshops on making prosthetics for theatre. It is one venue for them to explore and express creativity and imagination.

Another asked if it was possible to translate extension activity technologies into film so that intervention could be carried out in the context of transferring science and technology knowledge to farmers. Prof. Palileo-Evidente said that the outlook was encouraging, speaking in her capacity as a teacher, and her capacity as part of the Office of Extension. They had previously done a seminar workshop with UP scientists who are reluctant to media exposure. The workshop tackled

the issues of media awareness and how to engage media. Since media is also a business, there is a tendency to treat issues as commodities; however, this is collaboration between farmers and media to promote education.

Another participant inquired Ateneo about the challenge of service learning, to have activities specific to the needs of students and their courses. Ms. Uy elaborated that they faced the challenge of funding. Their study of the sustainability of the ReADMU project, which is expensive, was ongoing.

It was noted that in the context of DevCom, most students come from far-flung areas (such as those in Laguna). The practicality, therefore, of using SMS text messages was questioned. Ms. Uy assured them that grade school students had access to mobile phones, if not their own then borrowing them at a set time to take part in ReADMU. The responder asked if they also have plans extending the program to high school students. Uy answered in the affirmative, as long as DOST will be willing to fund them and as long as people are willing to participate. They are also planning to extend it to other year levels and subjects such as math and science.

Parallel Sessions 5A, 5B & 5C

CUPSCon Los Baños

English, Math, and Science Literacy Programs

Moderated by Prof. Aleli B. Bawagan
University of the Philippines Diliman

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Janette Silva *(University of the Philippines Los Baños) presented* "Basic English Training for the Youth under the LP4Y Foundation."

The University of the Philippines Los Baños (UPLB) Ugnayan ng Pahinungod, the official volunteer service program of the university, and the Life Project 4 Youth (LP4Y), a non-governmental organization that empowers youth located in slum areas through entrepreneurship, are the primary organizations involved in the project. The partnership is on a yearly basis, with volunteer teachers from the University of the Philippines Los Baños and University of the Philippines Open University lending their assistance to the project. The project aims to develop the English communication skills, both oral and written, of the participants.

LP4Y, through its projects, demonstrates the effects of empowering out-of-school youth, with the objective of reintegrating them into the community. The programs aim to inculcate a sense of autonomy to its beneficiaries and to integrate them into the field of entrepreneurship. For twelve months, the participants work on microeconomic activities with a team, learn communication and ICT, and develop "life projects." Afterwards, they embark on entrepreneurial activities for six months.

Prior to the training, four important steps were undertaken: ocular

inspection, diagnostic test, instructional design, and module writing. During the training, the students concentrated on basic grammar such as parts of speech, sentence patterns, verb tenses, and sentence construction. This progressed to question formulation, resume writing, persuasive text writing, and conversation practice drills. A pre-test and mock job interview was also conducted.

The participants, facilitators, and LP4Y coaches expressed positive feedback about the conduct of training. In order to ensure that the participants have really grasped the lessons, civil welfare training service (CWTS) students facilitated follow-up training in the community of Calauan, Laguna. Important outputs generated by this program include modules and instructional materials that are continuously developed to match the target learners' needs. These may be shared with other educational institutions seeking to empower youth through outreach and extension activities.

Ma. Lourdes Agad *(University of the Philippines Diliman) presented the* "Extension Activities of the National Institute for Science and Mathematics Education Development (NISMED)."

NISMED is connected to the University of the Philippines College of Education with the purpose of raising the level of science and mathematics education and professional development of teachers in the country. NISMED has a three-pronged mandate, namely Research, Curriculum Development, and Professional Development and Extension Services.

NISMED aims to promote scientific, technological, and environmental literacy among the youth, teachers, and the general public through its extension programs such as public lectures, stargazing activities, television and radio programs, and the Open Laboratory. The speaker finds the stargazing activity to be the most popular program of NISMED, thanks to its own telescope. The Open Laboratory, on the other hand, allows students from different schools to the laboratories of NISMED. The Institute also hosts multiple websites that feature relevant content and serve as platforms for collaboration of teachers. Finally, the institute organizes conferences that promote dissemination of research findings in science and mathematics education.

Finally, NISMED continues to forge partnerships with government agencies such as the Department of Science and Technology-Science Education Institute (DOST-SET), Department of Education (DepEd), Advanced Science and Technology Institute, and private local- and foreign-based companies such as the Metrobank Foundation, Marikina Shoe Exchange and Intel.

Dr. Analissa dela Cruz *(Saint Louis University) presented* "Introducing a Reading Speed and Comprehension Program to the English Teachers of St. Martin's School Inc., Baguio City."

Dr. Cruz elaborated on the two components of reading, namely, comprehension and rate of reading, and on the argument that efficient reading is a function of speed. The extension program on speed reading is initiated by the English and Communication Department of Saint Louis University to cater to educational institutions seeking assistance in developing reading skills.

St. Martin's School in Baguio City expressed interest in having a speed reading program for their students because, according to the needs assessment conducted on Grade V and Grade VI students, the students' rate of reading is "slow" and their comprehension is "below average." To remedy this, the Department decided to initiate capacity building for the teachers and use the hand-pacing technique for the students. The first phase of the project lasted for three months while the second part, which consisted of eight (8) sessions lasted from November 2015 to May 2016.

The results of the program showed that the hand-pacing technique, which is done by placing the right hand on the page and slowly moving it straight down the page, improved both the reading speed and the comprehension of the students and the teachers who underwent the training. This assessment encourages the sustenance of the program in St. Martin's School in the years to come.

Ana Katrina T. Marcial *(University of the Philippines Open University) presented* "English and Math Review Project with the All UP Workers Union – UPOU Chapter."

Inspired by the University of the Philippines Open University (UPOU) bridge programs in Math and English that are offered online, the program aims to provide Math and English refreshers or review sessions that will aid them in their Career Service Exams. It is initiated by members of the Faculty of Education and members of the All UP Workers Union UPOU Chapter.

The review modules are crafted by volunteer faculty members, while the participants were invited by the All UP Workers Union. Participants may be present university employees but may also include non-government workers and employees with casual appointments.

The review sessions that consisted of

discussions of key principles lasted for two days. Reading comprehension and grammar were tackled in English review modules. Analogy, logic, and numerical reasoning comprised that of the Math review modules. In addition to these subjects, the program also included test-taking strategies.

The program is projected to assist individuals who desire to take the career service exams and institutionalize continuous review and training beyond exam season. Moreover, it introduced the use of an online platform as repository of review resources, which would lead to the creation of an open online course.

Parallel Session 5A Discussion

Educators that were present in the plenary session still find the state of literacy in the country lackluster. Thus, there is a general consensus that this should be made a matter or priority. A participant narrated that she had conducted a baseline survey of a potential beneficiary and found that the children in the community have below average reading comprehension. She then poses the important question of how higher education institutions could aid these communities in raising the level of literacy. The presenters agreed that each educational institution has its own extension programs that may cater to the needs of the community and that there should be constant effort to develop on these programs.

Another participant asked whether impact studies are done after teacher trainings in NISMED have been concluded. The presenter elaborated that while they conduct post-training assessments, a general impact study is still in the works.

Finally, the question of the role of the All UP Workers Union-UPOU Chapter in the facilitation of the English and Math Review Project was raised. Ms. Marcial explained that the program would not have been made possible without the recommendation of the Union that a training program for individuals who would like to take the Career Service Exam be initiated by the Open University.

Health and Wellness Programs

Moderated by Prof. Diocel Harold M. Aquino
University of the Philippines Diliman

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Ryan John Pascual *(University of the Philippines Manila) presented* "Mobilizing the Youth for Health: The UP Manila Experience on Organizing a National Volunteer Youth Leader Network, VYLH-Philippines."

Mobilizing the youth for health is important for the following reasons: (1) to address the need for the involvement of more sectors in improving the health of the people and building a healthy Philippines; (2) to develop a health-seeking behavior among the youth; and (3) the youth are the future parents and leaders. Pascual mentioned that, as health advocates and health educators, the youth also become recipients or beneficiaries of the services rendered by the network.

The Volunteer Youth Leaders for Health (VYLH) seeks to create a network of youth leaders and youth organizations in schools and communities in the Philippines who will champion increasing public awareness on existing health programs, and the significance of healthy lifestyle at an early age. The objectives of the VYLH are to: (1) organize youth and youth groups to conduct awareness campaigns in schools and communities focused on the advocacies of the network; (2) conduct research on the current knowledge and perception of the youth about folic acid, pre-term births and birth defects; (3) conduct promotional activities among the youth with main topics based on the results of the research; and (4) develop informational materials that will increase the knowledge and perception of the general public about folic acid, pre-term births, birth defects, newborn screening, and other health concerns.

Folic acid and prematurity awareness campaigns, newborn screening promotion and lobbying public support for rare disorders are the flagship advocacies of the VYLH. Establishing VYLH-Philippines is a breakthrough experience for UP Manila and the country as it shows the impact of youth mobilization in educating the youth sector and the public about health concerns that can affect the present and future generations. Through VYLH, the Filipino youth can assume a major role in health promotion particularly in mainstreaming preconception health for early infant death and disability prevention.

Dan Ronsley Dizon *(University of the Philippines Manila) presented* "Clinic for Therapy Services."

