



Camarines Norte State College

Graduate School

MASTER IN PUBLIC ADMINISTRATION

Narrative Profile

AACCUP Level IV Accreditation

CNSC

CAMARINES NORTE
STATE COLLEGE



COMMUNITY SERVICE



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AREAS OF EVALUATION

COMMUNITY SERVICE

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EXTENSION SERVICES ROADMAP

A time-based strategic plan is imperative in meeting the noble objectives of the institutional extension services division—that is to contribute significantly to social development and transformation of the marginalized and vulnerable groups in the province. The five-year roadmap explains the forward-looking actions and strategies that the administration, together with the extensionists, will be working to translate goals into realistic and economic value.

The onset of the year **2022** draws plans, coinciding with the 3-year University Logical Framework, that would sustain the institution’s partners and linkages. It will also be the year where full implementation of the Project *T.E.L.L* (a communication and information arm anchored in the **DISKARTE 2.0**, an amplified version of the 2008 DISKARTE agenda program of the institution) is expected—including the establishment of the Research and Extension Training Center; development, reproduction and distribution of advocacy or IEC materials and simultaneous radio and online community relations program. Other than the Project *T.E.L.L* full implementation, more externally-funded viable livelihood projects are expected to be approved by DOLE and other funding agencies.

Given the activities of the first year, it is projected that an increased in the number of adopters of the shared knowledge and technology will be expected in **2023**. It is also in this year that the division shall also consider venturing into the use of ICT in the conduct of training and extension activities as among the tools in achieving the targeted number of persons trained without compromising the safety and the health condition of both the extensionists and the beneficiaries.

Further, in **2024**, the overall goal of the 3-year University Logical Framework for training and Extension is already attained—such as the number of empowered communities. In addition, the year 2024 also considers the conduct of various end line surveys and impact analysis from the termination of several projects in the unit’s log frame. These assessment reports may be packaged as community-based researches which will complete the CNSC Research Journal-Extension Research edition. The termination of various projects shall lead to the packaging of Training Modules from the project proponents.

With these strategic tools, in **2025**, the division aims to become compliant to the following accrediting organizations- ISO and AACUP, Inc, specifically in line with the institutional goal of being certified as ISO 14001:2015 compliant and Level 1 Accredited Curricular programs with the contributions of sustainable extension services. Finally, the institutional extension services will attain its primary goal of creating a duly accredited Training Center for Livelihood, Entrepreneurship, Management, Technology, Governance, Agriculture, Fisheries and Environment and this is the ultimate goal in **2026**.



Vision, Mission, Goals and Objectives of Extension Services

Like other SUCs in the country, CNSC is confidently taking a forward move to go beyond the frontiers as a higher education institution and aiming towards excellence. Thus, the CNSC Vision: **CNSC as a premier higher education institution in the Bicol Region serves as the inspiration of every stakeholder.**

Aside from its mission to offer varied curricular programs, CNSC shall also respond to research, extension and production services adherent to progressive leadership towards sustainable development.

The vision of CNSC for excellence and the mission to serve and lead towards sustainable development are congruent with the CHED's call (RA 7722) for all SUCs to respond to societal transformation of the community of the poorest, vulnerable and deprived. In view of this, the CNSC extension **vision** is stated as:

Prominence in community services promoting economic and social transformation of the marginalized and vulnerable groups in the province.

Further, the CNSC **extension mission** is:

To develop an increasingly productive and self-sustained community living in harmony with the environment through acquired knowledge and skills in the fields of applied sciences, education, agri-fishery and industrial technologies.

Goals

For the mission statement to be realized, CNSC commits to:

1. Undertake relevant, multi-disciplinary and participatory extension programs and activities through teacher-students' empowerment and community involvement;
2. Promote knowledge and science-based technologies and environmental awareness to reach out to the community its services through education and information and technology dissemination;
3. Establish field-trials and/or extension-cum research of generated technology(ies);
4. Establish and strengthen partnerships and linkages with SUCs, LGUs, NGAs, Pos and NGOs in local, national and international level;
5. Teamwork with the people in a community in the adaption/utilization and commercialization of generated/packaged technologies;
6. Establish a training center in the province for Livelihood, Entrepreneurship, Management, Technology, Governance, Agriculture, Fisheries and Environment;
7. Promote the creation of technopreneurs through the transfer and implementation of technology and research-based viable projects; and,
8. Develop Extension/ Community-based Research Journal that would showcase the impact of extension activities to the lives of the community beneficiaries.

Objectives

CNSC is bounded to carry out the following activities in order to achieve the above stated organizational goals:

1. Conduct of research-based extension activities or other related activities that will boost the social and economic livelihood contributing to community empowerment for sustainable development;

2. Establish new and strengthen matured technology that are research-based to clientele, out of school youths (OSY) and other stakeholders;
3. Provide technical advice and consultancy services on knowledge management, social marketing skills and the like; Establish local and international linkages and partnerships for collaborative extension programs;
4. Update the University Logical Framework for Training and Extension from the planned activities of the delivery units;
5. Use alternative method of conducting extension activities such as the use of digital training and promotion platforms; and
6. Develop and distribute advocacy or IEC materials to community partners and beneficiaries.

Priority Thrusts

The CNSC Extension Project(s), congruent to the extension agenda -- DISKARTE 2.0, shall be in line with **LINGAP**(Livelihood Initiatives for the **N**eedy in the **G**rassroots to **A**lleviate **P**overty), **KKK** (**K**olehiyo at **K**omunidad, **K**atuwang sa **P**ag-Unlad) and **PEACE** (**P**romotion of **E**nvironmentally-sustainable **A**ctivities **C**onserving the **E**cosystem) programs.

The **LINGAP** (Livelihood Initiatives for the **N**eedy in the **G**rassroots to **A**lleviate **P**overty) program thrust include but not limited to livelihood activities such as:

1. Training of farmers, LGU extension workers, women, local entrepreneurs, barangay officials and public servants, out-of-school youth, children, indigenous people and other interested groups in generated and new technologies, IEC materials development, food and nutrition improvement, information and communication technology; handicrafts, products and trades, business and marketing, entrepreneurial and livelihood skills;

2. DSWD, DTI, DOLE, DOST and partnership with other SUCs in sustainable livelihood and viable enterprise development trainings.

The **KKK** (**K**olehiyo at **K**omunidad, **K**atuwang sa **P**ag-Unlad) program thrust include but not limited to non-livelihood activities such as following:

1. Business Consultation and Coaching;
2. Campaigns on the preservation of Arts, Culture, History and Philosophy;
3. Establishment of Techno-demo farm for technology promotion;
4. Financial Literacy, economic application of Mathematical Studies across disciplines;
5. Gender and development technical support services;
6. Health/Nutrition and Literacy Education;
7. ICT Training for Teachers, Entrepreneurs and Local Officials;
8. Language use and Communication Enrichment thru varied Media;
9. Packaging and production of IEC materials;
10. Research in extension like conduct of case studies, benchmark and impact evaluation;
11. Technology Transfer; and
12. Values Formation and Mental Health.

PEACE (**P**romotion of **E**nvironmentally-sustainable **A**ctivities **C**onserving the **E**cosystem) program thrust covers both livelihood and non-livelihood extension programs/projects and is part of the amplified version of DISKARTE 2.0. This new program thrust includes but not limited to activities concerning the following specified categories/discipline such as a) Fisheries; b) Agriculture; and, c) DRRM/ Environment Management:

A. Fisheries	B. Agriculture	C. DRRM/Environment Management
1. Agri-fisheries	1. Agri-fisheries	1. Container Gardening
2. Aqua culture Production	2. Agri-Technology-Based Livelihood Training	2. Corporate Social Responsibility
3. Fish Processing and Value Addition	3. Container Gardening	3. Disaster Preparedness, Response and Recovery
4. Water Quality Management and Irrigation System	4. Crop and Livestock Production	4. Disaster Risk Reduction and Climate Change Adaptation
	5. Sustainable Farming Practices	5. Recycling, conservation and resource management
		6. Waste Management

Framework of Extension Services

The framework for extension can be viewed in a holistic perspective of the interrelatedness of the three academic functions of SUCs, namely, instruction, research and extension. Presented in Figure 2 is the proposed extension framework which was formulated during the Flagship course for SUC extension managers (Dec. 2013-April 2014). At the very core of the figure is the desired outcome out of the three-fold function that of the full development of the potentials of the individual through the knowledge generated from instruction, which is studied and applied via research, and the results of which are transferred and practiced through extension. The cycle flows back from extension to instruction as the impact or outcomes are developed for instruction purposes again. The individual may literally refer to a member of a community or the entire community which is the focus of the SUC extension agenda. All triangulated efforts are values driven embodied in the ideals of MAKADIYOS, MAKATAO, MAKABAYAN, AT MAKAKALIKASAN that are geared towards a learned or educated community (DAP, REAP for Extension -2014).

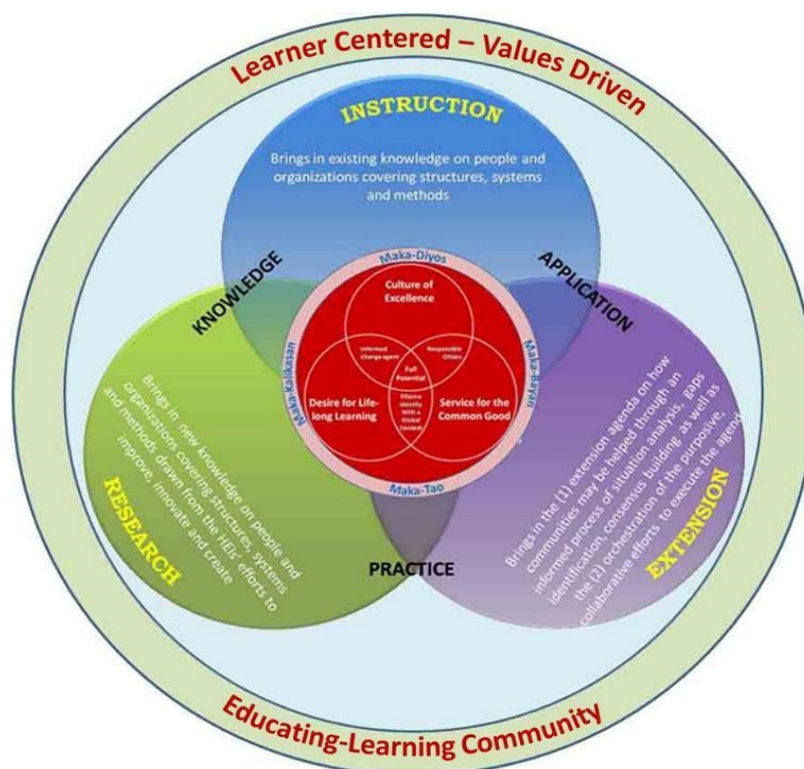


Figure 2. Framework of Extension Services in SUCs

Formulation of the Extension Services Agenda

Formulation of the Extension Agenda shall be through stakeholders' consultation meeting. It is believed that through this forum concerns of every sector will be addressed. Results from the meeting of minds of different stakeholders will then be consolidated by the office of the VP for Research and Extension together with the Extension Director, Academic Deans and Campus Directors. This second level brainstorming activity will enable to identify further the needs of the communities and the corresponding strategies to be applied during implementation. In the preparation of extension programs and in planning the extension activities of every delivery unit, the institutional extension agenda will then become the reference point of every extensionist. The Deans or Campus Directors shall meet their respective faculty, for consultation and another level of brainstorming for the enhancement of the plans and strategies. The delivery units, aiming to truly provide what the community needs, shall initiate the conduct the following: Training Needs Assessment thru the use of Participatory Rapid Rural Appraisal and the like. These tools shall be able to identify the gaps and the root causes of community problems, hence, appropriate solution will be delivered through extension services.

