



BACHELOR OF SCIENCE *in* CIVIL ENGINEERING LEVEL IV





COMMUNITY SERVICES

Narrative Profile

 Community Services.mp4



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I. INTRODUCTION

Extension services are primarily aimed at people empowerment and human resource development in order to facilitate the diffusion of information, expert services, and technology to individuals, communities, and clientele. It is through this function that research-based knowledge and the university competence, in support of academic excellence, are brought to larger communities to effect development.

The Research, Development, and Extension (RDE) Operations Manual provides details about the University RDE programs and activities as well as provides a set of standards in RDE operations to achieve greater involvement and complementation among all faculty and staff/researchers/extension workers of the university.

The program has provided extension services through the years pursuing the task of serving as a source of knowledge, experts, technologies, and extension services to civil engineering problems in response to the needs and urgent concerns of the community it serves. Likewise, it takes into consideration local, regional, and national development thrusts.

For the Bachelor of Science in Civil Engineering (BSCE) program, extension services are crucial in bridging the gap between academic theory and practical application, allowing students and faculty to contribute their expertise to real-world infrastructure challenges, community development, and disaster risk reduction, which are all integral to the civil engineering discipline.

Ultimately, the extension and community involvement initiatives of the Civil Engineering program reflect the University's enduring mission to uplift communities through innovation, partnership, and sustainable development, ensuring that engineering truly serves as a tool for empowerment and collective advancement.

A. CSU RDE Vision, Mission, Goals, and Objectives

The services extended are reflective of the vision, mission, goals, and objectives for the Cagayan State University (CSU) Extension and Community Services, demonstrating a cohesive approach to community engagement, as follows.

1. CSU RDE Vision

CSU as a competitive Center of RDE excellence significantly contributing to the improved quality of life of urban and rural communities in the Cagayan Valley Region.

2. CSU RDE Mission

To intensively pursue the generation, development, sharing, utilization and application of science-based knowledge, information and innovations for the inclusive agro-industrial development and climate change resiliency of the Cagayan Valley Region.

3. CSU RDE Goals

Goal 1. To explore science-based and innovative solutions that will result in real impacts to



Goal 2. To address pressing needs of communities for resilience through indigenous and science-based knowledge and technologies;

Goal 3. To engage, capacitate and increase access to appropriate knowledge and technologies for sustainable and secure livelihood and wellbeing of communities; and

Goal 4. To upgrade manpower facilities for resilience.

4. Objective

To achieve the above goals, it shall pursue the following objectives:

1. Develop a new RDE agenda, package RDE proposals in line with its banner programs and the priorities of regional, national and international agencies; identify contemporary issues, challenges and opportunities for RDE; and review and assess the outputs, outcomes and impacts of RDE projects in the university.
2. Conduct stakeholders' consultation, need assessment survey, regular multi-sectoral RDE fora and strengthen RDE partnership with regional, national and international agencies;
3. Develop knowledge and technology management information systems and intensify technology transfer and commercialization in the university.
4. Intensify applications to intellectual property of technological innovations, creations and inventions in the University.

B. CSU Carig Campus RDE Goals and Objectives

Building upon the university-wide framework, the CSU Carig Campus further refines its commitment to research, development, and extension. The campus aims to achieve this through the following goals and objectives, ensuring that its efforts are localized and responsive to the specific needs of its surrounding communities while leveraging the strengths of its academic programs, including Civil Engineering.

1. Goals

To become a nationally recognized seat of research for development centers as well as research laboratories and service facilities to produce high-value food, energy sources, technical innovations, engineered products, alternative medicines, delivery of laboratory services, address environmental concerns, and address socio-economic and governance issues for global competitiveness.

To promote research-based innovations and knowledge through community engagement as well as provision of community-based and gender sensitive services in uplifting the socio-economic, political, cultural aspects of both women and men in the rural and urban communities.

2. Objectives

1. Conceptualize and package proposals for implementation consistent with mandated and priority programs.
2. Establish linkages with stakeholders to bind partnership in the implementation of program/projects.
3. Deliver services through appropriate extension modalities for empowerment and socio-economic development of target men and women.





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4. Generate self-employment opportunities as a source of income for the unemployed housewives and underemployed men to supplement family income.
5. Initiate Organization for Men and Women or both that would seek to empower themselves and become responsible and productive members of their respective family and community.
6. Establish viable Demonstration Projects with positive ROI.
7. Extend technical assistance and advisory services to Adopters.
8. Develop innovative extension modalities for replication.
9. Develop social awareness and responsibility among faculty and students.

These extensive goals and objectives provide the strategic direction for the BSCE program's extension and community involvement. Through these guiding principles, the program ensures that its initiatives are not only academically sound but also directly address societal needs, particularly in areas relevant to civil engineering, such as sustainable infrastructure, disaster preparedness, and community resilience. This alignment ensures that the expertise within the BSCE program is effectively channeled to contribute to the holistic development of communities.



II. ADEQUATE AND RELEVANT PROJECTS/ACTIVITIES TO ACHIEVE OBJECTIVES

A. Extension Program/Agenda for the Civil Engineering Program

The extension program of the Civil Engineering Program involves its faculty members serving as technical experts in a variety of extension activities. The College of Engineering and Architecture (COEA) initiated multi-disciplinary extension programs aligned with the campus program, in which the CE department is a proponent or participant. Similarly, the CE department aligns its extension activities with the extension program/s of the college, which has continuously aimed to help Cagayano communities to become resilient and attain sustainability. These activities are designed to directly apply civil engineering principles and practices to real-world community challenges, showcasing the practical impact of the program's academic offerings and fostering a sense of social responsibility among its constituents.

Table 1. List of Programs Organized

Title of Program/ Project	Duration (specific date)	Source of Fund (Campus, Institutional, External)	Budget
Integrated Engineering Services for Sustainable Development	January 2011 - December 2020	Campus	-
Resource Support Development under <i>Paguruffunan para ta Progreso</i>	January 2021- December 2025	Institutional & Campus	Institutional: 300,000 Counterpart: 200,000
Alternative Fuel from Agro waste	October 2022- December 2023	Institutional	Campus Budget: 55,000

a) Integrated Engineering Services for Sustainable Development

The extension project titled “Integrated Engineering Services for Sustainable Development” embodies the university’s commitment to applying engineering knowledge and expertise in addressing community needs while promoting sustainability and resilience. This initiative serves as a platform where faculty, students, and community stakeholders collaborate to develop practical and innovative solutions that improve the quality of life, particularly in underserved areas.

Through the project, various engineering disciplines are integrated to provide holistic technical assistance—ranging from infrastructure planning and design, water supply and sanitation systems, renewable energy solutions, and environmental management practices. These services are tailored to the specific context of the communities, ensuring that interventions are both technically sound and environmentally responsible. By doing so, the project bridges academic learning and real-world application, transforming theories into tangible outcomes that directly benefit society.



A key highlight of this initiative is the spirit of sharing and collaboration. Engineering expertise is shared not as a one-time act of service but as a continuous partnership that empowers local communities to sustain and manage their own development initiatives. This approach strengthens local capacities, fosters self-reliance, and nurtures a sense of collective responsibility toward resource management and environmental stewardship.

Moreover, the project underscores that sustainable development is not solely about infrastructure or technology—it is about building systems that endure, adapt, and support the well-being of both people and the planet. By offering integrated engineering solutions that consider economic viability, social inclusiveness, and ecological balance, the project contributes to achieving the United Nations Sustainable Development Goals (SDGs), particularly those on clean water and sanitation, affordable and clean energy, sustainable cities and communities, and climate action.

The Integrated Engineering Services for Sustainable Development extension project was established in 2017, with Carig Elementary School (now Carig Integrated School) and Tuguegarao North Central School serving as its initial beneficiaries. Through the technical expertise and guidance of the faculty members from the Civil Engineering Department, the project provided valuable support in the preparation of engineering plans and documents that enabled the schools to secure funding for the renovation of their aging buildings. In addition, the project facilitated the upgrading of their rainwater harvesting facilities, contributing to improved water conservation and resilience against water scarcity. These initiatives reflect the project's overarching goal of promoting sustainable development and enhancing community resilience through practical and need-based engineering interventions.



Figure 1. Building Assessment and Site Inspection at Carig Elementary School



b) Resource Support Development under *Paguruffunan para ta Progreso*

The Paguruffunan para ta Progreso Extension Project was conceived as a meaningful response to the urgent needs of the Cagayano communities in the aftermath of Typhoon Ulysses in 2019. During the height of the calamity, Cagayan State University (CSU) conducted extensive community relief operations, reaching severely affected barangays to provide immediate assistance and basic necessities. From these efforts emerged a deeper understanding of the communities' situation—beyond relief, there was a pressing need for rehabilitation, recovery, and sustainable rebuilding.

Recognizing this, CSU transformed its humanitarian initiative into a long-term developmental program that would go beyond short-term aid. Thus, the Paguruffunan para ta Progreso Extension Project was born—“*Paguruffunan*” meaning “partnership” or “coming together,” symbolizing the collaborative spirit between the University and the community in their shared pursuit of progress. The project seeks to empower communities to “start again” by providing technical, social, and livelihood assistance that fosters resilience and self-reliance.

Anchored on the principles of sustainable development and inclusive growth, the project integrates various disciplines—engineering, agriculture, education, and social sciences—to address the multifaceted needs of post-disaster communities. Through capacity building, infrastructure support, and technology-based interventions, the initiative aims to restore not only physical structures but also hope, dignity, and opportunities for sustainable livelihoods.