The Clinic for Therapy Services (CTS) is an extension program of the College of Allied Medical Professions (CAMP), University of the Philippines Manila. The clinic offers training programs that are geared to develop the clinical competencies of student clinicians. It also offers service programs to various indigent patients with disabilities. Owing to the programs and resources that it has, it also serves as a highly potential research conduit of the college. According to the presenter, most of the clients' families served by the clinic belong to the low-income bracket. The program is spearheaded by a program head who develops, implements, and evaluates clinic policies and procedures; plans, schedules and implements annual clinic activities; and, initiates, monitors, and evaluates CTS programs. Under the program head are five other officers who are in charge of the major clinic operations: the Training Officer, the Service Officer, the Finance Officer, the Housekeeping Officer, and the Research Officer. The clinic also has its administrative officer and utility staff who serve as support in managing the clinic operations. The clinic has two major sections: the Pediatric Section, which caters to children aged 0-12 years old, and the Adolescent and Adult Section, which provides management to clients aged 12 and above.

The presenter stated that they envision CTS, a program of CAMP, to be recognized in the ASEAN region as a globally-competitive center for occupational therapy, physical therapy, and speech pathology that: (1) serves as forefront of developing and providing model programs for clinical education; (2) provides quality services relevant to the needs of the Filipino people; (3) contributes to the knowledge base of the professions; (4) develops and provides clinical education programs of high standards to local and international occupation therapy, physical therapy, and speech pathology students that enhance relevant knowledge, skills, and attitudes; (5) provides interdisciplinary, family-centered, and evidence-based

programs across client groups; (6) develops and utilizes new knowledge relevant to the practice of occupational therapy, physical therapy, and speech pathology. The Clinic also seeks to provide services to children with developmental disabilities and other special needs (e.g. DS, CP, Autism, speech, motor and cognitive delay) provide services for adolescents with developmental disabilities and adults with a variety of musculoskeletal and neurological conditions; and provide interdisciplinary and family-centered management for persons with disabilities and caregiver education seminars.

Jerome Soriano *(Tarlac College of Agriculture) presented* "Kalinga sa Lingap." *LingapCenter is a home for marginalized children not only in the province of Tarlac, but also in the nearby provinces.*

Mr. Soriano started his presentation by stating the Tarlac College of Agriculture's Unselfish and Committed Response for the Marginalized Children. The linkage with LingapCenter aimed for the holistic development of the residents. To achieve this goal, an extension development program was formulated solely for the institution, which greatly considered the needs of the children. The members who comprised the team come from different disciplines and they all have their significant contributions for the attainment of the noble goal in LingapCenter. The major activities undertaken are the following: (1) survey visit to the prospective site; (2) community profiling/ needs assessment; (3) coordination with the Barangay Council; (4) validation of work plan; (5) finalization of work plan; (6) memorandum of agreement (MOA) signing; (7) implementation; and (8) monitoring and evaluation.

The Kalinga sa Lingap Team is a group dedicated to the holistic development of the residents in LingapCenter. The members each come from various disciplines. The diversity which characterized the team worked well with the members as they were able to complement their skills towards the holistic development of the residents. Some of the notable activities conducted by the team are an annual gift-giving activity, research on the development skills of special children which served as a basis in preparing a SPED program in LingapCenter, and formulation of a development program for the mentally retarded and children with behavioural problems in a holistic approach. The team's dedication to LingapCenter has won them a CSC Pag-asa Award Regional Finalist Distinction in 2013.

Angelo Rafael Cruz *(University of the Philippines Manila) presented* "Gawad Kalusugan Health Volunteer's Training."

Mr. Cruz first introduced Gawad Kalinga (GK) as an organization that aims to end poverty by restoring dignity to the poor. Then, he stated that his organization, Mu Sigma Phi, has partnered with GK in its various outreach activities. They have hosted several medical and surgical missions in different GK villages and participated in building houses over the past few years.

The Mu Sigma Phi-GK health training is only one of the projects that they implement in one of the GK villages, specifically GK Sta. Rita Village. The objectives of the health training are to improve the health status of the Sta. Rita community through an integrated, inclusive, and participative approach and to establish a health system which will continue to function optimally even when external institutions are no longer supervising it. They conducted activities such as "Mutrition" that seeks to address the problem of malnutrition in the GK village by creating a system of aquaponics for the community to grow their own vegetables. There is hypertension awareness and screening because many of the members of the community are said to be hypertensive. According to the presenter, the above activities are just some of the projects that led to the formation of the Gawad Kalusugan Health Volunteers' Training. The organization was motivated to solve much deeper problems in the community such as correcting the health-seeking behavior of the communities and correcting misconceptions on health that may be detrimental to them, as well as providing the volunteers with the knowledge for them to share in their own respective communities.

The presenter stated that after the GK Sta. Rita Village was awarded as model village in the whole of the city of Las Piñas, Gawad Kalusugan requested their organization to facilitate the implementation of the program for the whole of GK Las Piñas.

Currently, the set of Gawad Kalusugan Health Volunteers they have trained and graduated from their training program are developing programs such as public health lectures in their own respective villages.

Parallel Session 5B Discussion

The first question raised was for Mr. Dizon. A participant asked whether the Speech Pathology Course is offered only in UP or it could be expanded outside Metro Manila. Mr. Dizon responded that establishing linkages is their priority in order to expand.

Another question for Mr. Dizon was on the policies needed to be adopted. Mr. Dizon stated that they have been lobbying for the Rare Disease Bill. This entails a portion of the Sin Tax, to be allocated to rare disease prevention activities. Those with rare diseases need more special care. He also added that in UP Manila, there are on-going discussions that rehabilitation services shall be covered by PhilHealth.

A participant inquired on Mr. Pascual's presentation regarding the expansion of the scope of involvement of the youth volunteers. Pascual stated that there are instances when volunteers get involved in different issues that they are not very familiar with, but instances like these train them better especially those community-based volunteers.

A question raised to Mr. Cruz was whether or not Mu Sigma Fraternity is doing the GK project to whitewash the other objectionable activities of the fraternity. He responded that what they are doing is genuine, and that they simply want to help. The fraternity wants to immerse its members to the community, and they really want to help others to help themselves. "We really want to push for community development", he added.

Water, Sanitation and Disease Prevention

Moderated by Prof. Roland Erwin B. Rabang
University of the Philippines Baguio

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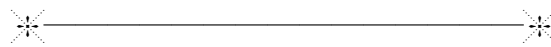
Earnest Caiser Q. Dela Cruz *(University of the Philippines Manila) presented* "Project H_2O." *This project is the sustainable solution to the cutting-off of public access to clean water caused by natural calamities such as flashfloods and earthquakes.*

Project H_2O aims to provide for a more sustainable way of distributing water to areas in need. Compared to merely giving a short-term or "Band-Aid" solution to the lack of clean and accessible water (in the form of giving bottles of water to people in that area), this project aims to provide clean and accessible water in the long run by providing a stackable filtration technology bucket set-up to ravaged areas. Water is obtained from lakes, ponds, groundwater or any freshwater source and then filtered using the said device. This locally-produced device can hold up to 20 liters of water and uses Sawyer Filter technology which can filter microorganisms linked to waterborne diseases. Compared to giving out water bottles, this device is easier to ship, easier to assemble and is of course more eco-friendly. Furthermore, it is sustainable and more inclusive as it can support up to 11 households per unit. These units are given for free to various communities in need.

Project H_2O offers a more sustainable and eco-friendly alternative to the traditional way of delivering water to affected areas. It gives people located in affected areas a long-term source for water while waiting for the actual delivery of water rations. Lastly, this particular device would cut plastic waste that come from water bottles.

Based on the presentation, 1,460 filtration units have been distributed

to various communities in the country. These filtration units have greatly helped provide clean water to communities affected by various calamities such as the Typhoon Haiyan, Glenda, and Lando as well as various outbreaks such as the North Cotabato cholera outbreak. This project continues to help provide clean and accessible as well as sustainable water supply to various communities.

Dr. Orbel S. Cepeda *(Bicol State College of Applied Sciences and Technology) presented* "The Water Services and Facilities in Naga City."

Dr. Cepeda pointed out that Naga City, despite having undergone infrastructure improvements over the recent years, still has problems with its wastewater drainage system. Growing migration of people from nearby provinces and municipalities to the city, which Dr. Cepeda described as a phenomenon, further contributes to the problem.

In 2014, the local government of Naga City passed the ordinance entitled "The Waste Water Ordinance of Naga City" which aims to manage the waste water in the city to help curb the spread of various water-born diseases. This particular ordinance, however, has not been fully implemented. The Bicol State College of Applied Sciences and Technology (BISCAST), the local government of Naga City, and the Metro Naga Water District, in partnership with the Urban Nexus project of the Deutsche Gesellschaftfür Internationale Zusammenarbeit (GIZ), aim to further improve the implementation of this ordinance by conducting a study which focused on the various problems encountered by households in the three barangays in Naga City: Barangays Triangulo, Lerma, and Tabuco.

After a series of meetings with the Metro Naga Water District (MNWD), Naga City Planning and Development Office and BISCAST, a survey instrument was created. The task of gathering data was equally divided between Naga City Planning Office and BISCAST. Research, Extension, Production and Enterprise Development (REPED) took charge of orienting and capacitating people who were tasked in data gathering, which were the graduate students of the College of Education. A spot map was created, based on the gathered data, by the Architecture students with the assistance of the Faculty of Architecture. This spot map showed the location of septic tanks, water wells and the possible radius of potable water. Over 1,188 households were surveyed in the above stated three barangays.