Upon getting the results of the community assessment, delivery units could now draft a sustainable extension programs or projects using the logical framework. Activities in the logical framework should also be in harmony with the institutional strategic and operational goals and objectives. The office of the VP for Research and Extension shall then consolidate the unit's logical framework in order to come up with at least 3-year University Logical Framework for Training and Extension. The generic activities within the logical framework consist of the process of drafting the proposal, submission, eligibility check, compliance on the recommendations of the Technical Evaluation Committee, approval of the College President and the forging of a Memorandum of Agreement among concerned parties.

Further, faculty extensionists from different delivery units shall be encouraged to observe the process stated in the approved Quality Control Plan (QCP) of submitting extension proposals. This plan adapts the concepts of the Quality Management System (QMS) of ISO 9001: 2015. This concept involves streamlined processes to meet stakeholder's satisfaction requirements. Moreover, the process has also considered the new normal set up wherein online submissions are permitted as well as virtual meetings can be done whenever deemed necessary.

CNSC Extension Services Agenda

Since 2008, the extension agenda of the institution termed as **DISKARTE** (Delivering Inclusive Service through Knowledge sharing, and Application of Research-based Technology to Empower communities) which is in harmony with the CNSC is O.N.E (ONward to Excellence) mantra, has always been committed in its quest for the realization of inclusive growth (Philippine Development Plan 2011-2016) promoting social transformation and economic development.

Under the **DISKARTE** agenda are programs that are geared to the fulfilment of the mandated extension functions of CNSC. These are the **LINGAP** (Livelihood Initiatives for the Needy in the Grassroots to Alleviate Poverty) and the **KKK** (Kolehiyo at Komunidad, Katuwang sa Pag-Unlad). The LINGAP program concentrates on delivery of needs-based livelihood activities to target beneficiaries specifically the vulnerable and deprived members of the community. The development interventions are based on the identified needs of target clients that were validated during community and stakeholder consultation. Similarly, varied methodologies in extension undertaking include key informant interviews, and needs assessment survey employing scientific methodologies such as rapid appraisal, formal surveys, community consultation, secondary data analysis, and others. Among the activities under LINGAP program in partnerships with LGUs/NGOs and other organizations to carryout poverty alleviation are:

1. Training of farmers, LGU extension workers, women, local entrepreneurs, barangay officials and public servants, out-of-school youth, children, indigenous people and other interested groups in generated and new technologies, IEC materials development, food and nutrition improvement, information and communication technology; handicrafts, products and trades, business and marketing, entrepreneurial and livelihood skills; and
2. Partnership with DSWD, DTI, DOLE, DOST and other SUCs in sustainable livelihood and viable enterprise development programs/projects.

The **KKK** program under the DISKARTE agenda holds the conduct of non-livelihood training activities which aim to share research-based knowledge to target beneficiaries to help augment the standard of community living as well as transfer skills, technology and innovation that would address societal issues and even environmental concerns. The activities under this program include, but are not limited to the following:

1. Business Consultation and Coaching;
2. Campaigns on the preservation of Arts, Culture, History and Philosophy;
3. Establishment of Techno-demo farm for technology promotion;
4. Financial Literacy, economic application of Mathematical Studies across disciplines;
5. Gender and development technical support services;
6. Health/Nutrition and Literacy Education;
7. ICT Training for Teachers, Entrepreneurs and Local Officials;
8. Language use and Communication Enrichment thru varied Media;
9. Packaging and production of IEC materials;
10. Research in extension like conduct of case studies, benchmark and impact evaluation;
11. Technology Transfer; and
12. Values Formation and Mental Health.

In this revised edition of the CNSC Extension Services Manual of Operation, DISKARTE 2.0 is being advocated. The amplified version of the institutional extension agenda considers a new program referred to as PEACE (**P**romotion of **E**nvironmentally-sustainable **A**ctivities **C**onserving the **E**cosystem) which fosters awareness campaign for sustainable and environmentally-friendly practices that will help preserve earth’s resources through responsible resource utilization. **PEACE** program depicts the institution’s strong advocacy to the promotion of activities that cares for the finite earth’s reserves. Commitment on these types of activities also connects to one of the organizational goals of becoming ISO 14001:2015 certified entity.

Thematic Discipline by College/Delivery Units

CANR	Livestock Production, Queen Pineapple & Vermiculture/ Organic Agriculture for Sustainable Development, Resource Management, TESDA Competencies Language, Communication, Media and Inclusive Business, Arts, Culture,
CAS	History and Philosophy Social Justice, Mathematical Studies and Application across discipline, Social/Health and Nutrition
ICS	Computer Literacy Program, ICT Training, Records Management Software, Automated Profiling System with Demographic and Socio-economic Data Analytic, System Maintenance
CBPA	Feasibility/Business Plan, Entrepreneurship, Product Development, Business Management, Marketing Skills, Food Processing, Business Coaching, Bookkeeping, Financial Literacy and Governance
CoEd	Continuing Education, Functional Literacy Program, Leadership, Practical Arts Training, Values Formation for the Youth
CoEng	TESDA Competencies/Short courses on Driving/Welding and Plumbing, etc.
Entienza Campus	Agri-business and Organizational Development, Literacy Enhancement and Assistance Program
IFMS	Postharvest and Processing of Fishery Products and Value Addition, Aquaculture and Coastal Resource Management.
COTT	Automotive/Computer/Electrical/Electronics/Food Trade/ <u>Garmet Trade</u> Technology and Industrial Arts.
GS	Good Governance Program, Leadership and Management, Corporate Social Responsibility

EXTENSION PROGRAM OF THE GRADUATE SCHOOL

“COLLABORATION OF NATIONWIDE NETWORKS TO EDUCATE THE COMMUNITY THROUGH TECHNOLOGY”

This capability activity tubbed as Collaboration of Nationwide Networks to Educate the Community through Technology (GS CONNECT) is the extension program of the Graduate School.



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I. PROJECT DESCRIPTION

Project Title : Graduate School Collaboration of Nationwide Networks To Educate the Community through Technology (GS CONNECT Extension Program) Program

Type of Project (Themes/Areas): Capability Building on Governance; Human Resource Development & Management; Livelihood and Entrepreneurship; Business and Literacy; Health and Sanitation; Persons with Disabilities (PWDs) Inclusion; Disaster Risks Reduction Management (DRRM); Computer Literacy; AGAPE (Akay at Gabay Pabalik sa Eskuwelahan) for Literacy and Education of OYS (Out of School Youth); and other needs of the different sectors in the community / society

Project / Component Leaders: Dr. Maria Cristina Azuelo, Dean
 Dr. Girly H. Naval, Extension Coordinator/MM Chairperson
 Dr. Gehana D. Lamug, MBA Chairperson
 Dr. Corazon S. Fajardo, GS Faculty
 Prof. Noel Manila, MPA, Chairperson

Beneficiaries : Barangay Pamorangon and GK Bibirao

Location : Daet, Camarines Norte

Implementation Date : April 2021 to December, 2024



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Total Budgetary Requirement	: Php 200,000.00 (LGU/Barangay Counterpart/ Other Government Agencies)
Budget Requested	: Php 70,000.00 (CNSC Counterpart)

II. RATIONALE

This project is an offshoot to the various research undertakings of the CNSC Graduate School. Abasolo (2019) on livelihood and entrepreneurship among women state that the contributions of women entrepreneurs to development are very much evident specifically along the aspects of income generation, job creation, innovation and environment protection. Hence, in the proposed training design developed from the study, to capacitate and enrich budding local entrepreneurs, trainings on governance, marketing and entrepreneurship should be part of the intervention. Moreover, in the skills and capabilities in public administration, women were also found to be skilled in terms of conceptual, technical and human skills (De Roma, 2015). Therefore, interventions such as development of management skills, work attitudes, people management are important priorities that would further their administration stints. In fact, in the delivery of basic services which includes health and social services, environmental management, agriculture services, infrastructure services, by a group of public elected officials, found to have satisfactory rating with health and social services taking the lead and followed by agricultural services (Gacho, 2015). Hence, provision of relevant trainings for elected officials should be calendared by government agencies like the Department of Interior and Local Government (DILG) and other cooperating agencies like the academe. Over and above these results, the project could not set aside minority groups like that of our Persons with Disabilities (PWDs), thus, the sense of responsibility to include them in the project beneficiaries is recognized. Their assessed needs for healthy lifestyle are deemed to uplift their personal prejudices as well as to eliminate misconceptions since they are often perceived to be equated to persons with poor



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health status. Therefore, interventions along health and sanitation, social and cultural development, livelihood and education and living environment should be in the pipeline (Azuelo and Asay, 2018).

These prompting demands from various stakeholders, especially from the grass root level of the community call for a sustainable and sound program to bridge the gap between efficiency and inefficiency and incompetence. Hence this proposal which gears toward community education could be one of the effective antidotes. Community education, also known as community-based education or community learning & development, is an organization's programs to promote learning and social development work with individuals and groups in their communities using a range of formal and informal methods. As stated in the Community Learning and Development (2004) by the Scottish Government, a common defining feature of community education is that programs and activities are developed in dialogue with communities and participants. The purpose of community learning and development is to develop the capacity of individuals and groups of all ages through their actions, the capacity of communities, to improve their quality of life. Central to this is their ability to participate collaboratively in democratic processes.

Schools, colleges and universities may also support community learning and development through outreach work within communities using technology. Community educators have over many years developed a range of skills and approaches for working within local communities and in particular with disadvantaged people. These include less formal educational methods, community organizing and group work skills. Since the nineteen sixties and seventies through the various anti-poverty programs in both developed and developing countries, practitioners have been influenced by structural analyses as to the causes of disadvantage and poverty i.e. inequalities in the distribution of wealth, income, land etc. and especially political power and the need to mobilize people power to effect social change.



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Community education offers a structured, effective way to respond to the challenge to improve public education because it expands the school's traditional role and creates a mutually interdependent relationship among home, school, and community.

According to Decker, et al. (2001), Community education has three basic components—lifelong learning opportunities, community involvement in schools, and efficient use of resources—and is based on a set of ten broad principles: *Lifelong learning*. Education is a birth-to-death process, and everyone in the community shares in the responsibility of educating all members of the community. Formal and informal learning opportunities should be available to residents of all ages in a wide variety of community settings; *Self-determination*. Community residents have a right and a responsibility to be involved in assessing community needs and identifying community resources that can be used to address those needs; *Self-help*. People are best served by their leaders when their capacity to help themselves is acknowledged and developed. When people assume responsibility for their own well-being, they achieve some degree of independence; *Leadership development*. Training local leaders in problem solving, decision-making, and group-process skills is essential to community improvement efforts; *Institutional responsiveness*. Because public institutions exist to serve the public, they are obligated to develop programs and services that address constantly changing public needs and interests; *Integrated delivery of services*. Organizations and agencies that operate for the public good can best use their limited resources, meet their own goals, and serve the public by collaborating with organizations and agencies with similar goals and purposes; *Localization*. Community services, programs, and volunteer opportunities close to people's homes have the greatest potential for high levels of public participation; *Maximum use of resources*. The physical, financial, and human resources of every community should be fully available and rationally interconnected if the diverse needs and interests of the community are to be met; *Inclusiveness*. Community programs, activities, and services should involve the broadest possible cross-section of community residents without segregation by age,



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income, sex, race, ethnicity, religion, or other characteristics; and, *Access to public information*. Public information should be shared across agency and organization lines because an effective community not only has "the facts," but it also knows what those facts mean in the lives of the diverse people who make up the community.