Ultimately, the Paguruffunan para ta Progreso Extension Project stands as a testament to CSU's unwavering commitment to serve as a catalyst for community empowerment and recovery. From the solidarity shown during the crisis, it has evolved into a continuing mission to build resilient, self-sustaining, and progressive Cagayano communities.

One of the major initiatives under the Paguruffunan para ta Progreso Extension Program is the Resource Support Development Project, implemented through the College of Engineering and Architecture (COEA). This project focuses on serving the Agta community in Basao, Gattaran, and the Salinong ni San Jose Relocation Site in Taytay, Baguio. Through the combined expertise of the various departments within the College, Cagayan State University (CSU) has extended technical assistance aimed at enhancing the resilience and sustainability of these communities. Among its key project components are the installation of solar power systems, the conduct of disaster preparedness and risk reduction training, and the installation of a community-based water supply system. Collectively, these initiatives demonstrate CSU's commitment to empowering vulnerable communities by providing access to sustainable technologies and essential infrastructure that promote self-reliance, safety, and improved quality of life.





Figure 2. Training Workshop on Bamboo Handicraft



Figure 3. Technology Demonstration (techno-demo) and Training on hydroponic gardening





Figure 4. Water supply management training



Figure 5. Extension Activity at Salinong ni San Jose Relocation Site in partnership with St. Joseph College, Taytay, Baggaio



c) Alternative Fuel from Agro-waste

In partnership with the College of Industrial Technology, the College of Engineering and Architecture launched this extension project to assist the beneficiary community in Gosi Sur, Tuguegarao City in generating additional income through the production of briquettes made from used paper and corn cobs. The initiative not only promotes environmental sustainability by recycling waste materials but also provides a viable source of livelihood for the community. To ensure the long-term success of the project, beneficiaries were trained in business development, focusing on marketing, production management, and bookkeeping skills to enhance their entrepreneurial capabilities. Furthermore, to strengthen the community's resilience and disaster readiness, the College also conducted Community Disaster Preparedness Trainings, equipping residents with essential knowledge and skills to respond effectively to emergencies. Through these combined efforts, the project contributes to building a more sustainable, empowered, and disaster-resilient community.



Figure 6. Extension activity on the Alternative Fuel from Agro waste



Table 2. Trainings Conducted

Program	Title	Number of Participants	Date	Link to Accomplishment Reports	Venue
Integrated Engineering Services for Sustainable Development	Training on Disaster Risk and Reduction Management	106	Nov. 20, 2020	Training on Disaster Risk and Reduction Management Accomplishment Report	Gosi Sur Elementary School
	Solid waste Management Seminar	50	Dec 01, 2021	Solid Waste Management Seminar Accomplishment Report	Gosi Sur, Tuguegarao City
Paguruffunan para ta Progreso	Basic Construction Methodology	50	March 12, 2021	Basic Construction Methodology Training Accomplishment Report	Multipurpose Hall, Bgy. Taytay, Baggao, Cagayan
	Training on Potable water Supply Maintenance (Part 1)	30	Mar. 25, 2022	Training on Potable Water Supply Maintenance Accomplishment Report	Basao, Gatarran, Cagayan
	Training on Disaster Risk and Reduction Management	65	Nov. 25, 2022	Training on Disaster Risk and Reduction Management Accomplishment Report	Taytay, Baggao, Cagayan
	Residential Electrical Safety	60	Nov. 26, 2022		Taytay, Baggao, Cagayan
	Seminar on Solid Waste Management	41	Dec. 2, 2022	Solid Waste Management Seminar Accomplishment Report	Basao, Gatarran, Cagayan
	Solar Power System Maintenance and Troubleshooting	40	Dec. 3, 2022	Training on Solar Power System Maintenance and Troubleshooting	Basao, Gatarran, Cagayan
	Potable Water Supply	40	Dec. 5, 2022	Seminar on the Importance of	Basao, Gatarran, Cagayan

Program	Title	Number of Participants	Date	Link to Accomplishment Reports	Venue
				Potable Water Supply	
	Gender and Development Seminar cum Turnover of Water Pump	20	Mar. 7, 2023	GAD Seminar and Turnover of Manually-operated Water Pump	Basao, Gattaran, Cagayan
	Skills Training Workshop on Bamboo Handicraft	40	Sept. 6-8, 2023	Skills Training Workshop on Bamboo Handicraft	Barangay Hall of Basao, Gattaran
	Impacts of Pollution on Water Supply	45	2024	Seminar on the Impacts of Pollution on Water Supply Accomplishment Report	Agta Community Center, Sitio Padungsol, Basao Gattaran, Cagayan
	Skills Training Workshop on Hydroponic Gardening	45	2024	Skills Training Workshop Accomplishment Report on Hydroponic Gardening	Agta Community Center, Sitio Padungsol, Basao Gattaran, Cagayan
	Community Disaster Preparedness Training PART I and GAD seminar on Women's Role in Community Development	37	May 30, 2025	Community Disaster Preparedness Training Part 2 and GAD Seminar Accomplishment Report	Agta Community Center, Sitio Padungsol, Basao Gattaran, Cagayan
	Community Disaster Preparedness Training PART II cum signing of MOA (renewal)	55	May 06, 2025	Community Disaster Preparedness Training Part II Accomplishment Report	Agta Community Center, Sitio Padungsol, Basao Gattaran, Cagayan
Project SAFE: Extension	PROJECT SAFE: Seminar on Sea Salt Extraction for	60	2024		Gonzaga Multipurpose Gymnasium,



Program	Title	Number of Participants	Date	Link to Accomplishment Reports	Venue
Project in Gonzaga	Modern Innovation GPS Tracking for Sea Level Integrated NPK for Crop Enhancement cum DOST-PCAARRD-Relief Giving in LGU Gonzaga				Gonzaga, Cagayan

Extension Awards/ Recognition/ Publication

Highlighting the commendable performance of the extension projects conducted by the College of Engineering and Architecture. These projects stand as a testament to the college's commitment to not only academic excellence but also to its integral role in addressing and responding to the diverse needs of the surrounding communities. Through innovative design and applied research, the college's extension initiatives have created tangible improvements in the quality of life for local populations, fostering sustainable development, social responsibility, and collaborative engagement between academia and the public.

By strategically aligning project goals with community priorities, the College has ensured that its efforts are not only technically sound but also culturally and contextually relevant. These extension projects have had a significant impact on key areas such as infrastructure development, resource management, and capacity building, making a meaningful contribution to the communities' long-term resilience and growth. The following report delves into these initiatives, showcasing their success in merging engineering and architectural expertise with real-world challenges, thereby demonstrating the college's responsiveness and responsibility toward the community's evolving needs.

As a proof of the college's commitment to community service, the Paguruffunan para ta Progreso extension project received various commendations and awards from different organizations including Cagayan State University central administration and the Cagayan Valley Agriculture, Aquatic and Resources Research and Development (CVAARRD) Consortium.



Table 3: Awards and Commendations received

Awards/Recognition/ Publication	Rank and Prize	Local/Regional/ National	Award giving body
Campus Extension Projects with Social Impact	First Place- Plaque	Local	CSU-Central Administration
Best Paper (S&T-based Rehabilitation of Damages Caused by Typhoon Ulysses and Widespread Flooding in Cagayan Province)	First Place- Cash and Certificate	Local	CSU-Central Administration
Best Paper (Community-Based Disaster Risk Management and Humanitarian Assistance)	3rd Place- Cash and Certificate	Local	CSU Central Administration
Best Paper (S&T-based Rehabilitation of Damages Caused by Typhoon Ulysses and Widespread Flooding in Cagayan Province)	3rd Place-Cash and Certificate	Regional	Cagayan Valley Agriculture, Aquatic and Resources Research and Development (CVAARRD) Consortium



Figure 7. Plaque of Recognition Awarded to the Carig Campus during the celebration of the 44th Founding Anniversary of Cagayan State University



B. Continuous updating and improving of IEC Materials

Effective communication is crucial to the success of extension services, and one of the most vital tools in this process is the Information, Education, and Communication (IEC) materials. These materials play an essential role in bridging the knowledge gap between extension workers and the communities they serve. This report emphasizes the importance of preparing high-quality IECs and the need for their continuous updating to ensure that extension services remain relevant, impactful, and responsive to the evolving needs of the target populations.

In an ever-changing world, where new technologies, practices, and knowledge emerge regularly, it is imperative that IEC materials not only convey accurate and timely information but also engage the community in a way that fosters understanding and action. The preparation of IECs requires careful attention to the cultural, educational, and language preferences of the community, ensuring that information is accessible and meaningful. Moreover, the dynamic nature of societal challenges necessitates frequent updates to these materials to reflect new trends, scientific advancements, and feedback from the community, thereby ensuring that extension services remain effective and continue to address the most pressing issues.

IEC materials (in the form of leaflets and pamphlets) were designed considering the profiles of the beneficiaries of the extension projects of the College. Some of the IECs developed for the extension are as follows:

1. Solid Waste Management, Solar Power for Residential Building, Solar Power system Maintenance and Troubleshooting Guide, Vermi - Composting, Potable Water Supply Maintenance (50 copies each, 2022)
2. Training Manual for Bamboo Craft (50 copies, 2023).



Figure 8. IEC materials on hydroponics and women's rights (GAD).



C. Use of varied extension strategies/methods

Extension methods and strategies depend on the purpose of the activity, the characteristics of the audience, the existing conditions, the available materials, and the kind of information that is given out. Pursuant to the RDE guidelines for the identification and funding of extension projects, community needs assessment is conducted and the corresponding result will be used as a basis on the crafting of extension proposals. Prior to the crafting of an extension proposal, the faculty extensionists conduct preliminary site visits and conduct Community Needs Assessments, these activities are vital in designing a more sustainable extension project that is responsive to the needs of the beneficiary community.