The project aims to identify the effects of the poor condition of the water drainage system in the three study areas. The second objective is to determine the

number of flooding in the area. Lastly, this project aims to locate the various septic tanks, water wells and radius of potable water source and to create a spot map showing the location of these.

The survey aims to determine the problems encountered by the households in the study area with respect to water waste and drainage. Based on the survey conducted in the three study area, the main problem is flooding as well as rat and cockroach infestation. The areas taken into consideration are all located within the commercial area of the city as well as beside the Bicol River (except Barangay Triangulo). The data from the survey as well as its interpretation was presented to the GIZ-Nexus Regional team. This data will then become the basis of the Vacuum Sewer System which was said to be an alternative technology solution for Naga City.

Norenia T. Dao-ayen *presented* "Establishing a Family-Based Acute Respiratory Infection Prevention and Management Program in Barangay Poblacion, Buguias, Benguet." *The project focuses on engaging mothers in the prevention and management of acute respiratory infection (ARI).*

ARI is seen as one of the common diseases acquired by children. This is also seen as one of the most resounding cause of infant and child mortality as it could lead to a serious and potentially deadly condition such as pneumonia. In the Philippines, pneumonia is among the top five causes of death among children, according to the Department of Health (DOH) in 2010.

The said program aims to conduct a research on the following: (1) epidemiology of ARI in the target area; (2) establishment of an occurrence map focusing on the number of cases, population and ARI prevention practices; and (3) measurement of the effectiveness of the training sessions and the information, education and communication program. Information obtained from these researches also doubles as the contribution of the program to the vast studies on this topic.

The project is divided into five parts. The first phase is called the "community profiling of upper respiratory tract infections (URTIs)", which targeted the under-five age group of Barangay Poblacion, Buguias, Benguet. In this phase, the community was able to become aware of their needs and they were also able to mobilize their needs. The second phase involved the formation of the core group for the prevention of and management of ARI. In this phase of the project, they were able to develop research and communication skills through capability building. It was also during this phase that the training module was developed to serve as guide for barangay health workers. The third

phase involves conducting trainings, seminars and service provision. In this phase, the main outcomes were the increased awareness as well as better implementation and control of mortality and morbidity. Another outcome of this phase is the increased ability of the core group to provide care for the community people with ARI. The last outcome is the reduction of incidence of ARI. The fourth phase of the project focuses on the establishment of nursing clinics which included the mentoring of health workers on assessment, classification, and treatment of ARI. Lastly, the last phase of the program involves the monitoring and evaluation of the program which aimed to increase the self-reliance of the community as well as to increase the self-reliance of the community to refer and coordinate with other agencies.

Audrey Glenn L. Culliao *(Saint Louis University) presented* "Reduction of Mosquito Population through the Implementation of DOH Health Dengue Prevention Strategies in Barangay Camp 7, Baguio."

The project aims to reduce mosquito population through Department of Health (DOH)-issued dengue prevention strategies and health education interventions. It is currently being implemented in Barangay Camo 7, Baguio City. The initial target groups are 12 barangay health volunteers and 60 household representatives.

This particular project started in August 2015 and is expected to end on May 2016. This extension program has two components, community-based health education interventions on dengue vector control, and dengue vector control—from knowledge to practice. The first component aims to provide education interventions on the disease by letting people know its signs and symptoms, disease course and prognosis. It also involves the biology and control strategies of the dengue vector. The second component aims to evaluate whether the contents of these health education interventions contents is practical. This component involves the dengue vector control strategies in the actual household settings of the project participants.

The main objectives of this extension program include providing health education interventions focusing on the signs, symptoms, disease course and prognosis of dengue. It will also consider the biology of and control strategies for the dengue vector. The program also aims to evaluate the practicability of the health education interventions to control the dengue vector in the actual household settings of the participants.

By the end of the program, the following outcomes are expected: (1) an increase in the knowledge of people on the basic

yet important information about the disease; (2) an increase in the usage of dengue vector control strategies; and (3) a reduction in the dengue vector population. Aside from the possible positive effects of the extension program on the residents of Barangay Camo 7, the gathered data will also be a part of a descriptive research study which may be published in a health education journal. After the execution of the extension program, the health modules being used in the target barangay may also be modified accordingly.

Parallel Session 5C Discussion

One of the main points of discussion was Project H_2O.

A participant asked about the commercial distribution of the filtration units used in Project H_2O. According to Mr. Dela Cruz, the filtration units are not for sale, and added that a number of people and institutions have already inquired about the commercial distribution of the said units. Dela Cruz added that the commercial distribution of the filtration units is not among the many objectives of the project. He reassured the audience that they can actually purchase the filter from a local source, but it is much more expensive. He further clarified that due to the nature of the funding of the project, they are able to get these units so long as their project and the distribution remains service-based.

Another participant inquired the material used for the unit. Dela Cruz answered that they only order the filter. The price of the unit was also asked, and Dela Cruz admitted that the units are expensive. This is why Project H_2O team needs to check whether a certain community has a certain demographic that would make it a possible candidate for the distribution of the filtration units. Dela Cruz further stated that the

filter unit consists 97 percent of the cost of the entire unit.

Consequently, one participant asked whether the filtered water have undergone microbial tests. Dela Cruz stated that while water filtered by the units has been tested in the US, some communities have already undergone microbial testing on their own as the project team does not accommodate microbial testing. He suggested that people should just trust the quality control of the supplier.

The last question for Project H_2O was regarding the maintenance of the filtration unit. Dela Cruz explained that the materials of the filter are designed to be resilient against quality degradation caused by debris and objects being filtered. He also emphasized the need to clean the units frequently so that the debris and objects will not accumulate in the unit which could possibly lead to the deterioration of the quality of the unit.

Another point of discussion was the involvement of the barangay health center in the project. Ms. Dao-ayen stated that the barangay health workers are actively involved in the project since they are tapped as the sources of the baseline data regarding the knowledge

of the target group on the disease as well as on preventive measures. They are also being trained by the group and are expected to be the ones to carry on the project once it comes to a close.

The next point of discussion touched on the main goal of the project of relocating the water waste and realigning the pipes in order to improve the quality of the water-waste infrastructure in Naga City. Dr. Cepeda said that part of the technical assistance from the Deutsche Gesellschaftfür Internationale Zusammenarbeit (GIZ) recommends relaying out the water distribution system. However, at the moment, there are still no arrangements with regard to this particular phase of the project.

The final point of discussion asked about the more specific courses of action under the program to build the capacities of mothers in mitigating ARIs. Mr. Culliao stated that there are over seven modules under this program which, with the guide of health workers, greatly help educate mothers in order to further improve their capacities. The presenter enumerated various steps, already pointed out in her presentation, which the team undertakes in order to fully equip the mothers in this endeavor.

Parallel Sessions 6A, 6B & 6C

CUPSCon Los Baños

Community Empowerment through Livelihood and Entrepreneurship Training

Moderated by Prof. Aleli B. Bawagan
University of the Philippines Diliman
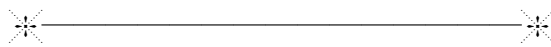
Deanna Caña Regnim *(Bicol State College of Applied Sciences and Technology) presented* "Livelihood Skills Trainings for Marginalized Sector of Canaman, Camarines Sur."

This project is an inter-agency partnership among state universities and colleges (SUCs), local government units (LGUs), the Department of Labor and Employment (DOLE), the Department of Social Welfare and Development (DSWD), and the Technical Education and Skills Development Authority (TESDA). These trainings are based on the college curriculum and needs of the stakeholders to uplift their livelihood capacity. Specifically, it aims to equip the community beneficiaries with the knowledge and skills, build a progressive and responsible community by increasing their awareness in standard work practices, and document the effective and efficient extension practices.

The project enabled stay-at-home mothers, out-of-school youth, and

persons with disability to become more skilled. The team conducted skills trainings in basic, advanced, and National Certificate II (NCII)-grade dressmaking and a mock NCII competency assessment through lectures, demonstration, use of instructional modules, project making, laboratory work, practical tests, and peer tutoring. After the completion of the training, about 50% of the beneficiaries were ready to take the dressmaking NCII competency assessment.

Additional activities that will be conducted include actual NCII competency assessment, garment production management training and entrepreneurial assistance.

Engr. Emir Lenard S.F. Sicangco *(Tarlac State University) presented the* "Industry Development Extension Program (InDEx)"*, developed through the Extension Service Office of the Tarlac State University (TSU).*

InDEx is a multi-disciplinary program acting as a vehicle to assist the micro, small and medium enterprises (MSMEs) increase production capacity and product marketability by providing free consultations and technical services. Its consultancy services focused on technical and technological concerns of the firms in relation to their production capacity.

This program is being implemented in collaboration with the private sector and government agencies like the Department of Trade and Industry (DTI) and Department of Science and Technology (DOST). It aims to conduct profiling and assessment of MSMEs, to provide short- and long-term recommendations to firms, and to transfer knowledge or to upgrade skills through seminars, trainings and other forms of interventions. Aside from the consultancy services, the program also provides coaching and mentoring, technology development and transfer, assistance in marketing and linkaging. Other offerings of the program include feasibility study, business planning, organizational management, human resource management, material management, waste minimization and utilization, time and motion study, quality assurance machinery maintenance, production planning, facility layout and other services.