Bringing into this line, the Camarines Norte State College as a Higher Education Institution is mandated to provide and promote not only instruction but also research, extension and production services in all disciplines in order to respond to the societal needs that will lead to community transformation. Align with the CNSC Extension Agenda namely, **DISKARTE (Developing Inclusive Service through Knowledge-sharing and Application for Research-Based Technology to Empower communities)**, the institution commits to carry out sustainable livelihood and enterprise development trainings through **GS Collaboration of Nationwide Networks To Educate the Community through Technology (GS CONNECT Extension Program) Program**.

This proposed Graduate School **Collaboration of Nationwide Networks To Educate the Community through Technology (GS CONNECT Extension Project) Program** caters to different components: Capability Building on Governance, Human Resource Development & Management, Livelihood and Entrepreneurship, Business and Literacy, Health and Sanitation, Persons with Disabilities (PWDs) Inclusion, Disaster Risks Reduction Management (DRRM), and Computer Literacy, **AGAPE (Akay at Gabay Pabalik sa Eskuwelahan)** for Literacy and Education of OYS (Out of School Youth) and other needs of the different sectors of the community. These components are all aligned to CNSC Extension Agenda, **DISKARTE** and Programs re: **LINGAP (Livelihood Initiatives for the Needy in the Grassroots to Alleviate Poverty)** and **KKK (Kolehiyo Komunidad Katuwang sa Pag unlad)**.

In this context, the CNSC-Graduate School is motivated to propose the **GS CONNECT Extension Project** aligned to the institution's extension agenda which



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aims for the upliftment of the socio-economic status of the community to possibly connect, collaborate and contribute in promoting better governance, livelihood / entrepreneurship, business and education literacy, health and sanitation, Persons with Disabilities (PWDs) / Disaster Risk Reduction Management (DRRM), Computer Literacy, AGAPE (Akay at Gabay Pabalik sa Eskuwelahan) Project, and other needs in the community to educate the community through new technology for the upliftment of the residents' quality of life. Through this program it will possibly makes them capable of supporting themselves, their families and significant others of the community.

Project Areas:

The CNSC GS CONNECT Program has the following project components namely: Governance; Livelihood / Entrepreneurship; Business and Education Literacy; Human Resource Development & Management; Health and Sanitation; Persons with Disabilities (PWDs) Inclusion; Computer Literacy; Disaster Risks Reduction Management (DRRM), AGAPE (Akay at Gabay Pabalik sa Eskuwelahan) Project and other needs of the different sectors of the community. and other needs of the different sectors of community.

I. Governance

The Philippines is a republic with a presidential form of government wherein power is equally divided among its three branches: executive, legislative, and judicial. The government seeks to act in the best interests of its citizens through this system of check and balance. Article II. Section 1 of the 1987 Constitution states, The Philippine is a democratic and republican State. Sovereignty resides in the people and all government authority emanated from them.

Good governance has 8 major characteristics. It is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient,



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equitable and inclusive, and follows the rule of law. Good governance is responsive to the present and future needs of the organization, exercises prudence in policy-setting and decision-making, and that the best interests of all stakeholders are taken into account.

On the Rule of Law, good governance requires fair legal frameworks that are enforced by an impartial regulatory body, for the full protection of stakeholders.

On Transparency, it means that information should be provided in easily understandable forms and media; that it should be freely available and directly accessible to those who will be affected by governance policies and practices, as well as the outcomes resulting therefrom; and that any decisions taken and their enforcement are in compliance with established rules and regulations. Moreover, for Responsiveness, good governance requires that organizations and their processes are designed to serve the best interests of stakeholders within a reasonable timeframe. While in Consensus Oriented, good governance requires consultation to understand the different interests of stakeholders in order to reach a broad consensus of what is in the best interest of the entire stakeholder group and how this can be achieved in a sustainable and prudent manner. On Equity and Inclusiveness, the organization that provides the opportunity for its stakeholders to maintain, enhance, or generally improve their well-being provides the most compelling message regarding its reason for existence and value to society. However, on Effectiveness and Efficiency, good governance means that the processes implemented by the organization to produce favorable results meet the needs of its stakeholders, while making the best use of resources – human, technological, financial, natural and environmental – at its disposal. Further, Accountability is a key tenet of good governance. Who is accountable for what should be documented in policy statements. In general, an organization is accountable to those who will be affected by its decisions or actions as well as the applicable rules of law. Furthermore, Participation by both men and women, either directly or through legitimate representatives, is a key cornerstone of good governance. Participation needs to be informed and organized, including freedom



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of expression and assiduous concern for the best interests of the organization and society in general (<https://www.governancepro.com/news/>).

Good governance is ideal which is difficult to achieve in its totality. Governance typically involves well-intentioned people who bring their ideas, experiences, preferences and other human strengths and shortcomings to the policy-making table. Good governance is achieved through an on-going discourse that attempts to capture all of the considerations involved in assuring that stakeholder interests are addressed and reflected in policy initiatives.

In this context, Governance as project component of GS CONNECT Program will attempt to introduce capability building activities to collaborate with the Local Government Units so as to attain better leadership and governance. Azuelo, et al. (2017) found out on their study titled, Training Needs Assessment of Government Officials in Camarines Norte Towards Institutionalization of Local Government Training Center that majority of the administrative trainings needed by the elected local government officials are on functions, leadership, and goal setting training; training on taxation for legislative training needs, Good Governance and project implementation for technical training need and research writing for technical training needs.

The study showed that elected government officials are willing to attend on proposed packaged training program for Information Computer Technology, and Writing Resolutions, Local Governance and Urban Development, Budgeting and Accounting Training-Workshop, and Journalism Workshop. The proposed packaged training program was developed in relation to the willingness of the elected local government officials to attend. Thus, the implementation of the research output cited will be through the "Governance component" of the GS CONNECT Program.

II. Livelihood / Entrepreneurship

The objective of the Sustainable Livelihood Program is to reduce poverty and inequality by generating employment among poor households and by moving



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highly vulnerable households into sustainable livelihoods and toward economic stability (World Bank Publication, 2018). The Philippine Department of Social Welfare and Development has led in the provision of opportunities for income-generating activities and livelihood development through the implementation of the Sustainable Livelihood Program since 2011. This policy note describes the program and reflects on opportunities the program has for improving and complementing other social protection programs. It has two tracks: The micro-enterprise development track provides participants with access to funds and training to set up their own microenterprise. The employment facilitation track provides employable individuals access to locally available jobs through public-private partnerships.

The program has grown from serving 46,000 families in 2011 to 340,000 in 2015, and 166,000 families in 2017. Pantawid Familyang Pilipino Program (4Ps) conditional cash transfers beneficiaries are the target population, with about 80% of participants in the program. Other beneficiaries are poor families identified by the Listahanan national household targeting registry.

The following key recommendations are highlighted in the policy note: 1) Set realistic expectations and refine program goals. The program's objectives have increased extensively from its early stages of enablers and financers of small enterprises to its current objective of transitioning households from poverty through creating self- and wage employment. 2) Review the sustainability of the Seed Capital Fund under the micro-enterprise development track. Repayment rates under this track is low in comparison with other microfinance modalities in the country. 3) Strengthen referral linkages to other programs. Effective collaborations of the Sustainable Livelihood Program with other agencies can significantly improve the efficiency of the program as well as ease the burden on the program implementers. 4) Integrate SLP with other livelihood and active labor market programs in the country. A government wide inventory of all anti-poverty and livelihood interventions of programs is needed to assess which ones can be combined or coordinated to achieve the goals established for a unique Livelihood Program.



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In this view, this Livelihood / Entrepreneurship as project component will provide specific livelihood training / and entrepreneurship activities for youth, women, and household heads, and others. This activity will give answer to their specific needs thus, will contribute for a better community. The Graduate School Students (2018) conducted a case analysis on Health Sanitation and Livelihood at Barangay Pamorongon, Daet, Camarines Norte where they found out that parents must know how to handle the benefits that the LGU's and NGO's given to them, and they must seek assistance for them to have an efficacious source of income. There are chances that their business is not effective, but there are helpful entities that will engage on them and will lead them towards the same idealism that would benefit not only that person but the entire society. In this context, the CNSC Graduate School through GS CONNECT Program can do a lot of community and extension services pertaining to livelihood and entrepreneurship to extend help particularly to the needy families.

III. Business Education Literacy

Business education is a branch of education that involves teaching the skills and operations of the business industry. This field of education occurs at multiple levels, including secondary and higher education institutes. ... An education in business varies greatly in its curriculum and popularity around the world. Education in India has become business. It has been observed that some of the private colleges in India take donations from students without giving receipts, in turn, proving to be a source of 'black money'. Furthermore, the entrance exams are not conducted in a fair way (Kumar, 2013).

When two parties come together for the common good of a school or to enhance student learning, we call this an educational partnership. Partners can include anyone who is interested in or committed to enriching educational experiences for students, families, schools, and the community (www.sagepub.com).



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Actually, schools are now being run like businesses as much as possible. Administrators find ways of getting rid of older teachers and teachers who make too much money. Therefore, the experienced teachers and the better educated teachers left to go to another state (www.quora.com).

Through Business Education Literacy Project, the beneficiaries will be acquainted with additional knowledge on how to manage business and improve their living through proper handling and managing their finances and other related projects. Likewise, in Education Literacy, the benefactors / recipients may gain knowledge and ideas of how to improve themselves through proper education. With the several Feasibility Studies and Business Plans conducted by the Graduate Students in several years until this period 2020, there are a lot of business opportunities that the students and GS faculty could share and connect in order to help augment the financial stability of the target community thus, have sustainability in their daily living that might contribute for their brighter future.

IV. Human Resource and Development Management (HRDM)

Human Resource Development Management identifies, nurtures and uses the abilities of the employees working for the company. It creates a structure for helping the employees of the organization in developing their organizational and personal abilities, know-how and skills (www.educba.com).

The role of human resource development is to support organizational goals. The cost and time associated with development and training of employees are only worth it if it directly helps the employees achieve increased performance, resulting in increased performance for the organization. (study.com)

In short, human resource activities fall under the following five core functions: staffing, development, compensation, safety and health, and employee and labor relations. Within each of these core functions, HR conducts a wide variety of activities (Courses.lumen.learning.com).