To ensure the sustainability and effectiveness of the extension project, the College Extension Office collaborates with various NGOs, other academic units, and student organizations.

i. Modes of information and technology transfer

The following modes of information and technology transfer is usually applied:

1. **Training.** The most common method of achieving behavioral change is through non-formal education. The conduct of training aims to instruct, demonstrate and motivate people to bring about change.
2. **Information dissemination/Publication.** Mass media plays a vital role in technology transfer, promotion and commercialization. Both print and broadcast channels reach a large audience that makes them aware of development programs that affect their current practices, IEC materials also were used to disseminate other information about the projects. The job of the extension staff/personnel to communicate information and technologies can also be done in the form of radio and television programs, products/information exhibits and publication of various audio-visual packages.
3. **Action Programs.** Priority needs and problems of pilot communities or service areas are assessed and community-based projects are implemented to help/assist the community solve their problems and meet their needs with active community participation and all other existing structures in the area.

ii. Methods and Approaches of Implementation

In order to achieve the expected outputs for extension undertakings, the coherent combination of some of these methods and approaches can be used:

1. Participatory
2. Integrated and multi-disciplinary
3. Collaboration / partnership
4. Pilot / demonstration



5. Farmers classes
6. Mass media
7. Social laboratory
8. Community organizing
9. Consultancy and technical assistance
10. Scheme approach

D. Monitoring and Evaluation

The Office of the University Director of Extension monitors and supervises project implementation, especially for projects with funding from the university. This is to ensure that all extension projects are effectively implemented, achieve their intended goals, and remain aligned with the community's priorities.

To ensure proper oversight, the RDE utilizes in-house evaluations and annual monitoring visits by the Campus Extension Office as key mechanisms for tracking the progress and performance of approved extension projects.

The Barangay Local Government Unit (BLGU) of Carig Sur, Gosi Sur, of Tuguegarao City and Basao Gattaran are vital partners of the Cagayan State University College of Engineering in its extension and community involvement only because it plays host to the CSU Carig Campus where the College of Engineering is located but more so because a significant number of its faculty and staff reside in Carig and most of its students are either permanent residents or transient/boarding residents of Carig. Thus, the College believes that Agro-Industrial development could propel in the area will not only benefit the residents of barangay Carig Sur per se but will also be felt by its faculty, staff, students, and other stakeholders.

While the LGU of Carig Sur does not participate directly in the planning of the CSU College of Engineering extension and community involvement programs, the results of Needs Assessment among Barangay Carig Sur residents serve as a vital input in planning. In the implementation of the project, the different officials go together with the College extension implementers. Other residents extend labor as their counterparts/equity. Monitoring and evaluation are done solely by the College but the beneficiaries are the ones being evaluated. The LGU of Carig Sur takes care of incidental expenses whenever they can. Lastly, residents of the Barangay are very receptive in accepting technology/knowledge extended to them and are willing to utilize them.



E. Establishment of Linkages (National, Regional, Local, Private, etc.)

The CSU Research and Development and Extension linked with other agencies which are formalized through Memorandum of Agreement (MOA/MOU) as follows:

Table 4. List of Linkages/Partnership Established (MOU/MOA)

Program/ Project Title	Collaborating Agency	Level	Nature of Collaboration	Date Signed	Duration	Budget
Installation of Hybrid Solar Power System Integrated with Water Harvesting Facility at the People's Gymnasium	LGU, Tuguegarao City	Local	Partnership	Sept. 22, 2020	June, 30, 2021	45,000
Paggurufunan Para ta Progreso	Local Government Unit of Enrile, Cagayan	Local	Partnership	Sept. 6, 2022	July 2022- June 2023	100,000
PAGGURUFUNAN PARA TA PROGRESO (Resource Support Development)	Barangay Basao, Gattaran, Cagayan	Local	Partnership	Sept 6, 2022	Renewed annually	500,000



III. SYSTEMATIC AND EFFECTIVE PROCEDURES

A. Guidelines for Strategic Planning and Priority Setting of RDET Programs and Projects

Cagayan State University (CSU) is a premier institution of higher learning committed to advancing education, research, and community development across its campuses. Its research and extension thrusts are directed toward enriching degree-level teaching and learning to ensure the continuous growth and development of higher education. At the same time, CSU actively promotes the frontiers of knowledge by pursuing innovative technologies and solutions aimed at improving the socio-economic conditions of its target communities.

Owing to the very limited financial resources of the University particularly for R&D and extension as compared to instruction, RDET programs and projects must be implemented effectively and efficiently. To ensure success in its implementation factor that will determine its intended outcomes must be thoroughly identified and established. This calls for an objective planning and programming of its activities to minimize the occurrence of undesirable and unpredictable events that would be likely to derail program/project/activity implementation. Hence, the needs for an appropriate and rigid planning framework.

A.1. The planning framework

A.1.1. *Environmental scanning of the service area of the university*

The formulated vision, mission, goals and objectives of the university were articulated and understood by its various stakeholders including the governing board. Faculty and support staff, students, farmers and various groups of clientele across sectors of the society, the first and fundamental step in the planning process is the holistic scanning of the university's service areas. The power of the interdisciplinary, or multidisciplinary or transdisciplinary research approaches shall be explored and implemented where several researchers should look at a common problem, adopt a common framework, and relate the findings of one discipline to the other. However, it is advisable to concentrate more on determining the potentials of the service areas in terms of economic growth and development and how these growth and development objectives and process can be interwoven into the major functions of the university particularly along the generation, advancement dissemination and transfer of knowledge or technology, as desired.

The environmental scanning processes and procedures will be done as follows:

1. Reviewing the institutional research mandates of CSU and local development plans of the target municipalities.
2. Gathering of data of the various sectors in the locality, including the industries, their products, marketing systems, other industry services and levels of competitiveness.
3. Assessing the involvement of other development agencies in the development process and in the rural economy to complement intervention activities rather than duplicate them; and
4. Determining possible researchable areas and other extension modalities that could be implemented through participatory planning process involving



experts from the various disciplines, those responsible in their implementation the members of the board regents , middle-level managers, faculty members and support staff, students and other stakeholders.

A.1.2. Matching of institutional strengths and resources with the economic potential of the service areas

From the results of the assessment activities, there is a need to match the university's strength and resources, in terms of manpower capability –their knowledge, skills and entrepreneurial spirits and other support services, with the economic potentialities of the service area, the help of the national/regional government will be sought.

A.1.3. Niching and clustering of RDET Programs and projects

With the very meagre resources of the University, there is a need to develop RDET programs and projects that are focused on a limited number of niches with potential impacts. These niches, however, should be defined in terms of priority areas where the University has comparative advantage over other research institutions. This is necessary in order not to spread thinly the meagre resources of the University. Moreover, while faculty members of the University have their own research interests and disciplines, they must be able to work together by clustering their disciplines using interdisciplinary, multidisciplinary or transdisciplinary approaches to achieve even greater impacts.

A.1.4. Management of research and developing centers

Research Centers are usually long-term as compared to research programs which may have three to five years in the time frame. The University has seven (7) research centers and few of these centers have barely scratched the surface of their contribution to the overall goals of the University.

Comparable with RDET programs, the RDET centers shall be under the administrative jurisdiction of the various RDET Directors who shall be responsible for coordination of planning, funding, monitoring and evaluation of the centers. The center shall operate with research or extension faculty/staff from various academic departments who shall be de-loaded from their teaching responsibilities so that important research and extension projects or studies can be implemented.

However, for centers that can attract considerable funding from government and external donors, they may be managed in a semi-autonomous manner when relative appointments as affiliate staff of the centers. No duplication of RDET staff and RDET facilities between and among RDET centers academic departments and other RDET units shall be maintained in order not to weaken programs on instruction by drawing away senior teaching staff from these academic departments.



A.1.5. Conformation of RDET programs and projects with the national, regional and institutional Research Agenda

In its attempt to enhance research productivity in higher education, CHED has set the general policies, directions, initiatives and priority areas for research and search related programs (NHERA-2 2009-2018); since the research areas are products of experts from the various disciplines to include institutional leaders, senior researchers and representatives from funding institutions. The University RDET program and projects shall be anchored on these agenda in the planning process, to include site- specific research areas along key disciplines that provide solutions to institutional (teaching learning environment) as well as local community problems.

A.1.6. Major steps in developing the RDET Plans/ Programs/ Projects/ Activities

RDET programs are generally considered as consisting of interrelated and complementary projects usually implemented using the multidisciplinary or transdisciplinary approach to meet established goals within specific time frames. They are usually broken down into projects that consist of interrelated studies also designed to meet predetermined objectives within a specific time frame. The major steps are as follows:

1. Identification of strong RDET leaders. The development of RDET programs in the University starts with the identification of RDET leaders with the necessary competencies in terms of knowledge, skills, values and attitudes.
2. Creation of an AD Hoc Committee. This will be followed by creating an Ad Hoc Committee preferably of five members from the various disciplines who shall craft the common research framework.
3. Appointments of experts to review and package proposals. Experts from the university Experts pool shall then be sought to review the RDET program proposal after which the RDET program proposal shall be packaged first-class by providing all the needed information for donor support.
4. Invitations of prospective fund donors. Prospective donors shall be invited for a visit and briefing about the program. The same process shall also be sought for sponsor-driven program proposals.