The implementation of the program is made possible in conjunction with other programs, i.e. Small and Medium Enterprise Technology Upgrading Program (SET-UP) by DOST, Community Empowerment through Science and Technology (CEST) Program, and Product Development and Promotion and Shared Service Facilities by DTI. More than 50 MSMEs have benefited from the InDEx Program since 2006.

Result of assessment reveals that the program significantly increased the production capacity of MSMEs, reduced their production times and fuel utilization, expanded their markets, and introduced system of business operation.

Mark Lixcel Q. Lantican *(Far Eastern University) presented* "The CARe-A-VAN: TAM GK Catering Services (Levelling Up)."

It is one of the extension projects of the Institute of Tourism and the Institute of Hotel Management (ITH) and Community Extension Services (CES) of the Far Eastern University (FEU) focused on helping marginalized communities start up small catering businesses. This project was intended to improve the competencies and productivity of Gawad Kalinga (GK) members in Quezon City through livelihood training on food sanitation, storage, cooking, purchasing and catering management. It also aimed to involve experts from the ITH with specialization in food handling and culinary where entrepreneurial management activities were given prime importance.

Training and seminar sessions were conducted from September 8-13, 2014. Facilitators tackled topics on an overview of the catering services food safety, sanitation and hygiene, culinary methods, and new ideas in the field of cuisine. There were also hands-on training on equipment maintenance and facility sanitation, equipment familiarization and identification, meal preparation and cooking from appetizers to main courses and desserts. At the end of the training, a culminating activity was conducted in recognition of the participation of GK members and the facilitators. About 24 female members of GK-QC participated in the training and have started their community-based business venture in catering management.

To further help the beneficiaries, it was recommended that raining on food processing and preservation, proper packaging and presentation of cooked food be conducted. It was also suggested that a system for proper inventory and assistance in processing TESDA certification on commercial cooking, bread and pastry and food and beverage service be provided.

Parallel Session 6A Discussion

On the dressmaking skill training under the Livelihood Skills Trainings for the marginalized sector of Canaman in Camarines Sur, Ms. Regnim explained that their University only provided trainings. Hence, participants need to pass the NCII assessment and the local government will award the sewing machines.

From the Community Livelihood and Microenterprise Development, Mr. Carreon mentioned that the LGU in Anao, Tarlac actively engages in the program's activities. Also, UP Vice President de Vera expressed interest in the Anao industry setup. He asked if Tarlac State University (TSU) has additional strategies to capacitate stakeholders to further increase their productivity and upscale the industry into the next level: connect with the supermarkets. He even mentioned some instances experienced by the entrepreneurs from Tarlac and Ilocos Sur when he validated their business during the 'Sipag at Tyaga' Awarding. He encouraged TSU to implement additional strategies for this industry to become more commercialized thus increasing their income and livelihood. Marketing linkages can be improved by introducing them to a bigger market and the university could help in linking them to larger establishments.

Mr. Carreon explained that as of now, the focus is on the cottage industry and they need an incubation-type of coaching to develop their products and identify indicators to check whether the stakeholders are ready for the higher level, then they will guide them. He further stated that people are now contented with the cottage industry but linking them to a wider market would further improve their income. In the end, they suggested the identification of the best monitoring tools to sustain the enthusiasm of the entrepreneurs if everything will be given.

Local Government Empowerment

Moderated by Prof. Diocel Harold M. Aquino
University of the Philippines Diliman

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Arch. Maria Criselda Perez Soriano *(Saint Louis University) presented* "Designing Public Spaces for Community Activities in Bakakeng, Baguio City."

The extension program is geared towards extending architectural pre-design and design services to a community in need of community centers that will enhance its members' sense of community. Pre-design includes site suitability study, site utilization study and site selection analysis. Meanwhile, design includes schematic design, design development and preparation of contracts and documents.

The beneficiary community is Tetep-an, one of the villages in Bakakeng, Baguio City. A needs assessment was conducted and the need for a community center was identified as an important necessity for the community. The program aims to determine the suitability of public spaces for building development, determine the potential type of development for these spaces, produce a design for the community center, and select the best site for the designed community center.

The program employed a participatory design approach and held stakeholder's consultations and design charrettes. Findings revealed that the Tetep-an public space is traversed by a natural creek, and hence declared as non-alienable. Further evaluation revealed that only temporary structures can be built on the said space and not the community center that the stakeholders hope for. These findings were explained to the community. At least four other potential sites were identified where site analysis are currently being conducted. Because of the program

and its activities, the community increased their appreciation on the importance of investigating safety and other environmental factors prior to utilization of public spaces for community needs and activities.

Reynold V. Cahigal *and* **Bella C. Gervacio** *(Mariano Marcos State University) presented* "Developing Underserved Rural Areas through Services (DUR-AS): MMSU's Mechanism of Fulfilling the MDGs through Convergence and Volunteerism."

For the Mariano Marcos State University (MMSU) to realize its role to serve vulnerable sectors of society, DUR-AS was implemented through the collaboration of colleges and units of the university, as well as the local government units. The program was implemented in Camandingan, Batac City and Gaang, Currimao in Ilocos Norte. It received a funding assistance from the Commission on Higher Education (CHED).

The program aimed to develop a na-"DUR-AS" (an Ilocano term which means "progressive") community that has the following: (1) knowledge and skill on various MMSU technologies; (2) economically improved or enhanced households; (3) politically empowered residents; (4) health-consciousness; (5) socially aware beneficiaries imbibing the values of volunteerism, partnership and social responsibility; and (6) environmentally-conscious stakeholders.

In selecting the site, differences in the upland and coastal ecosystems were considered. Also, hotspot barangays or those that need immediate assistance from the government were prioritized. Accomplishments include: (1) mobilization of experts from the academe; (2) beneficiaries were encouraged to share resources apart from funding from CHED; (3) creation of a sense of responsibility in the community by establishing formal agreements; (4) facilitation of collective assessment and decision making to determine the necessary interventions; (5) conduct of participatory planning; (6) production of techno-kits; (7) conduct of training and seminars; (8) actual production using crop production and processing technologies; (9) marketing of products through ITC caravans; (10) implementation of loan management; and (11) conduct of participatory monitoring and evaluation.

A total of 22 extension activities were conducted benefitting 1,352 individuals composed of farmers, fisherfolk, household heads, rural women, wives, out-of-school youth, barangay leaders, health workers, teachers and students. Preliminary assessment results suggested that the respondents were well aware of the projects and that they perceived that the objectives of the

project were attained and the activities were useful to them. It was recommended that the university should continue the implementation for the next two years to fully realize the objectives of the program. Further, to ensure the sustainability of the program, it should be institutionalized and reflected in the MMSU Extension Directorate's Annual Work and Financial Plan.

Dr. Mary Grace C. Baywong *(Saint Louis University) presented* "Institutionalization of the Barangay Human Rights Council for the Protection of Women and Children."

The program aims to empower people by creating and training the Barangay Human Rights Council. The selected community was Barangay South Sanitary Camp, which is one of the most economically-deprived barangays in Baguio City. The program was implemented by faculty from the Department of Political and Social Sciences under the School of Humanities and the Department of Business Laws and Taxation under the School of Accountancy and Business Management.

Needs assessment in Barangay South Sanitary Camp was conducted using guided interviews with full-time and part-time housewives. After needs have been identified, training of identified Barangay Human Rights Council members were conducted twice a month from August to December 2015. Lectures on gender rights and economic empowerment were conducted. After the training and with some guidance, the council is expected to implement its own programs and projects to promote economic and familial-interpersonal empowerment.

The barangay residents obtained knowledge on the issues and laws related to human rights and gender rights. Also, they were equipped with knowledge of sales, agency, credit transaction, cooperative, and other business laws and redress processes. The Barangay Human Rights Council is envisioned to be institutionalized and replicated in other barangays of Baguio City.

Joan P. Sadoral *(University of Southern Mindanao) presented* "USM-DSWD Skills Program Development."

The University of Southern Mindanao was identified as a partner in providing training to the underprivileged communities in North Cotabato because of its Technical Education and Skills Development Authority (TESDA)-accredited program offerings and skills competency trainings. North Cotabato is one of the beneficiaries of the 4Ps program of the Department of Social Welfare and Development (DSWD), wherein beneficiaries are provided income-generating opportunities and employment through microenterprise development and employment facilitation.

The objectives of the program are: (1) to train the 4Ps beneficiaries in the target communities to self/open employment; and (2) to provide them basic requirements that will enable them to practice their trade in gainful occupations. Trainings conducted by the USM College of Agriculture included: (1) corn production and management; (2) rice production and management; (3) vegetable production and management; (4) anthodium production and management; and (5) goat production and management. Pre-assessment of target participants was done to determine their training needs. Trainings included lectures, hands-on activities and fieldwork. Assessment after the training was done. Upon graduation of the participants, starter kits were given to them.

Parallel Session 6B Discussion

Because of the limited time, only two brief questions were accommodated. One asked about the conclusion of the presentation on designing public spaces. The presenter answered that there is no conclusion yet since they are still looking for the final site of the community center, but through the activities, the community learned the importance of participation in the design of community projects. The last question pertained to the use of sheep instead of locally available goats for the DUR-AS program. The presenters answered that the distribution of sheep was based on the request of the community because of its high demand in the market, while goats are already common in the area.