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This HRDM as project component is designed to serve as an overview in the field of human resource management. It will orient the elected barangay officials to the specifics of human resource development with the end view of emphasizing how the field has evolved to meet the demands of contemporary times to improve productivity, efficiency and profitability of community. On the part of the younger generation and job seekers, this project might be their way towards fulfillment of their dreams to attain stable job. As the Graduate students conducted several case study analysis, in 2018 and onward, one of case study titled, Job and Skills Mismatch in Camarines Norte revealed that the case study endorses to linkages to the government and non-government organizations and other national government agencies that provide technical and fund assistance to those who are willing to improve their status of living. Request the Public Employment Service Office (PESO) to facilitate the registration of the graduating students at the Public Employment Information System (PEIS); Conduct Job Fair with the help of LGU Daet, thru its PESO, DOLE, TESDA and other attached government agencies; Information dissemination of job available in the locality; and, Spread awareness of the skills training that the government provide for the people. Hence, this will help the locality and the government to lessen or eliminate the job and skills mismatch and help to upgrade the living standard of its people.

V. Health and Sanitation

Clean water and good sanitation are major needs in the Philippines. Without access to improved sanitation, children and their families are at much greater risk of contracting waterborne diseases, which kill many people every year. (www.childfund.org 2013) The Philippines has a population of more than 95 million people, making it one of the most populous countries in Asia. Approximately one-third of the country's population lives in poverty, and for many families, inadequate sanitation is a serious problem. Without access to improved



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sanitation, children and their families are at much greater risk of contracting waterborne diseases, which kill many people every year.

According to a 2005 report published by the United Nations' Department of Economic and Social Affairs, around 25 Filipinos die every day from diarrhea caused by poor water sanitation. In poverty-stricken communities, outbreaks of waterborne diseases are common, and for many families, seeking even basic health care can be prohibitively expensive. Although access to improved sanitation facilities in urban areas has improved substantially in recent years, families in rural parts of the Philippines still lack adequate sanitation.

A recent study published by the Water and Sanitation Program revealed that not only does the current situation in the Philippines demand urgent attention, the country's annual population growth of 2 percent is likely to place a greater burden on already limited resources. Approximately 2 million additional Filipinos will require access to adequate sanitation facilities every year.

Although the situation is serious, progress is occurring. The World Bank reports that in communities where water-treatment facilities have been introduced, many local residents have become involved in riverside cleanup operations. In some parts of the country, combined sewer and drainage systems have resulted in improved sanitary conditions, and community leaders have been actively engaged in operations of decentralized sewage and waste disposal services.

Some schools in the Philippines also lack adequate water systems, which can interfere with children's learning and educational development. For this reason, ChildFund worked to construct a new water system at the school to provide clean water to pupils and staff. This project is one example of how we are making a difference to children in the Philippines.

This health and sanitation as project component will deal with sharing awareness on proper health and sanitation for building a better community. It will possibly make them capable of supporting themselves and their families and significant others of the community in terms of health and sanitation.



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Hence, the CNSC Graduate Students conducted case study analysis, (2018) relative to health and sanitation of San Gregorio Elementary School in Daet where it showed that Training and Seminars for the Faculty about Health and Sanitation is needed, since not all the school faculty knows about the health and sanitation code. Discuss and come up with written manual of procedures for handling health and sanitation which will guide the faculty to be able to resolve some matters and issues way before it worsen. The faculty of the school must teach the students about proper hygiene and health and sanitation. They have to place posters about health and sanitation, and the classrooms must have proper hygiene kit. The parents must know how to handle the benefits that the LGU's and NGO's given to them, and they must seek assistance for them to have an efficacious source of income. In cases when the faculty cannot create an effective practice about health and sanitation the LGU's and NGO's may initiate to equip with capabilities in health and sanitations. There are cooperating entities that are giving assistance and support regarding these matters. Thus, the Graduate School through GS CONNECT Program, can collaborate and connect to these communities reaching out for the benefits of people who are in need of knowledge for the betterment of their quality of life.

VI. Persons with Disabilities (PWDs) Inclusion

Of the 92.1 million household population in the country, 1.44 million persons or 1.57 percent had disability, based on the 2010 Census of Population and Housing (2010 CPH). The recorded figure of persons with disability (PWD) in the 2000 CPH was **935,551** persons, which was 1.23 percent of the household population (psa.gov.ph).

Persons with disabilities (PWDs), according the UN Convention on the Rights of Persons With Disabilities, include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.



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The International Classification of Functioning, Disability and Health (ICF) refers to disability as "an umbrella term covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations". The ICF's definition of disability denotes a negative interaction between a person (with a health condition) and his or her contextual factors (environmental and personal factors). A comprehensive approach in interventions is then necessary for persons with disabilities (PWDs) as it entails actions beyond the context of health, but more on helping them to overcome difficulties by removing environmental and social barriers (WHO, 2013).

Globally, over 1 billion people, or approximately 15% of the world's population, have some form of disability. About 110 to 190 million people 15 years and older have significant difficulties in functioning. Moreover, the rapid spread of chronic diseases and population ageing contribute to the increasing rates of disability. About 80% of the world's PWDs live in low-income countries, wherein majority are poor and cannot access basic services. With their conditions, PWDs need greater attention and considerations in terms of health needs, without discrimination. However, reports show that PWDs have less access to health services and therefore have greater unmet needs (WHO, 2012.)

In the Philippines, the results of the 2010 Census of Population and Housing (CPH, 2010) show that of the household population of 92.1 million, 1.443 million Filipinos or 1.57%, have a disability. Region IV-A, with 193 thousand PWDs, was recorded to have the highest number of PWD among the 17 regions, while the Cordillera Administrative Region (CAR) had the lowest number with 26 thousand PWDs. There were more males, who accounted for 50.9% of the total PWD in 2010, compared to females, with 49.1% with disability. For every five (5) PWD, one (18.9%) was aged 0 to 14 years, three (59.0%) were in the working



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age group (15-64 years old), and one (22.1%) was aged 65 years and above (NSO, 2013).

The mandate of the DOH to come up with a national health program for PWD was based on Republic Act No. 7277, "An Act Providing for the Rehabilitation and Self-Reliance of Disabled Persons and Their Integration into the Mainstream of Society and for Other Purposes" or otherwise known as "The Magna Carta for Disabled Persons" and the Implementing Rules and Regulations (IRR) of RA 7277. This document stipulated that the DOH is required to: (1) institute a national health program for PWDs, (2) establish medical rehabilitation centers in provincial hospitals, and (3) adopt an integrated and comprehensive program to the Health Development of PWD, which shall make essential health services available to them at affordable cost. In response to this, the DOH issued Administrative Order No. 2006-0003, which specifically provides the strategic framework and operational guidelines for the implementation of Health Programs for PWDs.

In 2013, a Medium-Term Strategic Plan (2013-2017) was developed to strengthen the existing health program for PWDs. However, in the review done for the purpose, it was noted that in the implementation of the program in the past years, there were operational issues and gaps identified that need to be addressed. These include among others, the need to strengthen multi-sectoral action to harmonize efforts of stakeholders; clarify delineation of roles and responsibilities of concerned government agencies working for PWDs; strengthen national capacity, both facilities and manpower, to provide rehabilitation services for PWDs from primary to tertiary level of care; provide access to health facilities and services for PWDs; and, strengthen registration database for PWDs.

Recently, the World Health Organization released the Global Disability Action Plan 2014-2021. This document intends to help countries direct their efforts towards specific actions in order to address health concerns of persons with disabilities. The Action Plan identified three major objectives: to remove barriers and improve access to health services and programs; (2) to strengthen and extend rehabilitation, habilitation, assistive technology, assistance and



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support services, and community-based rehabilitation; (3) to strengthen collection of relevant and internationally comparable data on disability and support research on disability and related services.

Considering all of the above, the Health and Wellness Program of Persons with Disabilities currently has been configured to address all the issues discussed above, and aligned with the thrusts and goals of Kalusugang Pangkalahatan or Universal Health Care, the Global Disability Action Plan 2014-2021, and, the direction the program should take in the succeeding years as articulated in the newly developed strategic plan.

This PWDs inclusion as project component will provide capability building on different aspects particularly on livelihood skills and education literacy. Based from the study conducted by Fajardo, et al. (2019) titled, *Assessment of PWDs Skills: Basis for a Training Design* revealed the following: Along the four types of disability impairments, the PWDs skills of orthopedic disability found to be wood crafting and curving, welding and mechanical skills, cooking and selling and vending food delicacies, catering services, coal dealing, collector skill, selling scratch-it tickets from PCSO, and shell crafting. For the speech and hearing impairments, they have skill on Filipino Sign language Communication (FSL), Computer literacy, massage therapy and caregiving, janitorial works, cooking, photography and arts, mailman, fixing electric fan, and basic skills in carpentry. On visual impairment disability, they are skilled on pastillas and graham balls making, massaging, personal hygiene, and food preparation, computer literate, self-development skills specifically in musical instrument, and social skills development. While for autism syndrome disability, their skills include selling product efficiently, baking breads, managing food cart business, and selling chicharron.

The trainings and livelihood activities attended and employment experienced of person with orthopedic disability are cooking and baking pastries, making dishwashing liquid, preparing processed food, making soya milk, computer literacy, candle making, dress making, decorating, and process of electroplating. For persons with speech and hearing (deaf and mute)



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impairments, they have attended training on data encoding, making Christmas lanterns and other decors, sewing and making rugs, fixing electric fan, and basic-skills in carpentry while others has no experienced yet about any training for PWDs. One of them has experienced working as crew in the fast food restaurant, staff at Bench Store, and data encoder at Novo Hotel while the others have experienced to manage sari-sari store. On the case of persons with visual impairment trainings attended and employment experienced, they became mentor in agricultural trainings like farming, attended computer and massage trainings, leadership training, financial literacy, basic accounting, human rights training, massage therapy, and DRR trainings. While for persons with autism syndrome disability, they have attended the following trainings: soap making, soya production, food cart business, massage therapist training. One of them has experienced as dishwasher at Chef Carlo, and tried to work on baking breads. Others have no employment experienced.

The PWDs along the four types of disabilities namely; orthopedic disability, speech and hearing (deaf and mute) impairments, visual impairment, and autism syndrome disability found to be satisfied with the trainings attended and employment experienced in their lifetime. 4) The four types of PWDs such as orthopedic disability, speech and hearing (deaf and mute) impairments, visual impairment, and autism syndrome disability problems encountered are lack of financial assistance to support their business, experienced discrimination during their trainings, needs social skills development focusing leadership and human relations, difficulty on adapting and facing trend in the workplace, how to cope with fast-moving world in the workplace, difficulty in palm reading during massage due to visual impairment, lack of continuity of training, no follow-up after the training resulted to no application and practice and no continuity of the program.

The trainings identified as need to be designed to solve the problems encountered by PWDs in Camarines Norte along the four types of disabilities are communication skill, specifically Filipino and Foreign Sign language (FSL), leadership skills, human relation skills, technical and vocational skills, livelihood



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trainings and seminars, financial literacy, and physical therapy for orthopedic disability; while self-development, social skills development, technical vocational skills development, and personal growth training for PWDs with speech and hearing impairments; then, self-development, social skills development human relations, personality development and socialization, leadership training, technical vocational skills development for visual impairment; social and communication skills training, livelihood training and development, vocational training, self-development, technical and vocational skills development for PWDs with autism syndrome.

VII. Computer Literacy

Computer Literacy is the ability to use computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving. Computer Literacy plays a vital role in the growth and development of any Barangay. The higher the rate of literacy, the better potential to succeed. The advent of internet technology in the new millennium brought a new wave of data processing and information in faster and different ways. In the Philippines, internet usage is growing. As of June 2016, Internet World Statistics records 52.6 percent of the population as internet users.