A.2. The RDET Planning Process

Through the input coming from the various RDET departments, sections and colleges in campuses, the expected output in the planning process is the tentative strategic RDET Plan which shall be prepared by the TWC of the URDET Council and presented to the URDET Council and key stakeholders. After incorporation of suggestions and corresponding revision by the TWC, the Plan will be presented to the board of regents for final approval and the same shall be multiplied and disseminated to all departments/ units, colleges and campuses.



The RDET strategic plan shall then be translated into four-year medium term RDET plans called work plans; specifying among other things, the sequence of RDET events to be pursued in the research-extension continuum. To ensure commitment and full support in implementing the plans, it is important that all those who are directly and indirectly involved in the execution of the plans, its programs and activities, to include the CEO's, Deans, directors of RDET Centers, University RDET directors, budget officer, the collaborating institutions and possibly, donors' agencies, should be present in crafting the 4-year work plans.

Once the work plans are crafted, they shall be presented to the panel of experts from the University in four levels:

1. Panel of experts in higher education to include student support services to review the work plan for social science, education and student research cluster;
2. Panel of experts for technical research along agriculture, forestry, environment, engineering, health, information technology and related disciplines;
3. Panel of experts along knowledge and technology management; and utilization and;
4. Panel of experts along technology dissemination; transfer and dissemination.

After presentation to the panel of experts at all levels and the necessary corrections and refinements were properly made, the same shall be finalized and presented to the board of regents for final approval.

A.3. Implementing the RDET plans

The strategic RDET plan, the medium-term RDET work plan and the annual RDET action plan shall be translated into an operational action plan in the campuses or RDET centers. From this operation plan, an RDET employee work plan shall be developed on a semestral basis divided into five months. The employee work plan will be the basis of monitoring and evaluation of the RDET employees in meeting the goals and objectives of the strategic plan, medium-term plan and action plan.

The progress in meeting the goals and objectives of the plans at various levels should be fed to the RDET coordinators of the different campuses/ colleges on a monthly basis and to the University RDET directors on a semestral basis. Among other considerations, the monitoring and evaluation plan should be able to assess the inputs, activities and processes, outcomes effects and possibly, initial impacts against the defined objectives.



B. Guidelines on the Evaluation, Screening and approval of RDET proposals

The evaluation and screening of research proposals shall conform to the policies and guidelines set by CHED (NHERA 2), PCARRD-DOST, DA and other relevant agencies. All CSU funded research shall fall within the flagship commodities to be identified under the University Integrated research and Development and Extension Plan (IRDEP) as mandated by the National Agriculture and Resources Research and Development Network (NARRDN).

The office of the Vice President for Research and Development, Extension Training (VPRDET) facilitates the development, approval, and funding of RDET proposals through an efficient system of processing. The following section explains in detail the processes and procedures in developing RDET proposals. Call for RDET proposals from CSU basic research (BRP) and external funding thrust, directions and goals and objectives of funding agencies.

RDET Workload Guidelines

In order to rationalize the function of the faculty members and research staff in the RDET department, a workload scheme is hereby proposed to serve as a guide in assigning research and extension loads as well as other related duties.

Faculty

Faculty members who are appointed assistant professors and up are expected to carry a regular or a minimum research or extension workload. The granting of equivalent teaching load (ETL) will be based on the following guidelines:

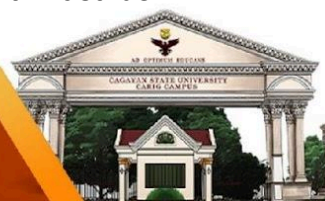
1. Equivalent teaching load (ETL) shall only be granted for research/extension program/project duly approved by the university research and extension upon the recommendation of the technical working groups (TWG)
2. Designated officials with an ETL of 9 and above who will conduct research shall be granted additional research ETL of a maximum 6 units
3. ETL shall be granted to researchers with institutional funding.
4. Externally funded research shall not be entitled to ETL. However, honorarium may be received by the proponent unless expressly indicated by the proponent unless expressly indicated in the Memorandum of Agreement (MOA) between the funding agency and the university
5. ETLs for faculty members may be used for de-loading him/her from actual teaching loads subject to the endorsement of the Dean concerned and deliberation by the URDETC. The purpose of referring to the URDETC is to determine the technical competence of the faculty.
 - a. Best research and development paper-completed and ongoing researches presented during the Annual Research In-house Review and Evaluation of the University shall all be evaluated for this award. However, it is not necessary that there must always be a winner every year for there is a cut off score to qualify for the award. A cash prize which shall be determined and a plaque shall be given. The source of fund for this award shall come from the University Research Fund. The citation will be awarded during the Annual General Assembly of CSU.



- b. Best Poster which shall be made open to all faculty and staff engaged in research and selected during the agency in-house review
- c. Faculty members with Quality Chosen Research works shall be given privilege to present papers during conferences/symposia outside the University.

Granting of Credits or Honoraria

1. The grant of honorarium or service credits to faculty members is an incentive or reward system used by the University to motivate its faculty members to actively engage in research and extension in their respective professional fields.
2. An honorarium is a payment for the services rendered by government personnel performing activities or discharging duties in addition to or over and above their regular functions and payment of services of personnel with expertise or professional standing in recognition of his broad and superior knowledge and specific fields provided that the total honorarium granted in any given year shall in no case exceed 50% of his annual salary.
3. The grant of no honorarium shall be given to:
 - a. All regular and part-time faculty members who are involved in research;
 - b. All faculty members who are engaged in research and such research assignments are performed outside his/her regular work load.
 - c. Faculty members who undertake researches that are approved by University research Technical and Evaluation Committee (URTEC).
 - d. Faculty members who conduct full blown research only and not action research.
 - e. Faculty members who conduct research that do not have external funding.
4. The faculty members may have the option to choose either service credits or honoraria in the conduct of a full blown research.
5. One full blown research is equivalent to a three-unit to six-unit workload (54-108 hours per semester) depending upon the final decision of the URTEC which has the power to evaluate and approve research. This holds true for the different roles of positions that the faculty occupies in the research project such as Project Leader, Asst. Project Leader, Data, Manager, & Research Assistant
6. Faculty members shall conduct at most two (2) research extension projects per year and shall be paid based on the approved duration of the research by the URTEC.
7. Any faculty member who does not complete the research based on the approved date of completion shall pay back the amount received or for those who obtained service credits shall be cancelled.
8. Researchers who are granted the extension for completing their research based on the approved duration shall not be entitled to additional honoraria or equivalent credit except under justifiable circumstances.
9. Credits or honorarium shall be made only based on actual performance of work of the researcher as certified by the Director for Research upon the recommendation of the college- Dean. An accomplishment report must be



submitted by the researcher as supporting documents in claiming the honoraria or credits.

10. No faculty shall be entitled to receive honoraria or its equivalent credit in more than one project within a program or in more than one study within a project. In cases where the researcher is assigned in more than one project/study within each program/project he/she shall receive only the higher rate.
11. The grant of service credits and or honoraria shall be governed by a service Contract/Memorandum of Agreement by the CSU management headed by the President and VP for Research and Extension and the faculty researcher. The Service Contract shall be executed by these parties before the faculty conducts the research.

Research and Extension

For every approved research/extension of at least one (1) semester duration below is a matrix of Equivalent Teaching Load (ETL) allocation.

Table 5. Equivalent Teaching Load Allocation Matrix

Level	Equivalent teaching load (ETL)
International/national • Program leader (at least 2-3 projects) • Project leader (at least studies) • Study leader	12.0 9.0 3.0
Regional /national • Program leader • Project leader • Study leader	9.0 6.0 3.0
College-based institutional (local) • Program leader • Project leader • Study leader	6.0 4.0 3.0
Commodity research evaluator	0.3/evaluation not to exceed 1.0

The scope of research can be categorized as follows:

Research and extension program. A research /extension program is a large, comprehensive and usually requiring an inter-disciplinary approach to meet established goals within a specific time frame. It is usually divided into several research projects.



Research / extension project. A research project is the basic unit in the investigation of a particular researchable problem with predetermined objectives to be accomplished within a specific time frame. It generally embraces a number of related problems within a given discipline and is made up of a number of studies.

Study. A study is an investigation designed to provide solutions to specific problems or to achieve a very specific objective. It has a principal investigator. Research/extension ETL shall have a following provision:

- Faculty members assigned/detailed in the research department shall have at least 25% of the official working time of 40 hours or 9 hours of actual teaching load;
- Researches not completed within the timeframe as indicated in the approved research proposal without valid reasons will no longer be credited and should be reflected in the PES;
- A detailed accomplishments /progress report in the prescribed format shall be required to support claims for ETC;
- For team research/extension a proportionate credit unit depending on the degree of involvement shall be given to each member;
- For researchers where the researcher/s receive/s honorarium, credit unit will be given for purpose of determining workload but not included in the computation of excess load;
- College-based researches must be reviewed and recommended by the college research coordinator, endorsed by the college dean and campus research director and approved by the VPRDET;
- Researches funded by other agencies shall be covered by memorandum of agreement (MOA) or its equivalent between CSU and the funding agency; and
- The maximum workload for research is nine (9) ETL per week.

Extension

For participation in the implementation of college-based or institutional extension program/activities as defined or specified in the approved extension proposal, corresponding credits units shall be given as follows:

- One (1) credit unit for every 18 hours of involvement but not to exceed six (6) credit units or a maximum of 108 hours per academic term. Proportionate units will be given to lesser hours of involvement.
- Extension ETL will be given, subject to the following:
 - Faculty members assigned/detailed in the extension department will have at least 25% of the official time 40 hours per week or 10 hours of actual teaching load;
 - An approved extension program/project proposal is necessary before any extension claim will be credited. College- based extension should be evaluated and recommended by the college extension coordinator, endorsed by the college dean by the campus executive officer and approved by the VPRDET
 - A detailed progress/completion report in a prescribed format, reviewed and recommended by the college extension coordinator, endorsed by the dean and campus extension director and approved by the VPRDET must support claims for extension ETL.