Technology-Based Development

Moderated by Prof. Nelson G. Cainghog
University of the Philippines

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Charina P. Maneja *(University of the Philippines Los Baños) presented* "Community Building through the Establishment of the Barangay Management Information System (BMIS)."

BMIS was created through the efforts of the Barangay Integrated Development Approach for Nutrition Improvement (BIDANI) program of the University of the Philippines Los Baños (UPLB). BIDANI has been assisting barangays in their local planning since the 1990s. However, the problem of lack of credible and accurate data persists in the local government due to lack of data gathering and management know-hows. Since reliable data is important in planning, BIDANI launched the BMIS and trained barangay officials and staff in consolidating census data and setting up spot-maps.

In 2003, BIDANI transitioned from using the manual data monitoring board to using the BMIS electronic system.

BMIS serves as the main source of information in barangays and helps avoid conflicting information about the barangay. It also helps government staff in making administrative reports; and more importantly, BMIS promotes evidence-based planning, monitoring and evaluation of development programs, projects and activities of the local government units (LGUs). BIDANI has trained around 1,034 barangays around the country. About 701 of these barangays continuously use BMIS.

The computer-based BMIS uses Microsoft® Office Access software which is simple and user-friendly, and can generate about 100 reports using a two-page questionnaire. Challenges

such as lack of computer literacy and facilities were encountered, although Ms. Maneja said that these problems did not stop the participants from learning the program. Despite the benefits of having a well-managed databank, some barangays opted not to use it. One of the reasons is that the system is tedious and its benefits would be reaped only after a year or more. Sustainability of the databank is also uncertain as the process and eventual institutionalization takes a long time.

Active participation of Barangay Council members in the data management, involvement of technical support from the LGU and state universities and colleges (SUCs), and allocation of budget and facilities are also very important in its implementation. Thus, it is necessary for BIDANI and partner SUCs to conduct follow-up activities and continuous capacity building. Currently, UPLB-BIDANI intends to enhance the program by integrating disaster risk reduction indicators and geo-referencing of houses in the BMIS, as well as develop municipal and barangay atlas and conduct trend analysis.

Dr. Mercy R. Gano *(Mariano Marcos State University) presented* "The MMSU Seed Stock Dispersal Program (SDP): A Sustainable Technology-Based Development Model for Rural Transformation."

The SDP is a flagship extension program of Mariano Marcos State University (MMSU) which presents a distinct model of sustainable technology-based development for rural transformation through an established assistance mechanism involving the coordinated efforts and resources of the academe, research and development agencies, local government units, farmer cooperatives, and marketing outfits.

SDP's main goal is to improve the agricultural productivity and farm income of farmers through sustained supply and use of improved seed stocks as planting materials. Specifically, the program aims to introduce farmers to new and recommended high quality seed stocks, continuously make available quality yet low-cost seed stocks, enable farmers to produce their own quality seed stocks for personal and commercial use, and increase the intensity and frequency of use of high quality seed stocks. The program disperses rice and glutinous corn seed stocks to farmers within the region.

Apart from distributing quality seed stocks, the revitalized SDP added the following services and activities for the farmers: (1) interest-free loan of new and promising crop seeds with the corresponding material input support; (2) crop insurance; (3) financial counter-parting with cooperators; (3) training on bio-organic farming;

(4) participatory monitoring and evaluation; (4) marketing assistance; and (5) inter-crop loan repayment plan. Assessment of the program revealed that cooperators gained new knowledge about farming, became more aware of their responsibilities in environmental protection and conservation, developed self-confidence, and enhanced their leadership skills. They also increased their overall income and are more financially secured. Due to the SDP, the MMSU Extension Directorate adopted the management innovation strategies for sustainability (MISS) which further improved the sustainability and management of the project.

Several projects of the university serve as part of SDP's support system, such as: (1) the Rice-Seed Production Project; (2) Organic Fertilizer Production Project; (3) DA-MMSU Rice Seed Production and Promotion Project; (4) Revitalizing the Garlic Industry through Sustainable Seed Support System; and (5) Enhancing Climate Resiliency through Crop Diversification with Seed Stock Dispersal Scheme. The program was able to promote convergence, unity, and partnership among the various extension programs of MMSU, as well as among other government agencies. With SDP operating on the basis of available resources, problems, and felt needs of the communities and clients, the project was managed most effectively and efficiently.

Engr. Analyn A. Madrid *(Bicol State College of Applied Sciences and Technology) presented* "Integrating NEXUS Approach in the Operation of Bicol State College of Applied Sciences and Technology (BISCAST)."

BISCAST is a meso-level partner in the Urban Nexus project of the Deutsche Gesellschaftfür Internationale Zusammenarbeit (GIZ). As partner, BISCAST is tasked to promote the Nexus approach in Naga City, as well as in the region and the Philippines. The Urban Nexus is an approach to the design of sustainable urban development solutions. It intends to maximize the synergy between and among three 'nexus' sectors, namely, water, energy, and food security. The approach guides stakeholders to identify and pursue possible synergies between sectors, jurisdictions, and technical domains, so as to increase institutional performance, optimize resource management, and service quality.

To implement the program, BISCAST created an interdisciplinary and dynamic task force made up of faculty, researchers and extension personnel of the university. An important policy of the task force is the integration of Nexus concepts in all three core functions of the university: instruction, research and extension. A three-year implementation plan for the Integrated Resource Management (IRM) Program was also crafted and approved by the task force to ensure its operation and sustainability. The IRM Program at

BISCAST has six major projects: (1) the BISCAST Sustainable Site Development Plan; (2) Eco-friendly project; (3) Capacity Building (Training of Trainors); (4) Integrated Sustainable Design to Curriculum; (5) Energy Management; and (6) Climate Change Resilient Pilot Housing.

Technologies embodying the Nexus concept (e.g., rainwater harvesters) are being used within the campus. Nexus initiatives are also integrated within the research agenda of BISCAST, one of which is the construction of a climate resilience pilot house inside campus grounds. As for extension, BISCAST is providing technical assistance to the local government unit (LGU), particularly in their housing design. For instruction, a course on "Energy and Water in Building Environment" has

been created as part of the Architecture and Engineering programs. Students are also being involved in the construction of the climate change resilient house.

Some of the challenges encountered by the NEXUS-BISCAST Team include the difficulty in following the set timeline of multiple project, mobilization and government procurement issues, multiple designations of personnel, and resistance in adoption of the Nexus concept. To counter these issues, the team will implement close monitoring of the projects and apply specific measures to improve planning and execution of activities. Regardless, Engr. Madrid believes that the Nexus approach is beneficial in development planning and can serve as a catalyst in improving communities.

Parallel Session 6C Discussion

Questions were raised on how the Barangay Management Information System (BMIS) of BIDANI-UPLB worked. Dr. Maneja explained that the development of BMIS is an initiative of UPLB as an extension program. They developed the survey form and tool using Microsoft® Office Access program. They train barangay officials and staff for free; however, all training expenses are shouldered by the LGU. The survey form used to collect, on the other hand, is a one-sheet, back-to-back questionnaire with questions regarding all information needed from demographic, socioeconomic to health, and including disabilities. All these information are encoded easily in the computer system developed. The barangay database is also linked and merged in the municipal level database for the convenience of the LGU.

Director Cainghog asked how much an LGU needs in order to train their staff. Dr. Maneja answered that they used to charge PhP 9,200.00 per training in the past because they had to rent computers for five days. However, recently it has gone down to PhP 5,000.00 for three days because all barangay secretaries are now knowledgeable in using computers. BIDANI-UPLB also shared the BMIS technology to seven state universities and colleges (SUCs) that

train barangays within their areas. Dr. Maneja emphasized that they are more concerned with the quality of training and support in the barangay and the sustainability of the databases rather than the quantity of barangays being served.

An audience member from the UP Manila Health and Development Program asked all the presenters what their strategies were to win over the local communities whenever they encountered resistance in accepting knowledge and technologies from them. Dr. Maneja and Dr. Gano both said that they did not encounter any resistance from their beneficiaries. Dr. Gano said that the trainings served as eye-openers for the beneficiaries. The link with the LGU also strengthened the partnership with them, which hasten the delivery of extension to the community. Dr. Maneja added that problems usually appear during data collection. The presence of SUCs is needed to monitor and motivate them. Follow-ups are necessary.

As for the Nexus Program of BISCAST, Engr. Madrid said that they encountered problems with the laborers they hired for the construction projects, as they needed to do things differently from what they were used to. After

two to three weeks, however, the laborers accepted the new technology/ method. There were middlemen who communicated and explained to them what and why they have to do things differently.

Appendix A: Photos

CUPSCon 1 Conference Proceedings

The plenary presenters during CUPSCon 1 Cebu: Atty. Liza Corro, Dean of UP Cebu (below); Prof. Nelson G. Cainghog, Director of the UP Padayon Public Service Office (right); and Dr. Ricardo Babaran, Vice Chancellor for Research and Extension, UP Visayas (bottom).

(Above) Faustito Aure, Director for Extension of Eastern Visayas State University (above) providing a testimony about his CUPSCon experience during CUPSCon 1 Cebu dinner.

(Right) Dr. J. Prospero E. de Vera III, Vice President for Public Affairs, University of the Philippines, delivering his opening remarks at the dinner during CUPSCon Cebu.