A computer – literate workforce is necessary to maintain the efficiency and to improve its productivity. At the individual level, computer literacy enables participation in a knowledge society. To ensure equality of opportunity, all citizens must have access to these skills and tools.

There are reasons for the need for computer literacy, the involvement of the home, workplace, community in creating a computer – literate society and the continued innovation, research, and development to identify new opportunities for the use of computers. Computers are a major component of the work environment and they help solve problems and handle information.

The technology nowadays is growing fast, almost all of the office works, students works, government works are using computer to fast track work and to monitor them. Office staffs should know about computers and how to use them



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since all the letters and paper works are now using computers and printers. Documents have to be computerized since this is now the protocol in offices. They should also know how to use internet, office transactions are now using internet and other softwares and applications for faster transactions. Therefore, the Barangay Officials should know how to use computers.

This computer literacy project component is a noblest reason for having public institutions to reach those who are at risk of being left behind, to provide books as alternative learning and conduct series of trainings to the appointed and elected officials for them to equip knowledge on computer technology thus this is an attempt to share and build better community. As revealed in the case study conducted by the CNSC Graduate Students (2018), the following are suggested as means to resolve the illiteracy on computer. The SK Officials since they know much more about computers, they should teach the officials on how to use computers; and the Officials must seek assistance, for them to have a faster transaction and to have an effective and efficient workplace. However, in cases when the officials did not learn how to use computers, they have to request to LGU's or NGO's to have a training seminar about computer literacy since the programs are free for them. In addition, there could be a possibility that the officials will not learn much about computers. Thus, it will be desirable if a follow up visit be conducted by the Graduate School Extension Services through GS CONNECT Program in coordination with the Graduate School Students so that the efforts flowed to the community will not be wasted.

VIII. Disaster Risk Reduction Management (DRRM)

This DRRM as project component aims to support the attainment of "Zero Casualty" to "Zero Death" goal during disastrous events through capability building on pre-emptive evacuation orders issued by DRRM and other significant orders for individual and community safety.

Republic Act No. 101211 states, an act strengthening the Philippine Disasters



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Risk Reduction and Management System providing for the National Disaster Risk Reduction and Management Framework and Institutionalizing the National Risk Reduction and Management Plan, Appropriating Funds therefore and for other purposes.

Section 2. (d) states to adopt a disaster risk reduction and management approach that is holistic, comprehensive, integrated, and proactive in lessening the socio-economic and environmental impacts of disasters including climate change, and promote the involvement and participation of all sectors and all stakeholders concerned, at all levels, especially the local community.

On section 2. (e) states to develop, promote, and implement a comprehensive National Disaster Risk Reduction and Management Plan (NDRRMP) that aims to strengthen the capacity of the national government and the local government units (LGUs), together with partner stakeholders, to build the disaster resilience of communities, and' to institutionalize arrangements and measures for reducing disaster risks, including projected climate risks, and enhancing disaster preparedness and response capabilities at all levels; while on section 2. (f) Adopt and implement a coherent, comprehensive, integrated, efficient and responsive disaster risk reduction program incorporated in the development plan at various levels of government adhering to the principles of good governance³ such as transparency and accountability within the context of poverty alleviation and environmental protection; then, on section 2. (g) Mainstream disaster risk reduction and climate change in development processes such as policy formulation, socioeconomic development planning, budgeting, and governance, particularly in the areas of environment, agriculture, water, energy, health, education, poverty reduction, land-use and urban planning, and public infrastructure and housing, among others; and on section 2. (h) Institutionalize the policies, structures, coordination mechanisms and programs with continuing budget appropriation on disaster risk reduction from national down to local levels towards building a disaster-resilient nation and communities. Through this context, the CNSC GS CONNECT program with partner agencies can reach out services to the people concerned aiming to extend services to them.



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IX. AGAPE (Akay at Gabay Pabalik sa Eskewelahan) Education and Literacy for Out-of-School Youth

Dropping out from school continues to be a phenomenon in the Philippine education in spite of the fact that every year the government through school authorities dovetails efforts to drumbeat the importance of education in human life.

Aware of the fact that the Department of Education mandates that all Filipino children should have the right to free basic education and in the quest for "Education for All" there should be no Filipino child left behind; we, the students of Management of Educational Institution Class of 2019-2020 (1st Semester) deemed it wise to assist the OSCY of Brgy. Pamorangon in their re-entrance into the educational system by establishing pathways through activities provided by related organizations such as ALS and TESDA.

This is the Memorandum of Agreement between Camarines Norte State College and Barangay Pamorangaon, Daet, Camarines on the conduct of GS CONNECT extension activities from April 2021 to December 2024.

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THERE PRESENTS:

This MEMORANDUM OF AGREEMENT ENTERED INTO ON _____ by and between:

The **CAMARINES NORTE STATE COLLEGE** herein referred as CNSC, with office at F. Pimental Ave., Brgy. II, Daet, Camarines Norte, and represented by its CNSC-President, **DR. MARLO M. DE LA CRUZ, PECE**.

The **BARANGAY PAMORANGON**, with office address at Barangay Pamorangaon, Daet, Camarines Norte, represented by its Municipal Mayor **HON. NICANOR B. PALIZA**, hereinafter referred to as "2nd Party".

WITNESSETH

Whereas, both CNSC and BARANGAY PAMORANGON aim to empower communities which include its Officials, Sangguniang Kabataan Officials, unemployed men and women, out-of-school youth, and the various sectors of the community through capacity-building and livelihood trainings, and environmental conservation programs.

Whereas, BARANGAY PAMORANGON is willing to partner with CNSC in its capacity-building, livelihood training, and environmental conservation programs.

Whereas, CNSC through Graduate School (GS) is mandated to provide Research and Extension Services in accordance with the existing CNSC research agenda and approved extension programs such as LINGAP (Livelihood Initiatives for the Needy in the Grassroots to Alleviate Poverty), and KKK (Kolehiyo at Komunidad, Katuwang sa Pag-unlad) under the DISKARTE Agenda (Delivering Inclusive Services through Knowledge Sharing and Application of Research-based Technology to Empower Communities).

Whereas, CNSC through Graduate School (GS) is capable of providing technical assistance on basic literacy, health care, culture and the arts, livelihood skills development, entrepreneurship and environmental conservation programs.

Now, therefore, for and in consideration of the foregoing premises, both parties agree on the terms and conditions of this memorandum of agreement, to wit:

I. CNSC RESPONSIBILITIES

- Assist the BARANGAY PAMORANGON in the identification of training needs and program planning for skills development for the Sangguniang Bayan Members, Barangay Officials, Sangguniang Kabataan Officials, unemployed men and women, out-of-school youth, and the various sectors of the community.
- Provide free technical assistance on basic literacy, health care, culture and the arts, and livelihood skills development for the Sangguniang Officials, Sangguniang Kabataan Officials, unemployed men and women, out-of-school youth, and the various sectors of the community through KKK and Lingap Extension Programs.
- Speerhead research studies on the following but not limited to: environment, socio-economic, culture and linguistics, technology transfer and the scientific study of water systems in the community that may lead to the development of necessary environmental conservation, climate

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change adaptation and livelihood programs, improvement of gender and social policies, and ultimately improve the quality of life in Camarines Norte communities; and

- Designate a project-in-charge/coordinator who shall maintain linkage with the BARANGAY PAMORANGON and shall keep records and pertinent documents about the partnership. Copies of these documents shall also be provided to the Sangguniang Bayan Office.

II. BARANGAY COUNCIL OF BARANGAY PAMORANGON RESPONSIBILITIES

- Identify the training needs for the LGU officials, Barangay Officials, Sangguniang Kabataan Officials, unemployed men and women, out-of-school youth, and the various sectors of the community;
- Organize the program planning for LGU officials, Barangay Officials, Sangguniang Kabataan Officials, unemployed men and women, out-of-school youth, and the various sectors of the community in partnership with CNSC;
- Assist the CNSC in the identification of research studies on the following but not limited to: environment, socio-economic, culture and linguistics, technology transfer and the scientific study of water systems in the community that may lead to the development of necessary environmental conservation, climate change adaptation and livelihood programs, improvement of gender and social policies, which will lead to the conceptualization and implementation of environment conservation and climate change adaptation programs and allocate funds for requested trainings when necessary; and
- Ensure that the documents relevant to the research and extension programs of CNSC are safely kept for records and documentation purposes.

III. ALTERNATIVE DISPUTE RESOLUTION

In case of controversy arising from this MOA/MOU, the parties may resort to Alternative Dispute Resolution, such as but not limited to Negotiation, Mediation or Arbitration. Both parties may choose and agree which of the foregoing alternative modes of dispute resolution is to be used to settle a controversy or conflict.

IV. TERMINATION OF MOA/MOU

Other than the period of validity of this agreement which shall take effect for three (3) years, this MOA/MOU may be validly terminated by either party when any of its terms or provisions is violated. The offending party shall furnish the offending party such Notice of Termination within Thirty (30) days from the time the offending party discovered the violation or infraction. The violation must be clearly specified in the notice.

V. VENUE OF ACTION

Any case which may now or hereafter arise from this MOA/MOU shall be filed within the jurisdiction of the Regional Trial Court of Camarines Norte.

VII. INTELLECTUAL PROPERTY RIGHTS

Any Intellectual property or propriety information in the course of and as a result of the implementation of this agreement such as, but not limited to discoveries, inventions, varieties, works databases, information, reports, articles, research papers, research notebooks or records, tri-media presentations and other project outputs, shall be subject to the /college Intellectual Property Rights Policy and its Implementing Guidelines, and such other laws rules and regulations on intellectual

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property, all of which are deemed incorporated in this Agreement. All personnel involved in carrying out this agreement shall further be subject to such policies, rules and regulations.

VIII. DATA PRIVACY

In compliance with RA 10173 otherwise known as the Data Privacy Act of 2012, all information, data, documents and papers exchanged between the parties to this MOA/MOU in relation to its preparation, negotiation and execution, shall be treated by both parties with utmost confidentiality and shall not be divulged or shared to any third party without prior written consent from the data owner. This provision shall remain in effect even until after the termination of the agreement.

Notwithstanding anything to the contrary, a party shall be entitled to disclose the confidential information to its officers and employees who need to know such confidential information only for the purpose of directly carrying out its responsibilities under the MOA/MOU and provided both parties have agreed to disclose such confidential information by virtue of this agreement.

IX. AMENDMENTS

Amendments to this contract may be made, subject to the mutual and written agreements of both parties

IN WITNESS WHEREOF, both parties hereunto set their hands this _____ day of _____ 2021 in Daet, Camarines Norte.

First Party: **DR. MARLO M. DE LA CRUZ, PECE**
College President

Second Party: **HON. NICANOR B. PALIZA**
Barangay Captain

WITNESSES

ROSALIE A. ALMADRONES, PhD
VP for Research and Extension

CARLOS A. UBANA
Barangay Council Member

JENNIFER S. RUBIO, PhD
Dean, Graduate School

MARICEL A. MANCHOS
Barangay Council Member

GIRLY H. NAVAL, DBA
Director, Extension Services Division

Page 3 of 4

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)
PROVINCE OF CAMARINES NORTE) S.S.
MUNICIPALITY OF DAET)

BEFORE ME, a Notary Public for and in _____ this _____ as of _____ personally appeared:

Name	CTC Number	Issued on	Issued at	ID	ID Number
NICANOR B. PALIZA	1957749	02-01-2021	DAET, C.N.	S.S.S.	05-02330650

This instrument consists of 4 pages, including the page on which this acknowledgement is written and has been signed by the parties and their instrumental witness on each and every page thereof, sealed with my notarial seal.