- The extension director must be judicious in approving/certifying extension reports.
- Credit units will be given to faculty members who receive honorarium for their involvement/participation in extension projects, programs or activities for the purpose of determining workload but not included in the computation of excess load pay.
- The extension project/activity should not be a part or a requirement for an academic subject although students can ride on existing extension program/project for their practicum.
- The maximum workload for extension is six (6) ETL per week.

Research and Extension Staff

In order to rationalize the functions of regular extension and research and extension staff assigned in various research and extension departments of the university, a workload scheme has to be established to serve as a guide in assigning research and extension loads as well as other related duties.

Research and extension staff is expected to carry a regular minimum workload.

The following guidelines shall govern the workloads of regular research and extension staff of the university:

1. The official working hour (OWH) for all regular research and extension staff shall be 40 hours per week.
2. The regular research and extension workload equivalent (REWE) for all research and extension staff will be based on existing policies on regular workload.
3. A program leader is one who directly plans, organizes, supervises the overall activities of the research and extension program and is directly responsible for the conduct of at least one of the projects under said program.

The number of programs to be handled by a program leader shall not exceed two (2) programs at a time.

The number of projects to be handled by a program leader shall not exceed two (2) projects at a time. However, in case of research or undertakings with a limited number of experts, the project leader may be allowed to handle a maximum of four (4) projects at a time provided that his/her track record shall be evaluated by the VPRDET through the recommendation of the RDET directors.

A research and extension project leader shall be allowed to handle a maximum of four (4) projects at a time.



De-loading of Faculty for RDET

To rationalize the co-quality of the three major functions of instruction, research and extension at CSU, faculty members shall be entitled for de-loading as provided in NBC #461, to wit;

Table 6. Deloading of Faculty

Rank	Workload (FTE) Instruction	RDE
Instructor	Full	Optional
Assistant Professor	Full	Optional
Associate Professor	70%	30%
Professor	50%	50%
College Professor	40%	60%
University Professor	30%	70%

The above de-loading scheme of faculty members shall be the guide in assigning teaching loads as well as for the research and extension which shall be based on approved project proposals.

C. Guidelines on the Provisions of RDET Incentives

a. Externally Funded Projects

Researchers/Extension Workers receive honoraria based on the budget approved by the funding institution.

b. Internally Funded Projects

Research/Extension project or other special projects shall be funded by the University and shall adopt existing schemes of compensation provided by the DOST and DBM whichever is applicable.

c. Evaluation of Research/Extension Proposals

Honorarium/Compensation for the services of experts will be based on existing schemes provided by the DOST or DBM whichever is applicable.

Fund sourcing for RDET programs and projects

Due to meagre financial resources of the University, a more aggressive sourcing of funds from local or foreign research institutions and other funding organizations shall be given major concern by the RDET department. This is necessary to provide essential RDET services to target clients. Where appropriate, legislation to create an equitable counterpart funding for RDET activities from the local governments should be pursued.



This is especially true along the areas of technology generation and dissemination/commercialization to address prosperity, economic growth and development and social well-being.

Funds generated from outside/external funding either through project proposals or simply donations grants-in-aid, commissioned project studies, 20% of the fund must be allocated for administrative cost. Administrative cost covers electric/water bills and services of administrative staff involved in processing papers/coordinators consultants/supervisory services.

The partnership agreements, including fund support, with the private sector to include private Universities and Colleges, shall also be explored to enhance complementation of RDET programs and projects and save on costs. As a general rule, all approved research/extension program/projects/studies, with funding from CSU or outside source shall be covered with MOA and shall be directly under the supervision of the Vice President for Research and Extension.

Budgeting

Budget preparation and allocation. A budget preparation for RDET programs, projects and activities shall be done one year in advance, usually late December or early January when the Department of Budget and Management (DBM) issues a call. The annual budget preparation plan is made to translate the strategic RDET plan into an operational plan. An annual allocation of at least 5% of the total budget of the University shall be allocated for RDET, the bulk of which is allotted to personal services.

Budget allocation from income for RDET programs and projects. On top of the GAA, at least 10% of the University income generated from tuition and other fees is also allotted to supplement the funds for RDET operations. These funds shall specifically be allotted for the implementation of institutionally approved RDET programs, projects and activities, incentives for research, extension and training personnel, winning best papers for RDET during agency in-house reviews, support to student theses/special problems under special cases, research publication and support for paper presentations in international conferences and related programs, projects and activities.

Policies and Guidelines for cooperation, coordination, co-financing and budgeting of interphase activities to bridge the functional gaps in and among research and development, extension and knowledge management services shall be developed.

Participative and transparent budgeting. Budgeting for RDET programs and projects should be participatory and transparent following the general budget planning pathway that should start from the departments to the colleges, campuses, and University Budget Management Office.



Accounting and Auditing

1. Auditing Manual for Research/Extension Operations. For accounting and auditing procedures, the Accounting and Auditing Manual for Research Operation (AAMRO) Book 1 shall be strictly enforced. RDET funds are generally handled by the Central Administration and Books of Accounts shall be kept by the accounting division. However, a separate book of account shall be kept by the Office of the VP for RDET and Director concerned. At the end of the month, the two books of accounts shall be tallied for a more effective financial management. A copy of the NCA shall be furnished to the Offices of the Vice President for RDET and Directors for information and monitoring purposes. In addition, the RDET coordinators of campuses/colleges should be able to keep track of the total collections and disbursements of RDET funds from income.

2. Continuing Appropriation for RDET funds. Pursuant to DBM Issuance dated February 10, 1992, fund allocations for RDET shall be treated as continuing appropriations with the condition that the unutilized funds for the said activities at the end of the year of release shall be valid only up to the end of the month of the ensuing year and the disbursement there from shall be subject to usual accounting and auditing rules and regulations.

3. Bookkeeping. For RDET projects internally funded, the Finance Division will take care of the bookkeeping. For special projects, the bookkeeper of the Office of the Vice President for RDET shall handle such funds, subject to accounting and auditing rules and regulations.

4. Accounting of RDET resources. The RDET department shall follow appropriate government circulars governing the proper monitoring and evaluation , recording and reporting of RDET assets such as crops, animals, fishery products, buildings, laboratories, equipment, tools etc. produced or required by the university either through its regular or special RDET programs and projects.

5. Types of Purchases

5.1. Emergency Purchase. This is a system of procurement done through direct requisition or order by offices without public bidding but based on canvass of prices of at least three bona fide dealers. (section 476, NAAM)

A supplier is deemed bona fide and repute if it satisfies the following criteria:

- a. Duly licensed and registered with appropriate authority;
- b. Not “blacklisted” by any government agency at the time of canvass; and
- c. In business for at least six months (COA Circular #85-55A)



Additional Supporting Documents:

- Certification of the emergency purchase
- Reasonableness of the price contracted; and
- Statement that it was the lowest obtainable at the time of purchase of order

5.2. Negotiated Purchase. This type of purchase is made when the requisitioned article is sold by an exclusive dealer, publisher or manufacturer having no sub dealers selling at a lower price and no suitable substitute can be obtained elsewhere at a more advantageous price to the government. This is made under the following conditions:

- After public bidding has been conducted and the offer has met the specifications, terms and conditions, as advertised;
- Where the things to be purchased are “critical” in nature and are not available in the open market such as radar equipment; and
- The committee on awards, on the basis of past experience, believes that a public bidding may not bring good results.

5.3. Purchase through Public Bidding. Contracts for public service or for furnishing supplies, materials and equipment to the government or any of its branches, subdivision, agencies or instrumentalities shall be renewed to enter into through public bidding.

5.4. Open Market Purchase/Over-the Counter Purchase. Books, papers, periodicals, documents and any other expendable materials for library use or for the use of researchers may be purchased without canvas. They shall be classified as supply if the individual cost is not more than P1,000. The approved line-item budget of the project serves as the basic guideline for budgeting operational expenses.

6. Procedure for the Purchase of Supply and Equipment. All office supplies and materials for projects shall be purchased or withdrawn from the supply office in accordance with the approved Requisition and Issue Voucher (RIV). Purchase made outside for a single item amounting P1,000 or more requires the following:

- Three canvasses of the supply/material from different sources;
- Property inspection report from the Supply Officer; and
- Original copy of the dealer’s invoice showing the quantity, description of the articles, unit and total value; and/or official receipts.

The Project Leader first of all prepares a requisition, which contains the desired specifications of the equipment and the quantity of the item. At least three (3) suppliers are invited to submit their quotations, which the bidding committee studies. Purchase negotiations are handled by the purchasing section/supply office.



The supply officer inspects all purchased equipment. A memorandum receipt (MR) to signify the project leader's responsibility over the equipment received to him. Equipment purchased for the project is considered property of the University and must be surrendered by the project leaders upon completion of their respective projects. The supply officer is authorized to retrieve the equipment.