(Top and bottom photos) Plenary speakers Atty. Liza Corro and Dr. Ricardo Babaran, second from the left and middle, respectively, being awarded plaques of appreciation during CUPSCon 1 Cebu. Posing with them are Vice President for Public Affairs Dr. J. Prospero E. de Vera III (leftmost), Director Nelson Cainghog of Padayon Public Service Office and Prof. Yuleta Orillo, Director, Office of Continuing Education and Pahinungod, UP Cebu (first and second from the right, respectively).

(Center inset) Participants, presenters, and organizers of the CUPSCon 1 Cebu.

(Topmost photo) (From the left) Dr. Jose V. Camacho, Jr., Dr. Fernando C. Sanchez, Jr., and Dr. J. Prospero E. de Vera III listening to an audience member's question during the discussion of the plenary panel in CUPSCon 1 Los Baños.

(Above) Dr. Jose V. Camacho, Jr., Dr. Fernando C. Sanchez, Jr., (first and second from the left) and Dr. J. Prospero E. de Vera III (second from the right) receiving plaques of appreciation as plenary panel speakers during CUPSCon 1 Los Baños. Posing with them are Prof. Katrina Ross Tan, Director, Ugnayan ng Pahinungod, UP Los Baños (middle) and Dr. Grace Aguiling-Dalisay, Dean of the College of Social Sciences and Philosophy, University of the Philippines Diliman (rightmost).

The plenary presenters during CUPSCon 1 Los Baños: Dr. J. Prospero E. de Vera III, Vice President for Public Affairs of UP (topmost left); Dr. Fernando C. Sanchez, Jr., Chancellor of UP Los Baños (topmost right); and Dr. Jose V. Camacho, Jr., Dean of UP Los Baños Graduate School (above).

(Above) Audience during CUPSCon 1 Los Baños listening to Dr. J. Prospero E. de Vera III deliver his plenary presentation.

(Left) Prof. Katrina Ross Tan delivering the closing remarks during CUPSCon 1 Los Baños.

(Topmost) Session presenters' group photo at CUPSCon 1 Los Baños.

(Above) Session presenters and conference participants' group photo at CUPSCon 1 Los Baños.
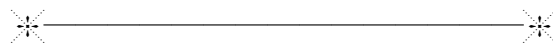
Appendix B: Keynote Speeches

CUPSCon 1 Conference Proceedings

Public Service in Higher Education: Why Does It Matter?

Delivered by Dr. J. Prospero E. de Vera III
Vice President for Public Affairs, University of the Philippines

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I would like to congratulate Dean Liza Corro of UP Cebu for the beautiful facility provided for this conference. I would like to thank Vice President Danny Uy, UP Visayas Vice Chancellor Ric Babaran, and Director Nelson Cainghog, who led in organizing this conference. And I'd like to especially thank the representatives of the 21 schools from Visayas and Mindanao who took time out to be here with us this morning. *Marami pong salamat.*

I was asked to give some of my thoughts on public service, and I put together the theme "Public Service in Higher Education: Why Does It Matter?" I would first like to put into context the relationship and history of public service in relation to higher education in the Philippines. Then I would talk about how the University of the Philippines (UP) is exercising its public service mandate, and how other universities in the country are also involved in public service. After this, I will discuss how public service matters to higher education, as well as some of the constraints, problems or limitations that higher education institutes face when they do public service. Lastly, I will identify what are the things that we can do moving forward in terms of incorporating public service in higher education.

The Context of Public Service in Higher Education in the Philippines

Historically, universities created in the European model were established to provide the elite with training in liberal arts and religion. In the United States, however, a different philosophy of education emerged due to the idea of land-grant colleges. Land-grant

colleges were established to educate not the elite but the broad and emerging population, especially after the Civil War. Now in the case of the Philippines, public service cannot be put into proper the context without taking the land-grant concept into consideration. This is because most of the state universities and colleges (SUCs) in the country, especially agricultural universities, were patterned after the land-grant concept of the US.

What exactly is the land-grant concept? The Morill Act, which was authored by Congressman Justin Morill of Vermont and signed into law by President Lincoln in 1862, provides the legal basis for the land-grant concept in the US. Entitled "An act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanical arts", it provided each state 30,000 acres of federal land for educational purposes. These lands would be sold, and the proceeds would fund what was called the endowment support for the maintenance of at least one college in each state. A subsequent law passed by the US in 1887 called the Hatch Act established agricultural experiment stations, that in turn laid the foundation of the agricultural extension movement.

Land-grant colleges were anchored on two principles that continue to influence the way higher education is seen in the US until today. What are these two principles? First, higher education should be widely accessible, with states underwriting higher education so that it is affordable for many, and second, higher education should be practical.

There are now more than a hundred land-grant universities in the US funded originally by the Morill Act, including world-renowned universities such as Cornell, the MIT and the University of Wisconsin. These land-grant colleges still carry the vision of providing a broad segment of the population with practical education that has direct relevance to their daily lives. In a gist, that is the concept of land-grant universities.

In our case, we can say that public service is not new to the University of the Philippines, which was established as a land-grant university in 1908. As a matter of fact, UP Los Baños, one of UP's constituent units, was patterned after a land-grant university in Michigan. It was the first agricultural college established in Asia patterned after Michigan State University, the first agricultural college established in the US. Interestingly, the first professors of agriculture in UP Los Baños came from Michigan.

Since its establishment, public service, through agricultural extension programs, expert advice to government, volunteerism, and health intervention, has been a core activity of UP. A primary example of this is the university's public service hospital, Philippine General Hospital. The most comprehensive tertiary hospital in the country, PGH serves no less than half-a-million indigent patients every year as part of the university's mission of assisting the poor and the disadvantaged.

Under Section 3(d) of R.A. 9500 (UP's Charter), the university is mandated to "lead as a public service university by providing various forms of community, public, and volunteer service, as well as scholarly and technical assistance to the government, the private sector, and civil society while maintaining its standards of excellence." The new charter of UP extensively enumerates its public service responsibility. In fact, it puts together what UP has been doing all these years. It put into words the long tradition of public service of the university which manifests in community involvement, public and volunteer service, and scholarly and technical assistance based on standards of excellence. UP therefore is called to lead, to provide, and to continue to excel in public service. According to the new charter, public service is not only something that is good to do: It is an obligation that must be

performed by the university.

On the other hand, sectarian schools and private non-sectarian schools have other ways of framing public service. For sectarian schools, public service serves to fulfill their Christian mission to help and to assist. For non-sectarian schools, public service is often framed as a corporate social responsibility. Each type conducts public service as their unique mandates require. What therefore is the unifying theme?

The unifying theme is probably what Woodrow Wilson, former President of the US, who also, unknown to many, was an academic and was president of Princeton University, said: "We are not put into this world to sit still and know; we are put here to act." In short, public service is about action. It is committing the expertise of the university or college for the benefits of the various publics outside the academic community, whether it is motivated by corporate social responsibility, whether by Christian values, whether it's about extension and or about public service responsibilities. Public service is all about walking the talk, to put in practice what we say we want to do.

The Challenges of Doing Public Service in Higher Education

Challenges to doing public service in higher education are manifold.

First, due to competing demands for resources, many universities and colleges are required to justify their engagements in public service as opposed to devoting more time to teaching and research. There is a mistaken notion that academics must prioritize teaching and research, and public service would just have to fit in somewhere in between. Critics also say that universities should not be welfare organizations. Universities should be doing what they are supposed to be doing best—teaching and doing research.

This kind of thinking oftentimes limits the opportunities to doing public service. There is no incentive, more often than not, to doing public service, since it is not required for tenure. This is unfortunate because other universities in Southeast Asia now require public service as a requirement for tenure. In the case of the Philippines, public service is allotted only a small percentage in considerations for promotion, and even in the Commission on Higher Education's normative funding, public service is given only five percent. In sum, we see that the policies and the thinking on public service is often a limiting factor. Now, how do we make public service matter in higher education?

Public Service in Higher Education: Why Does It Matter?

Public service matters because it is one of the best ways of teaching students. In a comprehensive study done in the US from 1994-1998 and published in 2000, Astin, Ikeda and Yee tracked 22,000 college undergraduate students, and they found out that the service participation of the students showed significant positive effects on all 11 outcome measures including academic performance, values, self-efficacy, leadership, choice of a service career and plans to participate in service after studying. In short, service learning and student engagement can help make students become better citizens of the country.

One can also argue that public service is one of the best ways of teaching students because public service and teaching are complementary and mutually reinforcing. As Weisbuch in 2015, education should not produce "sheep", unaware of the ethical

consequences of what they are doing. Rather, teaching must create excellent "shepherds" whose pooled and generous expertise creates community. Higher education must produce students who are not only experts but students who have values, who care about the community, and public service is the one that humanizes and creates positive values in them. Therefore, public service should not just be an add-on; it must be a necessary tool for teaching.

Public service also makes research highly relevant to societal concerns. The more engaged the institutions, the greater the relevance of the research they are doing. Consider university professors like Ramon Magsaysay awardee, Dr. Romulo Davide of UP Los Baños. His research on corn increased not only the corn yield of farmers, but it also enabled them to become farmer scientists. The engagement of the university through him not only led them farmers to obtain higher incomes; it also led farmers to become farmer scientists. His work became the basis for the Farmer Scientist Program of the Department of Agriculture. This shows how public service and research are also inextricably linked with each other.