IN WITNESS THEREOF, I have hereunto set my hand, and date, year and place above written.

Doc. No. _____
Page No. _____
Book No. _____
Series No. _____

Page 4 of 4

EXTENSION ACTIVITIES CONDUCTED UNDER THE GS CONNECT EXTENSION PROGRAM

A. ISTORYAHAN SA PAMORANGON: ETIKA SA ORGANISASYON

This activity titled “Istoryahan sa Pamorangon: Etika sa Organisasyon” was conducted on July 23, 2022 at the Brgy. Hall of Pamorangon, Daet, Camarines Norte. It was participated by the women organization of said barangay. Specifically, 15 women were present during the activity.

NARRATIVE REPORT

PART 1: EXECUTIVE SUMMARY

Title of Extension Activity/Project:

ISTORYAHAN SA PAMORANGON: ETIKA SA ORGANISASYON

Date Conducted:

JULY 23, 2022

Beneficiaries/Stakeholders:

SAMAHAN NG KABABAIHAN OF BRGY. PAMORANGON, DAET, CAMARINES NORTE

Training Methodology:

- Traditional Face to Face
- Radio Network/Fb Live
- Others, please specify:

Total Number of Persons Trained:

15

Purpose of the conduct:

- Implementation of the Unit's 3-Year Logical Framework for Training and Extension
- As requested by other unit or agency

As per assessment, the activity/project is eligible for any of the following:

- New Linkage/Partnership
- Adoption of Technology/Practices for Engagement to a profitable enterprise
- Viable Demonstration Project

PART 2: SIGNIFICANT CONTRIBUTION OF THE ACTIVITY/PROJECT CONDUCTED

The event started accepting participants at 12:45 in the afternoon. The host, Mr. Jerome Samante initiated the start of the program proper at exactly 2 o'clock with an invocation, followed by the singing of the national anthem. Ms. Marian Pearl Ibasco, the class representative formally started the program through an opening remark. She welcomed the 15 members of the Samahan and the 22 facilitators of the event. SK Chairman Lowella Entong gave words of encouragement to her fellow kabarangays, who are the members of Samahan ng Kababaihan, in doing their best as a team to secure the assistance from Department of Labor and Employment (DOLE). An inspirational message was given by the Graduate School Dean Dr. Jennifer S. Rubio. She reminded the members

that the livelihood equipment for baking will be granted by the funding agency (DOLE) once the Samahan has undergone series of trainings through lectures and technical assistance. She also congratulated the team of students, and encourage them to continue their drive in helping the community. It was followed by giving of Certificate of Appreciation to the Graduate School Dean.

Ms. Mariane Pearl Ibasco was called to deliver the overview of the program which is the Presentation of Proposed Guidelines for the Code of Conduct. For the Human Resource Development and Management, Mr. Adrean Alvarez discussed the guidelines for Hiring and Employment, Performance Management and Appraisal, Discipline and Discharge, and Wages. He gave emphasis on fair treatment to all aspects of Human Resource. Ms. Marian Pearl Ibasco added the guidelines for Working Conditions and Learning and Development. It was agreed that a maximum of two (2) absences in the series of training are allowed per year. The proposed guidelines for the Accounting and Finance were given by Mr. Ian Obrero. He highlighted the importance of keeping financial records to better track the fund of the business, as well as to comply with the reporting requirements of the Bureau of Internal Revenue (BIR). Ms. Dianalyn Ebron discussed the guidelines for Sales and Management. Ms. Arcee Obin gave the proposed guidelines for the Operations and Production. Mr. Remar Avellana discussed the guidelines for Intellectual Property.

Shortly after the end of the presentation of the proposed Code of Conduct, raffle draw for the participants was facilitated. Cash prizes and pasalubong prizes were given to fourteen (14) members, while one (1) lucky member got to take home a grocery package. An open forum was then conducted for the exchange of comments and suggestions regarding the proposal. The following topics were brought up: new set of officers and organizational structures, pledge of commitment, name of the business, uniform, and training on bookkeeping and financial literacy. Mr. Jefferson Dacer asked the organization's president for the update of application for support from different government agencies. He suggested for the proper establishment and formal registration of the organization.

Closing remarks were given by Mr. Jefferson T. Dacer at 4:35 in the afternoon with a suggestion to formally register the organization. He discussed the importance of ethics in the organization. He ended his speech with a story and a saying "Hindi baleng tayo ay dukha, basta ginagawa natin ang tama." and added a gentle reminder to the participants that these learnings be applied to the Samahan.

Client Satisfaction Survey were explained and given to the participants.

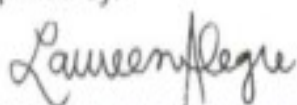
Certificates of Appreciation were given to Mr. Jefferson T. Dacer, Ms. Jennifer S. Rubio, Ms. Girlie Naval, to the facilitators and to the Barangay Pamorangon. Certificates of Participation were also given to all the participating members.

This type of training is very important to the participants, as this will give them the opportunity to improve their lives. Overall, the program was a success.

1. Objectives/Content (Layunin at Kaalaman)						
a Attainment of objectives (Pagkamit ng mga layunin)					13	5
b Completeness of the information provided (Kalubusan ng mga paksa o impormasyon)					13	5
c Usefulness and relevance of the activity to the needs of the community/beneficiaries (Kahalagahan at kaugnayan ng mga paksa o gawain sa kasalukuyang kalagayan)					13	5
d Contribution of the activity to the community development (Ambag ng mga paksa o gawain sa pag-unlad ng lipunan)					13	5
2. Resource Person/Technical Expert						
a Mastery of the topic/s (Antas ng kaalaman sa paksa)					13	5
b Clarity of presentation (Linaw ng pagtuturo)					13	5
c Methodologies/strategies used (Pamamaraan at istratehiyang ginamit sa pagtuturo)				1	12	4.92
3. Venue (Lugar na pinagdausan)						
a Lugar na pinagdausan					13	5
4. Food (Pagkaing inihanda sa oras ng pagsasanay)						
a Pagkaing inihanda sa oras ng pagsasanay					13	5
5. Others						
a Effectiveness of the activity in meeting personal objectives (Pagiging epektibo ng kasanayan o gawain sa pagkamit ng mga pansariling layunin)				1	12	4.92
b Timeliness of the activity (Pagsasagawa ng kasanayan sa takdang oras)					13	5
c Overall quality of the service provided (Kabuuang kalidad ng serbisyo)					13	5
Total Rating (Weighted Mean)						4.97

Assessment of Knowledge and Skills		1	2	3	4	5	WM
a	Before the training				5	8	4.62
b	After the training				3	10	4.77

Prepared by:



LAUREEN O. ALEGRE, CTT, LPT
Student Representative/Secretariat

Noted:



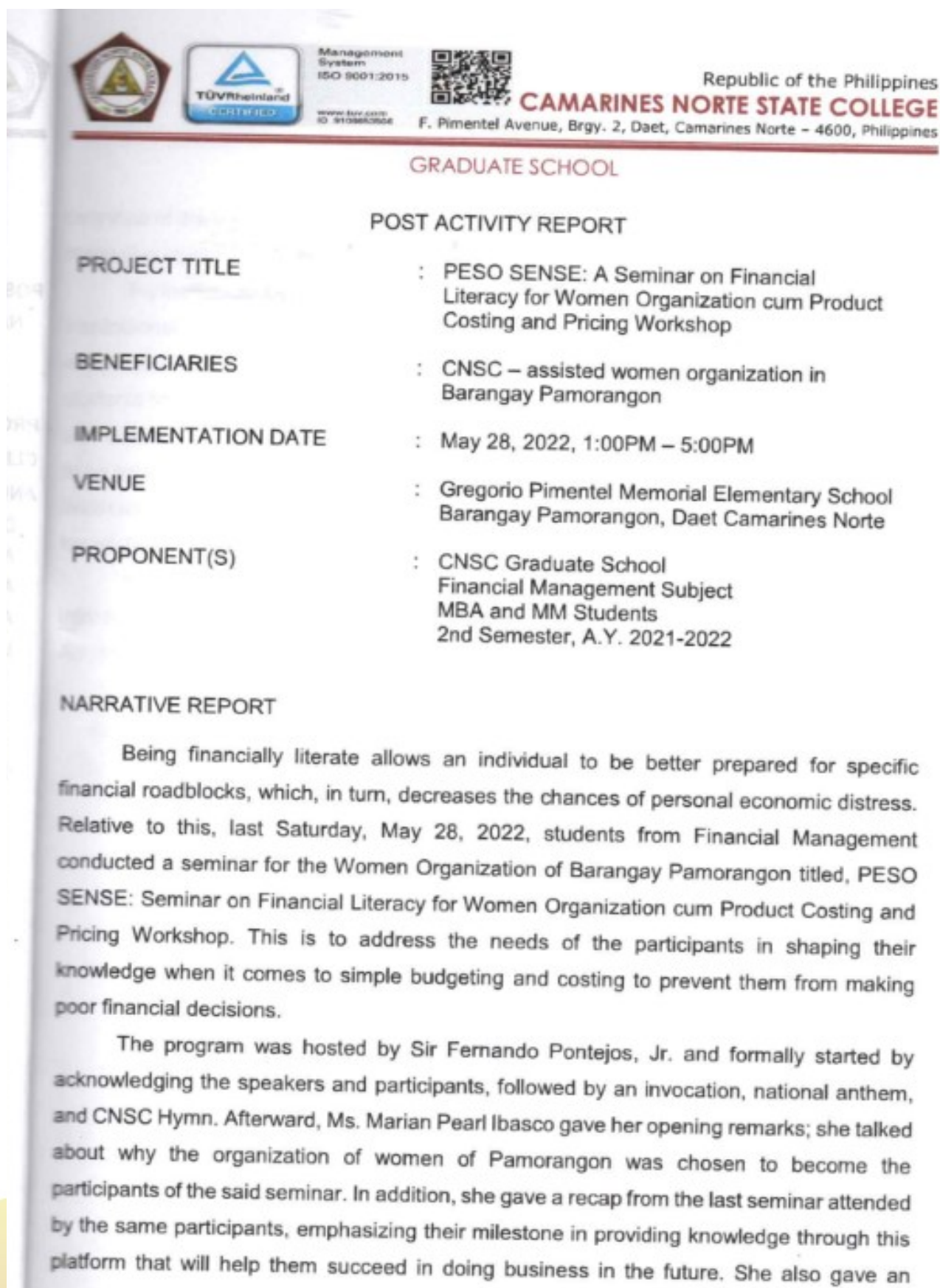
DR. JENNIFER S. RUBIO
Dean, Graduate School



Figure 7. Message of the SK Chairwoman, Ms. Lowella Entong

B. PESO SENSE: A SEMINAR ON FINANCIAL LITERACY FOR WOMEN ORGANIZATION CUM PRODUCT COSTING AND PRICING WORKSHOP

The Graduate School as part of its GS CONNECT Extension Program spearheaded the activity titled “PESO SENSE: A Seminar on Financial Literacy for Women Organization cum Product Costing and Pricing Workshop on May 28, 2022 at Gregorio Pimentel Memorial Elementary School, Barangay Pamorangon, Daet, Camarines Norte. Specifically, the seminar was for the women organization of said barangay. The activity addressed the need of the participants in shaping their knowledge on simple budgeting and costing to avoid making poor financial decisions.