7. Claims for Per Diems, Transportation and other Operating Expenses, Travelling Expense. These accounts include expenses incurred in the movement of persons employed in the government such as transportation, subsistence, lodging and travel per diem, hiring of guides or patrol, railroad, airline and steamship fares, tips, transfer etc. of persons while travelling outside of official station; charter of boats, launches, automobiles etc.; non-commutable transportation allowances, road tolls, parking fees and all other similar expenses. Not included in this account are supplies used in the operation.

a. Travelling Allowances

- i. The travelling allowances of government officials and employees shall be inclusive of per diems, daily allowances, incidental transportation and other related expenses while in the field. The allowance rates shall be in accordance with the existing rates and do not require receipts.
- ii. A full travelling allowance shall be allowed only in case of absence from the permanent official station because of official business for one full day.
- iii. In cases where such absence is less than a full day, only the corresponding fractional part shall be allowed. For this purpose, the travelling allowance is thus generally divided into four units corresponding to breakfast, lunch, dinner and lodging, as described hereunder.

Breakfast – When leaving the permanent official station before or returning thereto after 7:00pm

Lunch - When leaving the permanent official station before or returning after 12:00nn

Dinner - When leaving the permanent official station before or returning thereto after 7:00pm

Lodging - When leaving the permanent official station before or returning after 12:00nn

b. Transportation Expense

Transportation expenses for travels between cities/municipalities may be charged separately. A certification of appearance signed by the visiting party must be submitted along with the liquidation, certificate of travel completed, actual itinerary of travel and copy of the approved travel order.



Unsettled travel funds shall be the accountability of the project staff and the project leader. No further travel funds/requests shall be approved and released unless previous ones are settled first.

8. Cash Advance/Reimbursement. Project leaders are entitled to withdraw cash advance to cover project expenses. A surety bond approved by the Bureau of Treasury is required for cash advances P2,000 above. No further cash advances shall be allowed unless the previous cash advance is fully liquidated.

Other project staff or project leaders may also use their personal funds to travel or to purchase needed materials. Such expenses may be reimbursed by the following standard procedures provided that they do not exceed the approved line-item-budget.

9. Guidelines on Manpower and Physical Resources Development.

a. Human Resources. The manpower and research and extension facilities development program is based on the concept of Minimum Resource Requirements for RDET capability in the National Agriculture and Resource Research Development Network (NARRDN). The basic minimum requirements for manpower and research facilities (equipment and infrastructure) facilitate the evaluation of research capability and needs and become the basis for building up or upgrading RDET capability. This program would enable CSU RDET to attain or surpass these minimum requirements in a higher level of regional excellence.

b. Physical Resources. A similar development program for RDET facilities shall be adopted. Whenever deemed justifiable, sophisticated research equipment, especially those electrically or electronically-operated and necessitating periodic calibration should be kept in a central laboratory.

For infrastructure facilities, which are obviously non-transferable, a different approach based on individual research station requirements has to be adopted.

10. Guidelines on Technology Transfer and Commercialization

It is a policy of the University to share knowledge and technologies among government and other institutions to ensure that the scientific and the technological developments are accessible to a wider range of users who can further develop, share or exploit the knowledge (for socioeconomic or technical database) for policy formulation and technologies for developing new products, processes, materials or services.

The following guidelines shall be adopted in technology transfer and commercialization:

- *Test against maturity indicators* - passing piloting stage, stability or industry standards and risk assessment evaluation
- *Test against viability indicators* - social acceptability, technical feasibility, economic viability, environmental soundness and political acceptability.



- Technology promotion through publicity and other appropriate communication strategies such as technology forum and other for a
- Publication in referred R&D journals, R&D highlights etc.
- Tapping of conduits or channels for technology transfer and commercialization like the University Business Affairs office (UBAO) as venue for;
- Developing the criteria of commercializing the technologies generated in the University;
- Module development from crops, livestock, forestry and environment etc.; and
- Income generating projects that complement the three major thrusts of the University;
- Tapping of Technology Development Centers like Land Bank of the Philippines and TLRC

11. Guidelines on RDET Publications

One of the fundamental roles of CSU in the dissemination of RDET results is the responsibility in providing a well written, concise, technically correct, and easy to read research report. Although many find report writing to be a difficult task, researchers and extension workers in the University should be able to demonstrate good writing skills because the result of RDET activities is as the writer/s and the corresponding reports that shall accrue from them.

The print and multimedia RDET publications and other publications of CSU are the public face of the institution and they have significant influence on both public and private preparations. RDET books, papers or results of original research works such as technical papers and notes, scholarly journals, journals of information, newsletter booklets, reports, poster, training manuals, modules, brochures, and any RDET writings, printed materials intended to be transmitted and communicated by means of any device or processes, including the use of the web, shall be regulated using acceptable standards of style.

All faculty researchers, administrative and support personnel and students who would like to publish their scientific RDET works in any of the University R&D Journals and Journal of Information of campuses shall be governed by the policies and guidelines on publications.

12. Guidelines on Research and Development Extension and Training Continuum

The research and development – extension and training is a continuum which is extremely important to obtain a direct impact on instruction and resource generation for one and the target clientele on the other.

The following policy guidelines provide a very meaningful research development – extension and training linkage:

- a. Sharing of vision, mission, goals and objectives by defining the roles and responsibilities in the research and development extension and training continuum, including human resources particularly the hiring of a Subject Matter Specialist trained not only for information dissemination but also for technology adoption, technology integration and technology packaging and training.



- b. Joint planning of research and development and extension and training programs and projects in view of the separation of research and extension organizations (separates Research and Development Director from Directors of Research Centers and Director for Extension with each having different research and extension programs/project; staff and budget;
- c. Funding of interphase or overlapping functions of research and extension particularly along technology adaption, technology integration and technology packaging and training;
- d. Providing incentives for expanded responsibilities of researchers and extension workers;
- e. Improvement of communications and collaboration among researchers, extension agents, farmers and farmer-leaders and support services; and improving communication and collaboration with the faculty and support staff students, industry, clientele and the private sector.

D. Monitoring and Evaluation of RDET Performance: Effects and Impacts

Unlike in teaching performance, the evaluation of RDET performance is quite difficult to evaluate due to complexity of RDET programs, the period of evaluation as RDET extends for more than one semester, and the variation of RDET according to RDET category.

Despite these complications, a structured framework outlining key program elements and the broader RDET environment can support effective monitoring and evaluation. As with other programs, RDET management encompasses four core components: (1) program aspirations and identification of needs; (2) program input and activities; (3) program results; and (4) program monitoring and evaluation.

D.1. Program Aspirations and Identification of Needs

Comparable with any RDET oriented institutions, the development of RDET programs at CSU emanates from CSU's aspirations, vision and mission, guiding principles and policies, current state of affairs and goals and objectives.

Aspirations, vision and mission, guiding principles and policies and goals and objectives answer what the research institution wants of its RDET programs. The current state of affairs reflects the current situation and condition of the CSU in terms of the various factors that affect it and how the institution can satisfy the needs of the program. However, the institution's aspirations and needs are vertically integrated and they range from CSU's RDET dreams and ambitions. Based on the goals and objectives which are guided by some institutional principles and policies, the current state of the institution's RDET programs, current and expected RDET requirements and availability of financial resources, specific RDET programs and activities are quantified and determined.



D.2. Program Inputs

RDET program input consists of the manpower and the other resources that are needed for the purpose of attaining the RDET program objectives while RDET program activities are actions undertaken in order to execute and implement the program plans.

D.3. Program Results

The results of the RDET program can be classified into three major categories:

1. Program outputs – are physical outcomes produced by the program and measurements of services provided.
2. Program effects – are the direct and immediate consequences of the program.
3. Program impacts – are the changes in the environment as maybe brought about by the program.

D.4. Program Monitoring and Evaluation

Program monitoring and evaluation has something to do with the examination of the various program components or elements to determine as objectively as possible the relevance, efficiency and effectiveness of the RDET programs in the context of the program objectives. Several approaches towards this end include the evaluation of the University Directors, colleagues and peers, clients and external evaluators. Of the very interesting elements of evaluation in the RDET programs are the intermediate impacts of results in terms of the project goals and objectives which are reflective of the performances of the RDET program/project faculty, staff and other support personnel.

D.5. External Environment

As in the case of other development programs, the RDET programs do not operate in a vacuum or it is limited to the academic environment or to ecological ones, or to politico-administrative factors; instead it combines these and other factors which it seeks to influence and which influence it. This set of factors is termed the “RDET Program Environment”.

D.6. Project Monitoring and Evaluation

For relatively long-term research programs which are generally interdisciplinary, multidisciplinary or transdisciplinary in approach especially in R&D centers, coordination in terms of planning and programming, monitoring and evaluation shall be done at least three levels;

1. Project Leader level
2. Program Leader or Center Director/Leader level
3. Director of Research level





BACHELOR OF SCIENCE IN CIVIL ENGINEERING 4TH SURVEY VISIT

Other Relevant Instrument and Policies Relative to Performance Evaluation shall be factored in such as:

1. PRAISE
2. Performance – based budgeting
3. Normative financing
4. ACCREDITATION
5. SUC LEVELLING

Specific Implementing Guidelines for each of the instruments and policies have to be applied in the actual conduct of performance evaluation for faculty members or non-teaching personnel involved in Research and Extension.



All proposed extension projects undergo thorough evaluation during scheduled In-House Reviews, where their corresponding budget proposals are carefully scrutinized by a dedicated panel. Once approved and allocated the necessary funding, these projects are executed under the guidance and supervision of the campus Research, Development, and Extension (RDE) office, in close coordination with the college RDE office. Throughout the implementation phase, proponents are required to submit quarterly progress reports, ensuring transparency and accountability.

The progress of each approved extension project is closely monitored during these In-House Reviews. During these sessions, proponents are expected to present detailed reports on their Budget Utilization Rates and project accomplishments. These updates serve as a basis for assessing the effectiveness of the project and are crucial for securing future funding. This process ensures that the projects are not only aligned with their proposed objectives but are also delivering tangible outcomes, fostering continuous improvement and strategic planning for subsequent initiatives.