In talking about the complementation between research and public service complementation, I'd like to discuss the four modalities of the research-public service continuum: public engagement, extension, engaged scholarship, and research. These modalities are not separate from each other; rather, they should be connected all the time.

What can you share to the community or the government if you have not done research on the things that you are talking about? How can you guide government policy makers if you have not done extensive research on the issues that you want to help them on? This shows that research is necessary for public service. Also, public service in itself is a fertile area for research--public service itself must be studied. It is important therefore that we evaluate what we're doing. The public service that we provide must be measured, studied, and ultimately, improved. All these underscore the principles of complementation.

Let me briefly discuss the first modality, which is public engagement. Some types of research cannot be immediately applied in public service initiatives, like those that professors do in laboratories. These produce research outputs that do not lend themselves immediately to public service. What should be done is we must make sure that the researches we are doing are explained well to the public by engaging them.

The challenge of the second modality, extension, lies in making sure our different publics get to know. How effective are higher education institutions in communicating useful and research-backed information to the people? Or do researches stay as pieces of paper in the files? When universities do agricultural research, they must be able to bring it to the farmers, communities, fisher folks and all others concerned. The research that is relevant and can yield immediate results is the research that is communicated well to the community.

It is also important to know how vast the reach of research is in terms of the communities it serves. The most important consideration, however, might be whether the lives of supposed beneficiaries improved. Did our extension program make a dent in poverty? When we train politicians, did they get to be better politicians after we trained them? These are some of the questions that should be asked.

The third modality is scholarship. This means that research is anchored on the actual needs of the community. For example, we know that the problem of poverty is multi-dimensional. With this in mind, intervention should be multi-disciplinary and coordinated.

For example, students at the UP National College of Public Administration and Governance (NCPAG), used to help prisoners at the city jail. These students help prisoners understand their legal situation and their rights. They also help them write their appeals, among others. It was a laudable project, but wouldn't it be much more brilliant if NCPAG would work with the College of Education to also teach the same prisoners, literacy and numeracy programs? Wouldn't it be better if the College of Law would be there to provide direct legal assistance? And wouldn't it be better if the UP Manila College of Medicine would provide health services to the prisoners? This is what engaged scholarship means: scholarship or research that is integrated resulting to intervention that is multi-disciplinary.

The last modality, public service research, means that public service itself must be studied. Initiatives, programs and interventions must be evaluated through research. How many universities seriously evaluate your intervention programs? We should not be content with conducting public service initiatives now and then just repeat them next year. Public service encourages multi-entranced cross-disciplinal engagements and that is the reason why we must study it.

Consider, for example, the issue of climate change. UP is prioritizing tackling climate change now, with a Memorandum of Agreement with the Climate Change Commission in tow. But tackling climate change cannot just be designated to one person or one college, or even one campus of the university, because it is multi-disciplinary. It will require agriculturists, demographers, people from the National Institute of Geological Sciences, from the College of Engineering, from the College of Architecture and from the NCPAG. Look at the example of Tacloban. The problem lies not in the lack of information on climate change but in the conflict between the national and local governments. In unpredictable issues such as this, you need experts from all fields when you intervene on the big issue, which, in this case, is climate change. We see here that public service encourages people from different disciplines to work together; this is why public service is actually the most important component of the functions of a university.

Moving Forward: Addressing the Challenges in Doing Public Service

Let us now look into some of the challenges in doing public service that we need to address.

First, there is a need to include public service as an important component in ranking universities. At UP, more than half-a-million indigent patients are treated through the PGH every year—yet that doesn't even merit one point in the international rankings. If you capture the dimension of public service, UP and other universities in the country will actually be more competitive and rank higher in the region.

Second, there is a dearth of academic journals on conferences on public service in the Philippines, which make it less attractive than teaching and research.

Third, there aren't a lot of templates to evaluate public service projects because sometimes funds for the evaluation are available. More often than not, research money is available for more academic endeavors and not for public service research.

Given these constraints, how do we move forward?

First, we must do more research, but we must also change the way we do research. We have to emphasize research that will evaluate and will analyze policies and interventions.

We must also be conscious of the way we engage with communities. These are the areas we need to look into.

Second, we must shift from donor-driven to institution-driven research. Oftentimes, our research happens because some agency or some private company has provided money for the research endeavor. That is fine, but universities must start allocating or generating their own money to fund research that can be directed to public service. We need to have our researches dictated by the priorities and agenda that we have, not by the wants of donors.

Lastly, we must look for public service opportunities, and develop strong linkages with key publics. An example is the national elections that will happen next year—what opportunities for public service can be had from this watershed event?

I hope that after this conference, you'll start to do more, specifically through networking and demonstrating that public service is important. We all know that it is, but we don't do a good job of documenting and communicating it. We don't do a good job of analyzing it and we don't talk to each other about it.

Hopefully because of this conference we can start developing a network of public service advocates so that we can share best practices and information, and we can help each other. After we establish local links, I hope we can link nationally and regionally.

Maraming salamat po. I want to finish by saying we do public service not because we can afford it, we do public service because we cannot afford to do without it. *Magandang umaga po sa inyong lahat.*

Public Service in Higher Education: Why It Matters

Delivered by Dr. Grace Aguiling-Dalisay
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Chancellor Gigi Alfonso, Director Nelson Cainghog, Director Kei Ross Tan, AVP Wendell Capili, *at ang mga pinuno ng iba't ibang unibersidad at kolehiyo, magandang umaga. Maraming salamat sa paanyaya na magbigay ng susing pananalita ngayong umaga.*

Higher Education in the 21st Century

When we talk of public service in higher education, I guess it begs the question, "Why higher education?" What does higher education have to do with volunteering? Even before the turn of the century, international bodies have been convened to talk about what higher education should be. In 1998, the World Declaration on Higher Education for the 21st Century of UNESCO (United Nations Educational, Scientific and Cultural Organization) did come up with a document that talked about how important higher education's role will be in the 21st century. In this speech, I would go over some of the provisions of the World Declaration on Higher Education.

It starts off by saying that now we're in the threshold of a new millennium, it should be the duty of higher education to ensure that the values and ideals of a culture of peace prevail, and that the intellectual community should be mobilized to that end. It affirms that the core mission and values of higher education, in particular the mission to contribute to sustainable development and improvement of society as a whole, should be pursued, reinforced, and further expanded. As higher education administrators, it is our responsibility to educate highly qualified graduates and responsible citizens. It is our task to help protect and enhance societal values by training young people in the values which

form the basis of democratic citizenship.

The Article 6 of the Declaration talks about the importance of long-term orientation based on relevance, and this reminds us that higher education should reinforce its role of service to society, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease.

UNESCO, in that gathering, reminds us that ultimately, higher education should aim at the creation of a new society. A society that is non-violent and non-exploitative, consisting of highly cultivated, motivated, and integrated individuals who are inspired by love for humanity and guided by wisdom. We have to remind ourselves that the role of higher education as a public good is to contribute to society through educating citizens, improve human capital, encourage civil involvement, and boost economic development, and that this continue to be fundamentally important and must be supported.

Once again, this Declaration came out in 1998, before the turn of the century. At this point, we ask ourselves, how far have we gone in translating this document into lived experience?

We are not lacking in documents, agreements, and conferences that bring together people who have worked in the field of public service—people who have worked in higher education. There are many groups and statements which I would like to share with you, which again leads up to the question, what are we to do next?

Public Service in Higher Education

These are not new things. What is new is probably coming together as administrators saying that, this is an important aspect of our work as higher education faculty, administrators, and staff. It is not a secret to any of us that the university has the greatest responsibility to be a shaper of the nation. The Carnegie Foundation for the Advancement of Teaching way back in 1967 had gone so far as to say that "Higher educational institutions have an obligation to identify social wrongs, and take an aggressive lead in rectifying them." Higher education plays a major part in shaping the quality of leadership and in educating students and new generations of citizens and professionals.

Moving forward, the National Association of State Universities and Land-Grant Colleges in January 2001 tasked administrators and faculty members to reflect on a statement that was forwarded, which is "Our society has problems, higher education institutions have disciplines." And the question being, "Are the disciplines we are in able to help society solve the problems?" The answer to this can take on many different forms, but one response was to remind us that it is time for us to go beyond outreach and service and talk about engagement.

"Engagement" was really a term that was introduced when Boyer talked about the types of scholarships. He said that while higher education is mainly focused on discovery and teaching, what we need to do is also to look at the importance of engagement and realize that this is not separate from research and teaching. We need to redesign our teaching, research, and extension service functions so that we are more involved with communities, however we define our communities.

Looking at the different efforts in public service, some will say that what we need to have is a clear commitment to the basic idea of engagement and strong support

for infusing engagement into the curriculum and teaching mission. We talk here about the importance of both the conceptual organization as well as the implementation of these concepts agreed upon inside a university or any higher education institute. We are reminded that it is important for us to define our community (who to us would be our community) and as well as the fact that leadership is critical. We need to have a gathering of academic heads of institutions who are committed to a new definition of engagement, research, and teaching. Furthermore, it is important to develop an engagement plan—we need to ask ourselves the ways we can perform public service. Lastly, it is incumbent upon academic leaders to institutionalize faculty incentives to encourage faculty involvement in the engagement effort and for the academic leaders to be able to secure stable funding to support engagement through reallocation of existing funds.