CLIENT SATISFACTION EVALUATION RESULT

The "PESO SENSE: A Seminar on Financial Literacy for Women Organization cum Product Costing and Pricing Workshop" to participants from the CNSC-assisted group from Barangay Pamorangan was generally a success.

After the training, the participants were made to accomplish the evaluation sheet which showed the following result:

PERFORMANCE CRITERIA	FREQUENCY COUNT					WM
	5	4	3	2	1	
PART I						
1. Objectives/Content (Layunin at nilalaman)						
a. Attainment of objectives (Pagkamit ng mga layunin)	10	2	4	0	0	4.38
b. Completeness of the information provided (Kalubusan ng mga paksa o impormasyon)	11	5	0	0	0	4.69
c. Usefulness and relevance of the activity to the needs of the community/beneficiaries (Kahalagahan at kaugnayan ng mga paksa o gawain sa kasalukuyang kalagayan)	11	3	2	0	0	4.56

PERFORMANCE CRITERIA	FREQUENCY COUNT					WM
	5	4	3	2	1	
d. Contribution of the activity to community development (Ambag ng mga paksa o gawain sa pag-unlad ng lipunan)	15	0	1	0	0	4.88
2. Resource Persons/ Technical Expert (Noriel Alejandro V. De Mata, CPA)						
a. Mastery of the topic/s (Antas ng kaalaman sa paksa)	16	0	0	0	0	5.00
b. Clarity of presentation (Linaw ng pagtuturo)	16	0	0	0	0	5.00
c. Methodologies/strategies used (Pamamaraan at stratehiyang ginamit sa pagtuturo)	12	4	0	0	0	4.75
3. Venue (Lugar na pinagdausan)	14	2	0	0	0	4.88
4. Food (Pagkaing inihanda sa oras ng pagsasanay)	16	0	0	0	0	5.00
5. Others						
a. Effectiveness of the activity in meeting personal objectives (Pagiging epektibo ng kasanayan o gawain sa pagkamit ng mga pansariling layunin)	9	6	1	0	0	4.5
b. Timeliness of the activity (Pagsasagawa ng kasanayan sa takdang oras)	11	4	1	0	0	4.63
c. Overall quality of the service provided (Kabuuang kalidad ng serbisyo)	15	1	0	0	0	4.94
AVERAGE RATING						4.77
PART II : (Assessment of Knowledge and Skills)						
Before Training	6	3	2	0	5	3.31
After Training	15	1	0	0	0	4.94


Legend:

- 4.2 - 5.0 Outstanding
- 3.4 - 4.19 Exceeds expectations
- 2.6 - 3.39 Meets Expectations
- 1.8 - 2.59 Failed to meet expectations
- 1.0 - 1.79 Needs Improvement

PREPARED BY:


NICOLE O. ZENAROSA, CPA
MBA 205 Student Representative

NOTED BY:


JEFFERSON T. DACER, CPA
Financial Management Professor

Discussion regarding Financial Literacy given by Mr. Noriel Alejandro V. De Mata, CPA (MBA 205 Student)



C. GS CONNECT VIABLE LIVELIHOOD ORIENTATION AND TRAINING ON BREAD MAKING

The “GS CONNECT Viable Livelihood Orientation and Training on Bread Making” was organized by the CNSC Graduate School on May 7, 2022. The beneficiaries were the 16 women from Barangay Pamorangon, Daet, Camarines Norte.

POST ACTIVITY REPORT

PROJECT TITLE	: GS CONNECT Viable Livelihood Intervention: Livelihood Orientation and Training on Bread Making
BENEFICIARIES	: 16 Women from CNSC-assisted group from Barangay Pamorangon. 23 MBA Students, and 6 guests
IMPLEMENTATION DATE	: May 7, 2022
VENUE	: CNSC Shared Service Facility
PROPONENT(S)	: GS Extension Unit OVPRE-ESC Master in Business Administration (MBA) MBA 207: Production, Operation, and Management Administration School Year 2021 – 2022

NARRATIVE REPORT

The Camarines Norte State College – Graduate School (CSNSC – GS) through the Master in Business Administration (MBA) 207: Production Operations & Management students under the advisory of Dr. Girty H. Naval successfully held a day extension service titled “Livelihood Orientation and Training on Bread Making” on May 7, 2022 at the CNSC Shared Service Facility. This activity capacitated the women sector of Barangay Pamorangon of the Municipality of Daet prior to the downloading of fund assistance through the DOLE Livelihood Project. The group was one of the CNSC’s adopted barangays per approved Memorandum of Agreement (Board Resolution No. 22, s. 2022).

This activity was in line with the approved DISKARTE 2.0 (Board Resolution No. No. 34-B s, 2022) the Extension Agenda of the institution and the GS approved Extension Project – GS CONNECT (Graduate School Collaboration of Nationwide Networks to Educate the Community through Technology).

The orientation and training started at 8:45 AM with an opening remarks from Dr. Girty H. Naval, the class professor. She emphasized the event’s importance in promoting Outcome-Based Education (OBE), an ideal platform for students to demonstrate and apply the results of the course learnings. She also imparted inspiring rags to riches stories from prominent personalities like Henry Sy. She also assured the beneficiaries from Barangay Pamorangon that the training would be fruitful, for they would be introduced to the concepts of livelihood and provided with hands-on training on bread-making.

Orientation on Program Services of the DOLE

Mr. Allan Lloyd Fermo, a representative from DOLE Camarines Norte, discussed DOLE programs for the community. He tackled the DOLE Integrated Livelihood and Emergency Employment Program (DILEEP) which comprises DOLE Integrated Livelihood Program (DILP) or KABUHAYAN Program and Tlong Panghanapbuhay sa Ating Disadvantaged/Displaced Workers

(TUPAD) Program. He introduced the KABUHAYAN Program as a grant to assist in capacity-building on livelihood for the working poor, vulnerable, and marginalized workers, either for individual or group projects undertakings and the DILP which, according to him, has three components as follows:

1. Enabling the working poor, vulnerable and marginalized workers in the informal and formal economies to start individual or group livelihood undertakings;
2. Enabling existing livelihood undertakings to grow into viable and sustainable businesses that provide income at least at par with minimum wage earners; and
3. Enabling the re-establishment of lost or damaged livelihoods due to the occurrence of natural disasters/ calamities.

Mr. Fermo discussed the livelihood projects categorized into group projects and individual projects. Under the group projects, there were micro, small, and medium livelihoods. Under Micro Livelihood, an organization comprises 15-25 members that can avail of maximum financial assistance of P250,000.00. In Small Livelihood, the organization comprises 26-50 members that can avail of full grant assistance of P500,000.00. While in Medium Livelihood, the organization is composed of more than 50 members that can avail of maximum grant assistance of P1,000,000.00. The speaker also mentioned the two support services that the agency can fund: the common service facility (CSF), which helps in providing equipment, tools, or accessories that the members of the organization can commonly share. Training-Cum-Production, the other support service, is related to the provision of skills training with a tangible output/product used to start a business.

On the other hand, for the individual projects, the beneficiaries can avail of the Starter Kit or Negosyo sa Kariton (Nego-Kart), up to maximum grant assistance of Php 20,000.00, depending on the project requirement. Starter Kit aims to enable the beneficiaries to start a livelihood undertaking quickly. NegoKart is livelihood assistance for the ambulant vendors, including a vending cart, raw materials, and other livelihood tools that can help the beneficiaries start a small vending business or upgrade and/or diversify their products or services to gain a greater number of customers.

Mr. Fermo also introduced the different phases of the KABUHAYAN Program implementation:

- **First phase (Pre-implementation Phase)**
In this phase, he mentioned that there would be a provision of series of training for the beneficiaries on Business Planning, BWIC, Basic Entrepreneurship Development, Values Formation, Business Ethics, Good Production Management Practices, Production Skills & Simple Record Keeping.
- **Second Phase (Implementation Phase)**
This phase assured the provision of working capital (in the form of raw materials, tools, jigs, and equipment) and other support services necessary in starting a business.
- **Third Phase (Post-implementation)**
This phase provides continuing technical and business advisory services. Additionally, there is periodic monitoring of projects and reporting of status/progress.

Mr. Fermo encouraged every participant to apply to the projects of DOLE and grab the opportunity offered by their agency.

Documentation

Documentation during GS Connect Livelihood Intervention: Livelihood Orientation and Training on Bread Making



The Usherettes



Arrival of Participants with their SK Chairman Lowela Joy B. Entong (from left)