REPUBLIC OF THE PHILIPPINES
CAGAYAN STATE UNIVERSITY
ANDREWS CAMPUS
Casilan, Tuguegarao City, Cagayan

OFFICE OF THE UNIVERSITY PRESIDENT



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REPUBLIC OF THE PHILIPPINES
CAGAYAN STATE UNIVERSITY
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OFFICE OF THE UNIVERSITY PRESIDENT

SPECIAL ORDER
OF-5005-SO-2025-06-408

**AUTHORITY TO IMPLEMENT CSU CARIG
EXTENSION PROGRAM/PROJECT FOR 2025**

The following Campus/College Extension coordinators and Project Leaders are hereby authorized to implement the Extension Programs/Projects of the Cagayan State University –Carig Campus for the calendar year 2025:

CAMPUS	Title of Program/Project	Campus/College Coordinator/ Project Leader	ETL	BUDGET	FUND SOURCE
CARIG CAMPUS	PROGRAM 1: Paggurufunan para ta Progreso	Engr. Roger P. Rumpom <i>Campus Executive Officer</i>			
	<i>Component Project</i>	<i>Program Leader</i>			
	1. Techno- Demo Skills Development on Food Processing and Non-food products for Livelihood	Project Leader: Bryan Lacambra Implementers: *Marigold Soriano, *Jennifer Ibanez, *Marygrace Vigilia *Cherrybel Gaspar Juliet Pelovello, Emer T. Quezon, Juliet Caliguiran, Manuela Macababbad, Rex Verbo, Gerald Telan, Ana Marie Lappay, Marisol Lacambra, Lamberto Furigay	3	200,000.00	Campus
	2. Resource Support Development	Project Leader: John Michael Casibang			

CAGAYAN STATE UNIVERSITY
OFFICE OF THE UNIVERSITY PRESIDENT
Casilan, Tuguegarao City, Cagayan

DATE: JUL 08 2025
TIME: 8:46am
Signature: [Signature]

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Figure 9. Special Order on the Authority to Implement Extension Programs/Projects with Respective Budget



V. PROVISION OF MATERIALS AND OTHER RESOURCES

The successful implementation of extension projects hinges on the effective allocation of materials and resources, which are fundamental to achieving their intended outcomes. Properly allocated resources ensure that projects are executed efficiently, on time, and with the desired impact on the target communities. These resources—ranging from human expertise and technical equipment to financial support and logistical provisions—are essential for overcoming the challenges encountered during project execution and for ensuring that every phase of the project is adequately supported.

Without proper allocation, extension projects risk delays, underperformance, or even failure to meet community needs. The availability of the right materials and resources allows project teams to carry out planned activities smoothly, maintain high-quality standards, and address unforeseen challenges in real-time. Furthermore, a well-resourced project enhances the credibility and sustainability of extension services, fostering trust and long-term engagement from the community.

The Cagayan State University underscores the importance of strategically allocating materials and resources for extension projects, illustrating how such investments not only optimize project outcomes but also contribute to the overall success and impact of extension services. Proper resourcing is not merely a logistical requirement but a critical factor in ensuring that these projects effectively address community needs and support sustainable development.

Some of the resources provided to ensure proper implementation of extension projects of the college are presented below:

A. Facilities and Equipment

- a. Internet
- b. Computer with printer
- c. Multimedia Projector
- d. Surveying Materials (Total station, Theodolite, Pins, Levels, Prism, Stake, Measuring Tape, etc.)
- e. Material Testing (Sieves, Dessicator, Oven, Penetration apparatus w/ needles, Universal Testing Machine, etc.)
- f. Hydraulics (Hydraulic bench, Manometer, Reynolds Apparatus, etc.)

B. Extension Staff/Experts On-call

The successful implementation of extension projects is largely dependent on the expertise and capabilities of the individuals involved in their execution. Having a team of qualified experts and skilled staff is crucial to ensuring that extension initiatives are not only effective but also sustainable in the long term. Experts bring specialized knowledge, technical proficiency, and a deep understanding of the community's needs, while dedicated staff contribute to the day-to-day operations, coordination, and support required for seamless project delivery.



Expertise in fields such as engineering, agriculture, community development, and social sciences ensures that projects are grounded in sound methodologies and best practices. Their insights guide the project design, decision-making, and troubleshooting processes, helping to mitigate risks and optimize outcomes. Moreover, skilled staff members provide the operational backbone necessary for implementing the project on the ground, facilitating communication, monitoring progress, and ensuring that all tasks are completed in accordance with the project's goals and timelines.

This section emphasizes the critical importance of having qualified experts and capable staff for the successful implementation of extension projects. By bringing together specialized knowledge with strong management and coordination skills, extension teams can overcome challenges, maximize impact, and ensure that projects effectively meet the needs of the communities they serve.

The Cagayan State University-Research for Development and Extension (RDE) Office takes great pride in its strategic allocation of skilled staff and faculty extensionists who are experts in their respective fields. This focus on expertise ensures that each extension project is led by individuals with the specialized knowledge required to address the diverse needs of the community effectively. In addition to fostering individual expertise, the RDE Office actively encourages interdisciplinary collaboration across various colleges within the university. By pooling resources, knowledge, and skills from multiple academic disciplines, the university is able to implement more comprehensive and impactful extension programs. This collaborative approach enhances the quality of the projects, ensuring that they are not only technically sound but also holistic, addressing the multifaceted challenges faced by the communities they serve. Shown below are the allocation of the staff and some faculty extensionists of the campus.

Table 7. List of Staff and Experts for Extension Activities

Expert	Specialization	Specific Expertise Extended	Extension Project/ Activity Served	Location
Dr. Joel Binasoy	Public Administration	Public governance	Paguruffunan para ta progreso	Gattaran, Enrile, Baggao, Iguig
Ms. Rhea Siuid	Public Administration	Support staff		
Mr. Gabriel Ylagan	Food Technology	Support staff		
Cristopher Capili	Electronics Engineering	Solar Power Systems	Resource Support Development	Basao Gattaran
Ralph Angelo Estiller	Civil Engineering	Community Disaster Preparedness, Community Water supply Development	Paguruffunan para ta Progreso	Basao, Gattaran & Taytay, Baggao



Expert	Specialization	Specific Expertise Extended	Extension Project/ Activity Served	Location
John Michael Casibang	Civil Engineering	Community Disaster Preparedness, Community Water supply Development	Paguruffunan para ta Progreso,	Basao, Gattaran & Taytay, Baggao
Jowell John Talosig	Civil Engineering	Community Disaster Preparedness, Building Assessment	Integrated Engineering Services for Sustainable Development	Tuguegarao City
Joseph Cabalbag	Civil Engineering	Community Disaster Preparedness, Building Assessment	Integrated Engineering Services for Sustainable Development	Tuguegarao City
Anderson Gonzales	Civil Engineering	Community Disaster Preparedness, Building Assessment	Integrated Engineering Services for Sustainable Development	Tuguegarao City
Leomar Juliano	Civil Engineering	Community Disaster Preparedness, Building Assessment	Integrated Engineering Services for Sustainable Development	Tuguegarao City
Angelica Coballes	Civil Engineering	Community Disaster Preparedness, Building Assessment	Integrated Engineering Services for Sustainable Development	Tuguegarao City
Louise Victoria Beltran	Civil Engineering	Community Disaster Preparedness, Building Assessment	Integrated Engineering Services for Sustainable Development	Tuguegarao City
Cyrus Kelly Macabangon	Materials Engineering	Community Disaster Preparedness, Community Water supply Development	Paguruffunan para ta Progreso,	Basao, Gattaran & Taytay, Baggao



C. Supplies & Materials

Proper implementation of extension projects relies heavily on the availability of essential office supplies, which play a vital role in ensuring smooth operations and effective project execution. Office supplies—ranging from basic materials like paper, printers, and office stationery to more specialized tools for data collection, communication, and reporting—are integral to the daily functions of project teams. These resources enable the efficient planning, coordination, and documentation of project activities, ensuring that every phase, from initial preparation to final reporting, is carried out without unnecessary delays or disruptions.

Adequate office supplies not only facilitate the administrative and logistical tasks associated with extension projects but also support the communication and dissemination of information both within the project team and with external stakeholders. Timely and well-documented reporting, effective communication, and organized record-keeping are all made possible by having the right supplies at hand. Moreover, the efficient use of office materials can enhance project productivity, reduce operational bottlenecks, and contribute to the overall success of extension initiatives.

D. Workplace

A conducive workplace or venue is a fundamental element for the successful implementation of extension projects, as it provides the environment necessary for effective collaboration, brainstorming, and decision-making. The success of any extension initiative depends not only on the expertise and resources involved but also on the space in which the planning and coordination take place. A well-designed and appropriately equipped venue fosters open communication, creativity, and critical thinking among team members, allowing for the development of innovative solutions to address community needs.



Figure 10. Interior perspectives of the new Campus RDE Office, showcasing design concepts for the pantry, restroom, shared workstations, and office space



When teams are provided with a comfortable, quiet, and well-equipped space, they are better able to focus on strategic discussions, share ideas freely, and work together toward achieving project goals. Such environments encourage productive brainstorming sessions, where diverse perspectives are valued, and collective problem-solving is promoted. Furthermore, an organized and accessible meeting space contributes to the smooth flow of information, enabling teams to stay aligned, make timely decisions, and track project progress more effectively.