In all these, especially when we talk about the importance of university and higher education in general, the numerous public service conferences such as next year's AsiaEngage become instructive in assuring the quality of engagement of the top universities in the country and the region. So I looked at the websites of the top four HEIs to look at how they engage.

Looking at the website of De La Salle University, it shows that they focus on academics, research and community engagement. In their mission and vision, they talk about being a leading learner-centered research university, and bringing faith and scholarship in the service of society, especially the poor. They have a Center for Social Concern and Action, and whose different programs are featured in the website. Service is emphasized as a core value—it is a resource for church and nation, and for being socially-responsible in building a just, peaceful, stable and progressive nation.

On the other hand, the website of the Ateneo de Manila University talks about academics, research, and outreach. In particular, it talks about Pathways to Higher Education and Leaders for Health program. The mission is to be a center of excellence for higher learning that is globally-competitive while Asian in perspective. It aims to be a community that transforms society through research and creative work; its leadership is in service to others and the environment and its formation of persons of others.

For the University of Sto. Tomas, it talks about academics, research, and community development. Its mission is in pursuit of truth, guided by reason, and illuminated by faith, dedicating herself to the generation's advancement and transmission of knowledge to form competent and compassionate professionals. It lists twelve strategic areas, one of which is community and extension services, as agents for social change. It also points to its community development arm, the UST Simbahayan Community Development Office.

Looking at those three universities, which are all run by various religious orders, all clearly focus on academics, research, and service.

The University of the Philippines also talks about academics and research, but it also talks about the R.A 9500 Charter of 2008 which states that it must "Lead as a public service university by providing various forms of community, public and volunteer service, as well as scholarly and technical assistance to the government, the private sector, and civil society while maintaining its standards of excellence." UP is "committed to serve the Filipino nation and humanity... [and] relate its activities to the needs of the Filipino people and their aspirations for social progress and transformation [and] provide venues for student volunteerism."

Overall, we see that all of the top four schools in the country talk about public service, community development, community outreach, and the like in their websites. I'm certain that for the schools represented here, they also have public service as an important mission of the university.

Doing Public Service in the University: A Focus on Volunteerism

Why then do we still hear people bemoaning the seeming lack of importance given by higher education to public service? Duncan Campbell, in 1977, in the article "The University in Public Service" says that university public service, which takes a variety of forms, one is criticism and extension among them, is the least well-rewarded of the institution's principal functions. While all of the universities mentioned and most HEIs would mention public service as an important function, if we look at it in terms of promotions for faculty members, very clearly and quite easily would be a very distant third in what is given importance in and by the university. If we were to look at promotions schemes, you might have 30 percent or 40 percent for research and teaching but public service would probably get you anywhere from zero to maximum of 20 percent.

What needs to be done then? Many writers have already said that what we need to do is to further clarify the terms that we use. Probably the reason why public service has not received the importance it deserves is that there are just too many terms that are being used. We need to agree on how these are conceptualized.

When we talk about public service, we might focus on the word service, and again service can have many different forms. As an example from personal experience, I would mention volunteering, which I see to be a very important aspect or form of public service. Volunteering is not the only form of public service, but it is a very important one. Perhaps the reason why academics have not given it sufficient importance or respect is that the actual meaning of volunteerism, as well as its difference from other forms of service, is not clear. I would like to argue that volunteerism is an important pathway to achieving the goals and objectives of higher education, and that it cuts across the core missions of the university, which are teaching, research, and public service.

Let me go through each one—research, teaching and public service.

When we talk about teaching, there are many opportunities for volunteering as we teach. One would be academic service learning (ASL) programs. How is this a volunteer program? I will not go through the details of ASL, but it becomes volunteering when it is provided as an option to both students and the faculty members. So when we talk about redesigning curriculum to afford our students and faculty the opportunity for public service (in this case, volunteering), then academic service learning can be a very viable and helpful educational way of teaching both content and service.

The National Service Training Program (NSTP) is a very important avenue and/or orientation to volunteering. "But isn't NSTP volunteering?" some people would say. I would answer no, because it is required. Now, when do you say that something qualifies as volunteering? First, it should not be required. Second, it should not be done for remuneration or gain. Third, it should benefit others, not just your own family or special group. NSTP, while required, is not volunteerism but it is important because helps students learn about volunteering.

In teaching, opportunities for designing degree programs and courses on volunteering are also important. In the University of the Philippines (UP) Diliman, the National College of Public Administration and Governance has a course on voluntary service management is an example of this.

On research, we see ourselves looking at research agenda on how the syllabus that we have regardless of the course we are teaching can focus on volunteering and service. Another concern is that in different HEIs, there are different awards given—for outstanding teachers, outstanding researchers, and outstanding administrators. But what award would you give to someone who is an excellent volunteer, or someone who has shepherded thousands of students through volunteering programs? If we are serious about giving recognition to excellence in the different functions of the university, maybe it's about time we think about the awards that we give to volunteers. This can be a bit tricky in the volunteering world; even among volunteering institutions outside the academe, it has not been easy to give out awards to volunteers. But it has come to a point that the need arose for people to know about what volunteers do and what volunteerism really is, hence the need to recognize.

Also in research, we talk a lot these days about interdisciplinary work. Volunteering, which is done across different fields and generations, is therefore a very fertile ground for research. In developmental psychology, for example, it is interesting to look at the development of differently aged volunteers because we find that volunteering at different ages provide different kinds of "thrill" and appreciation of life.

Now let me talk about the third core mission of the university, which is service. As I mentioned earlier, it is important to know that there are indeed different forms of service. We hear terms such as public service, extension service, community service and volunteer service, and there have been attempts to define these. For example, Thompson and Campbell define public service as "the practical application of knowledge accumulated through scholarly activity." University service consists of "activities other than teaching and research that contribute to the growth of the university as an entity." There is also professional service, which involves "contributions made toward the advancement of scholarly and professional organizations." So for example, if you are on the technical panel of the Commission on Higher Education, or other technical bodies, that would count as professional service. Lastly, there is community service, which consists of "civic and other contributions to society made by those associated with the university but not as part of their job or course-related responsibilities."

Looking at the different forms of service, what we need to do is to identify opportunities on how we can contribute as a university through any or all of these forms of service. Do we see all of them as part of public service? We need to spend time to discuss and agree on definitions and commit to these definitions so that people know where exactly they are in terms of public service.

Also, when we talk about volunteering we can talk about formal and informal volunteering, so that faculty members and staff can be encouraged to do their volunteering work after office hours, or for our universities to have a formal volunteer organization (e.g., the UP Pahinungod).

We also need to understand that volunteering can be both seasonal and on-going. December is National Volunteer Month in the Philippines, and an example of an activity

that corresponds to this seasonal opportunity is the Philippine Coalition on Volunteerism's launch of Volunteer Month on December 1 at the UP Diliman College of Social Sciences and Philosophy. This is one of the avenues where the university can come in.

When we talk about volunteering as a pathway for universities to meet their core missions, we can talk about volunteering by and for university constituents. When people talk about volunteering, they tend to think about student volunteering. There is a lot of literature done on student volunteering because it fulfills our goal of shaping and nurturing students to be good citizens, while they are students and after. But volunteering is not only for students; it is also something that faculty, staff, and administrators should do because of the benefits, such as new knowledge and "new lease in life", that it provides, as attested by volunteers of different ages.

When we talk about volunteering and we look at class-related volunteer services and university centers for student-volunteering, what is important is to look at the avenues for volunteering, as well as the different forms of volunteering. In most universities, we would have student organizations starting volunteer work in December because of the spirit of giving that prevails. There's also expertise-related volunteering, which some would say is doing consultancy without pay. These are some avenues for service universities' constituents do for others.

Now, it is important to remember that volunteer programs should be managed as other programs of HEIs are managed. That brings me to the myths about volunteering. Some would say that volunteering is just really amateurism, which is very different from skills-based work. We can counter this by managing our volunteer programs well; it's not as simple as getting "good" people to do good things. We must run program volunteer programs the way we run any other program in the university: with clear objectives, clear outcomes and clear budgets. Otherwise, we make ourselves open not only to criticism, but also to ridicule. It is also important to note that sector- and discipline-specific contributions in the area of volunteering need to be recognized as important.

Another myth regarding volunteering is that money is unimportant. But as I said, if you are talking about volunteering as a program of the university, there is no way we can say that money is unimportant. While volunteers are not compensated for the work they do, there is a need for a budget to run the volunteer program. Funds have to be allotted for training, for example, which is very important. We cannot just send people just because they have a good heart. Volunteers need to have skills; they need to be clear on what they can do to help others.

Looking at volunteering in higher education, we now see it as a pathway to the university's achievement of its core mission. It can come as an activity, or better yet, a program, or even a degree course. In any or all those, what we have learned and realized is that volunteering, and public service as a whole, needs fortitude. It is not an easy task, but it can be done.

Public service, very clearly, and very simply, is a core function of the university—it's just that it's not easy. But I think the beauty of gathering all of us together is that, having had the same experiences in public service and in running public service programs including volunteer programs, we do know that it is important for us to come together so that our voice can be heard as one, saying that indeed, public service is an important function of the university.

In the end, I would like to say that it's not just a matter of "putting your money where your mouth is," but it's actually getting our hearts and our minds together so that we can achieve our mission to be universities of the future.

Maraming salamat po sa inyong pakikinig.

Acknowledgments