Highlighting the importance of having a conducive workplace or venue for meetings and brainstorming sessions as part of the extension project implementation process. The Campus RDE provides a venue for the faculty extensionists and staff to properly plan and execute their corresponding extension projects.



VI. PARTICIPATION OF SIGNIFICANT NUMBER OF FACULTY/STAFF/STUDENTS/COMMUNITY IN MAJOR PROJECTS/ACTIVITIES

A. Faculty/Staff involvement in all activities pertinent to extension

Table 8. Faculty/Staff involvement

Participants	Nature of Involvement/Participation
Administration	The Cagayan State University Carig Campus has a separate and established unit for Research, Development, and Extension. This unit is headed by a designated Campus Director for Research, Development, and Extension. The Research and development and extension program serve as responsive arms of the University in support of academic excellence. Through the years, these programs have vigorously pursued the task of serving as a continuing source of technologies, knowledge, information systems, management schemes, and extension services appropriate to the needs of the communities and clientele.
Faculty	The College of Engineering has a functional organizational structure of extension programs. It is headed by the designated College Extension Coordinator who is under the supervision of the Dean. The College Coordinator coordinates and works hand in hand with the Campus Extension Coordinator regarding campus extension programs and activities. The college extension coordinator coordinates with the department chairs for their respective extension activities anchored to the extension programs and agenda of the college. Then the department chair will coordinate with the faculty for the best extension activities for the department.

B. Student participation in Extension Activities

Table 9. Student Participation

Project/Activity	Place	Students (Course & Year)
Dole-Assisted Pavers Production Entrepreneurship Project	CSU Carig	BSCE-4 and BSCE-5 students
Tuguegarao North East Central School Building Assessment and Land Development	TNECS	BSCE-4 and BSCE-5 students
Carig Elementary School Site Inspection and Development Plan	Carig Elementary School	BSCE-4 and BSCE-5 students
Damage Assessment of Different CSU Satellite Campuses	CSU Satellite Campuses	BSCE-4 and BSCE-5 students
Community Disaster Preparedness Training (PART 1)	Basao, Gattaran Cagayan	BSCE 5
Technology Demonstration and Construction of Mini-Hydroponic Garden	Basao, Gattaran Cagayan	BSABE 4
Technology Demonstration and Online records management System for PNP Regional Forensic Unit (R02)	PNP Regional Office	BSCpE 4 and BSECE 4



C. Stakeholders and community involvement in extension services

Concerned stakeholders of the university were involved in the organization of extension programs and activities through Memorandum of Agreement (MOA or MOU)

Table 10. Stakeholders and community involvement

Program	Objectives	Specific Project/ Activity	Strategy of implementation	Location/ Site	No. of Clientele	Project Implementor/s	Funding Source	Collaborating Agency
Paguruffu nan para ta Progreso-Resource Support Development	1. To conduct livelihood training such as: a. Bamboo handicraft weaving b. Water Supply Development c. Solar power systems maintenance d. Community mini-greenhouse e. Conduct of Community Disaster Preparedness Training 2. construct a community water supply	1. Construction of a community water supply system. 2. Conduct of livelihood trainings 3. Installation of solar power supply	1. The community water supply installed was based on the result of water potability testing, and the barangay LGU helped with the construction of the project. 2. The livelihood training were identified based on the result of community needs assessment and the necessary tools needed for the training were all provided.	Agta Community of Sitio Padungsol, Barangay Basao, Gattaran Cagayan.	40 members of agta community 10 barangay officials	College of Engineering and Architecture	Institutional and Campus Fund	Local Government Unit of Gattaran
Paguruffu nan para ta Progreso-Resource Support Development-Salinong ni San Jose Relocation Site	1. To conduct Community Disaster Preparedness 2. To conduct trainings on solar power systems maintenance and troubleshooting 3. To install solar power system and lights on the key common areas of the community	1. To conduct Community Disaster Preparedness 2. To conduct trainings on solar power systems maintenance and troubleshooting 3. To install solar power system and lights on the key common areas of the community	1. The conduct of training was conducted in partnership with other colleges in CSU-carig campus, also barangay LGU were requested to join the training.	Salinong ni San Jose Relocation Site, Baggao Cagayan	100 members of the beneficiary community, barangay officials	College of Engineering and Architecture	Institutional	St. Joseph's College of Baggao, Inc.



VII. IMPACT ASSESSMENTS OF EXTENSION SERVICES

In line with the University's continuing commitment to ensure transparency and accountability in the implementation of its extension programs, it is deemed essential to conduct an Impact Assessment (IA) of all extension activities. This process plays a vital role in maintaining the integrity and credibility of projects by systematically evaluating their outcomes, effectiveness, and sustainability.

Through this assessment, the University can ensure that budget allocations are properly utilized and that resources are directed toward initiatives that genuinely uplift beneficiary communities. Moreover, it provides a sound basis for evidence-based decision-making, enabling the improvement of future extension projects and reinforcing responsible stewardship of public funds.

In support of this commitment, the Civil Engineering Department has conducted Impact Assessments on its two (2) completed extension activities to determine their effectiveness in addressing the needs of the target beneficiaries. This undertaking not only measures the actual impact of the projects but also serves as a valuable input for enhancing future programs, ensuring that each activity continues to contribute meaningfully to the advancement and well-being of the Cagayano community.

To uphold transparency and credibility, the impact assessments were carried out in collaboration with a third-party organization, ensuring that the findings and conclusions remained objective, independent, and free from internal bias. With this in mind, the Civil Engineering Department sought the assistance of the Philippine Institute of Civil Engineers (PICE) – Cagayan Chapter to serve as an independent partner in the conduct of the impact assessment ([Copy of Memorandum of Agreement between CSU and PICE-Cagayan](#)), ensuring the objectivity and credibility of the evaluation process. ([Request for Assistance from PICE-Cagayan](#) ; [PICE-Cagayan Response](#)). The Impact Assessment Report, along with the raw data collected and validated, served as the foundation for the comprehensive Impact Study later published in reputable refereed journals and presented at several international conferences, showcasing the University's commitment to evidence-based extension practices and knowledge dissemination.

Table 6. List of Impact Studies conducted for the various extension projects of the department

Title of Extension Activity	Title of Impact Assessment Study	Status and copy of the manuscript	Link to the Copy of SO	Link to Publication/ Presentation to Conferences
Integrated Engineering Services for Sustainable Development	Exploring the Socio-Economic impacts of various extension services on Public Infrastructures: A Qualitative Assessment	Completed, published and for presentation on an international conference	SO for the conduct of Impact Study	Exploring the Socio-Economic impacts of various extension services on Public Infrastructures: A Qualitative Assessment Notice of Acceptance to Conference Presentation



Title of Extension Activity	Title of Impact Assessment Study	Status and copy of the manuscript	Link to the Copy of SO	Link to Publication/ Presentation to Conferences
Resource Support Development under the Paguruffunan para ta Progreso; Component 1: Installation of Potable Water Supply	Socio-Economic and Sustainability Impacts of a Community-Based Water Supply Project: A Case Study of the Agta Community in Gattaran, Cagayan	Completed and presented in an international conference		Notice of Acceptance to Conference Presentation Double-Blind Peer Review Results

VIII. BEST PRACTICES ADOPTED

The best practices of the program are as follows:

1. The area on Extension and Community Involvement was conceptualized to focus on per banner program that is advantageous to the college. The program is based on the college's forte and that sets or defines the identity of the college.
2. In-house Review for Extension Accomplishments and proposals is conducted twice a year by the Campus and University.
3. Extension Office invites outsiders coming from other agencies and universities (CHED, DOLE, DOST, CHED, NEDA, TWD, ISU, NVSU, etc.) to critique papers presented during in-house review. Such practice would in one way or the other improve the quality of services extended to the adopted community.
4. The students who participate in extension activities are very much willing to help in the extension activities of the college despite the hectic schedules. Moreover, the adopted school would serve them first-hand experience.
5. Through extension activities, rapport and linkages with other agencies are also established.
6. The presentation of some of the reports is packaged in such a way that the information such as Needs Assessment, MOA, Letters, Proposal, Action Plans, Accomplishment Reports, Documentations and Evaluation of the activity is already bound in a book.
7. The College Extension Office conducts needs assessments or surveys to identify the needs of the clientele/community which would be the basis in planning of services the college could extend.
8. The office taps the expertise of the faculty involved in extension services regardless of what college or campus they belong to.
9. The office also invites other experts from other respected agencies to train and provide updates to our clienteles.
10. In the implementation of projects, students and professors go hand-in-hand to conduct activities. Hence, rapport between the clienteles and the implementers is well established.
11. The extensionists used their personal money in conducting extension and community services in the campus as well as in the community.
12. The office taps student Minor Organizations for in-campus extension activities and community services to conduct seminars/symposia.



13. The office of the Campus Extension Coordinator provides materials like bond papers, pencils, envelopes, folders, and printing.
14. Allocation of funds is based on the budgetary requirements of the proposed project of the Banner Programs.
15. The extension office collaborates/coordinates activities of the program (skills development, clean and green, symposia and environmental campaigns) to the partner community.
16. The extension office establishes rapport with the target clientele, identifying problems encountered through activities conducted.
17. The extension office is grateful to our adopted community, despite the time spent during training, implementations and monitoring that they participate and share blessings to the trainers and implementers.
18. The Extension Office recognizes the active participation and initiative of student minor organizations of the College in conducting and participating in varied extension activities implemented by the College. In return, the students involved will be receiving certificates of recognition as a partner in extension activities.
19. The community is the one requesting the expert services in skills development that we offer, to train and facilitate the community.