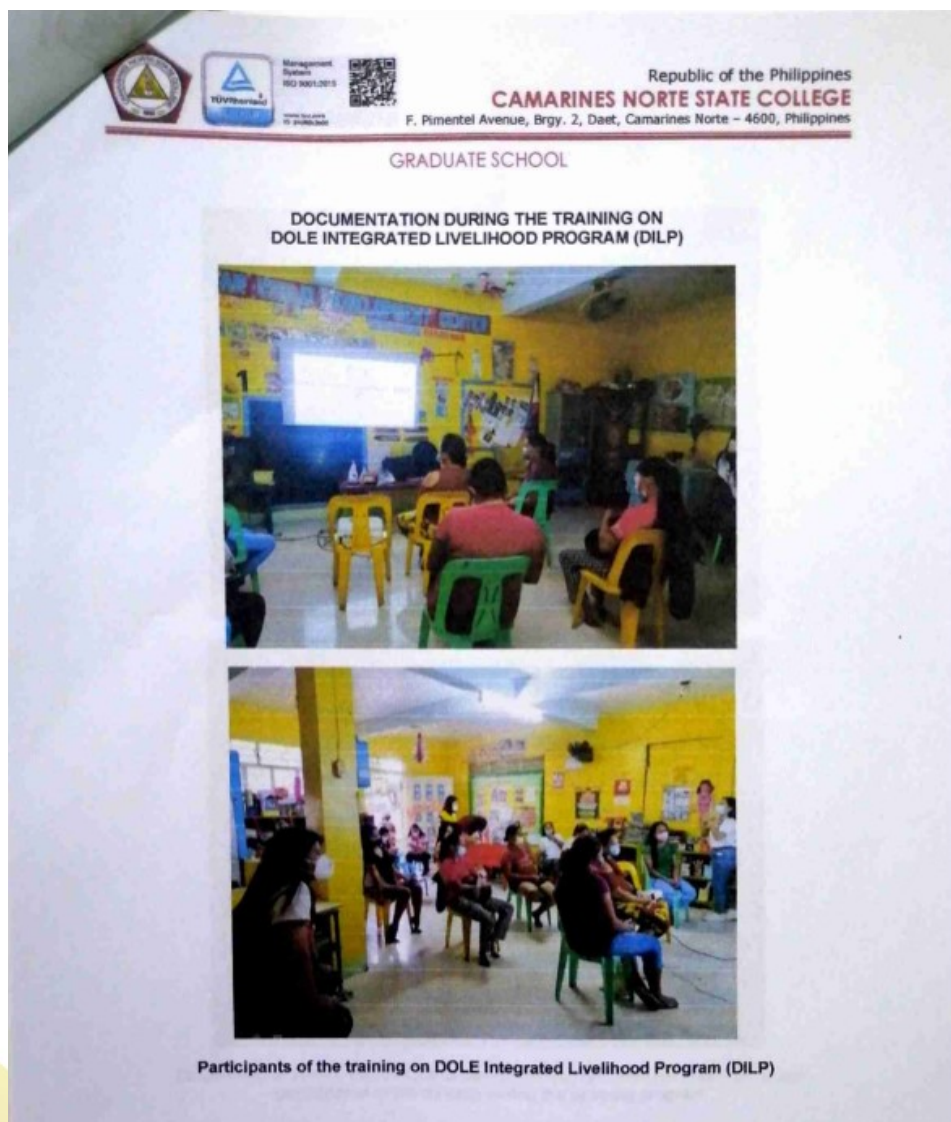
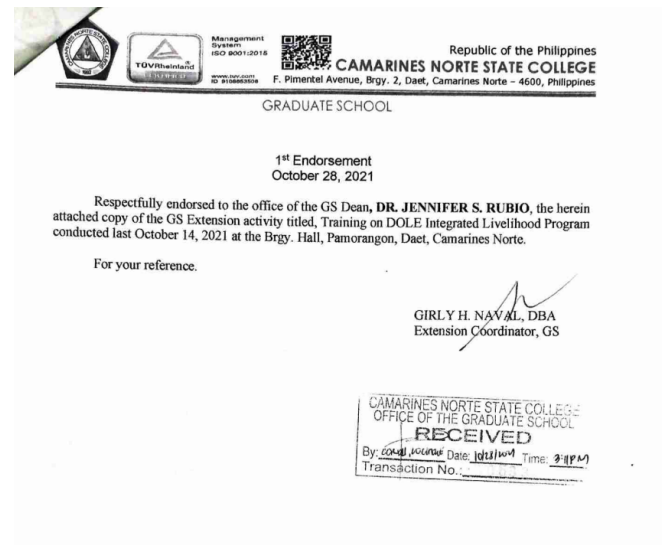
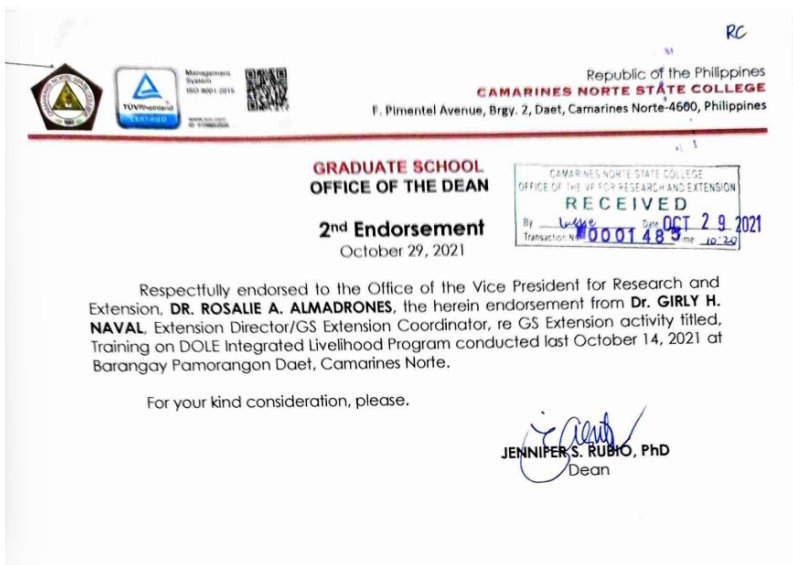
Registration and signing of attendance sheet of participants



Arrival of Ma'am Nora Lobos (Speaker) and signing of attendance sheet

D. TRAINING ON DOLE INTEGRATED LIVELIHOOD PROGRAM

A training on DOLE Integrated Livelihood Program was conducted on October 14, 2021 as part of the GS CONNECT extension program of the Graduate School under livelihood and entrepreneurship. The activity was participated by the 11 selected residents and barangay officials of Brgy. Pamorangan, Daet, Camarines Norte.





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OFFICE OF THE VICE PRESIDENT FOR RESEARCH AND EXTENSION
EXTENSION SERVICES DIVISION

NARRATIVE REPORT

PART 1: EXECUTIVE SUMMARY

Title of Extension Activity/Project:

TRAINING ON DOLE INTEGRATED LIVELIHOOD PROGRAM

Date Conducted:

October 14, 2021

Beneficiaries/Stakeholders:

Selected Residence/Brgy. Officials of Brgy. Pamorangon, Daet, Camarines Norte

Training Methodology:

- Traditional Face to Face
- Radio Network/FB Live
- Others, please specify:

Total Number of Persons Trained

11

Purpose of the conduct:

- Implementation of the Unit's 3-Year Logical Framework for Training & Extension
- As requested by other unit or agency

As per assessment, the activity/project is eligible for any of the following:

- New Linkage/Partnership
- Adoption of Technology/Practices for Engagement to a profitable enterprise
- Viable Demonstration Project

PART 2: SIGNIFICANT CONTRIBUTION OF THE ACTIVITY CONDUCTED/PROJECT

On October 14, 2021 Training on DOLE Integrated Livelihood Program (DILP) was conducted to selected number of interested group of women from Brgy. Pamorangon, Daet, Camarines Norte. They are given the opportunity which may change and improve their lives—to be given the chance to receive the funding assistance from DOLE Livelihood Program. The activity also was graced by the Extension Coordinator of the Graduate School who discussed about the nature and requirements of the program. Then the activity was amplified by the discussion on the important traits of a successful entrepreneur by the MBA Chairperson, Dr. Lamug. Participants were inspired by the message given by the College Dean, Dr. Rubio. The event ended successfully with the cooperation of everyone and the assistance of the MBA students who were present during the event.

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EXTENSION SERVICES DIVISION

PERFORMANCE CRITERIA	FREQUENCY COUNT					WM
	1	2	3	4	5	
1 Objectives/Content (Layunin at nilalaman)						
a. Attainment of objectives (<i>Pagkamit ng mga layunin</i>)			1		10	11
b. Completeness of the information provided (<i>Kalubusan ng mga paksa o impormasyon</i>)					11	11
c. Usefulness and relevance of the activity to the needs of the community/beneficiaries (<i>Kahalagahan at kaugnayan ng mga paksa o gawain sa kasalukuyang kalagayan</i>)			1	1	9	11
d. Contribution of the activity to community development (<i>Ambag ng mga paksa o gawain sa pag-unlad ng lipunan</i>)					11	11
2 Resource Person/ Technical Expert						
a. Mastery of the topics (<i>Antas ng kaalaman sa paksa</i>)			1	1	8	10
b. Clarity of presentation (<i>Linaw ng pagtuturo</i>)				1	10	11
c. Methodologies/strategies used (<i>Pamamaraan at stratehiyang ginamit sa pagtuturo</i>)				1	10	11
3 Venue (Lugar na pinagdausan)						
a. Lugar na pinagdausan					10	10
4 Food (Pagkaing inihanda sa oras ng pagsasanay)						
a. Pagkaing inihanda sa oras ng pagsasanay	1				8	9
5 Others						
a. Effectiveness of the activity in meeting personal objectives (<i>Pagiging epektibo ng kasanayan o gawain sa pagkamit ng mga pansaniling layunin</i>)			2	1	8	11
b. Timeliness of the activity (<i>Pagsasagawa ng kasanayan sa takdang oras</i>)			2	1	8	11
c. Overall quality of the service provided (<i>Kabuuang kalidad ng serbisyo</i>)			1	1	8	10
Total Rating (Weighted Mean)						
Assessment of Knowledge and Skills	1	2	3	4	5	WM
a. Before the Training			3	6	2	11
b. After the Training				4	7	11

Prepared by:
GIRLY H. NAVAL, DBA
Extension Coordinator

Noted: **DR. JENNIFER S. RUBIO**
Dean, ES

E. FREE SEMINAR WORKSHOP ON ENTREPRENEURIAL AND LIVELIHOOD SKILLS FOR OSCY FAMILY MEMBERS AND LOCAL ENTREPRENEURS

On May 15, 2021, the “Free Seminar-Workshop on Entrepreneurial and Livelihood Skills was conducted among the 17 OSCY family members and 3 local entrepreneurs at Baryg. Pamorangan, Daet, Camarines Norte. The activity aimed at providing further intervention to the identified out-of-school children and youth, promoting possible output of gabi production, asexual propagation, and business plan writing, developing specific and useful knowledge, skills, and techniques necessary for agricultural undertakings, and improving one;s ability to analyze and comprehend market circumstances in which entrepreneurs operate, as well as master the information required to organize entrepreneurial activities.

Respectfully endorsed to the **Office of the Extension Services Division Director, Dr. Girly H. Naval**, the herein activity proposal of the Master in Business Administration in cooperation with the Master in Management program titled “Free Seminar-Workshop on Entrepreneurial and Livelihood Skills for OSCY Family Members and Local Entrepreneurs” on May 15, 2021 at the Barangay Pamorangan Hall. Rest assured that health protocols required in a face-to-face event shall be strictly observed since this will be under the supervision of the professor in the subject.

For your information. Thank you.

MCA
MARIA CRISTINA C. AZUELO, PhD

Respectfully endorsed to the Office of the Graduate School Dean, **Dr. Maria Cristina C. Azuelo**, the herein attached Activity Proposal of the Master in Business Administration in cooperation with the Master in Management Program, titled, “Free Seminar-Workshop on Entrepreneurial and Livelihood Skills for OSCY Family Members and Local Entrepreneurs”, on May 15, 2021 at the Barangay Pamorangan Hall. This activity is a continuing extension project of the Graduate School named AGAPE (Akap, GAbay, Pabalik sa Eskwelahan) project. Also, the proposal is as well form part of the partial requirement of MBA 207, applying therein production, operations and management concepts.

For your review and consideration, please. Thank you.

GHN
GIRLY H. NAVAL, DBA
 Extension Coordinator- GS



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Graduate School

ACTIVITY PROPOSAL

- I. **PROJECT TITLE:** Free Seminar-Workshop on Entrepreneurial and Livelihood Skills for OSCY Family Members and Local Entrepreneurs
- II. **THEME:** “Educating Youth and Micro Entrepreneurs for Sustainable Development: AGAPE Project Continuing Program”
- III. **PROPONENTS:** Master in Business Administration
Class 2020-2021, 2nd Semester
Dr. Girly H. Naval
- IV. **PARTICIPANTS:** Seventeen (17) Mothers or Member of the family of Out-of-School Children and Youth (OSCY) of Brgy. Pamorangon

Three (3) Local Entrepreneurs of Brgy. Pamorangon
- V. **COOPERATING ENTITIES:** MBA 207 Class of 2020-2021
MM Class of 2019-2020
CNSC Graduate School
Department of Agriculture
Office of the Provincial Agriculturist
Office of the Municipal Agriculturist
Brgy. Pamorangon Council
Alpha Mu Omega
- VI. **FUND SOURCE:** MBA 207 Class 2020-2021, 2nd Semester-students’ contribution
 - Sponsorships from different organization
- VII. **DATE AND VENUE:** May 15, 2021 at Barangay Pamorangon Hall
- VIII. **PROJECT RATIONALE:**

AGAPE which stands for *Akap, Gabay, Pabalik sa Eskwelahan* and also means LOVE is a Camarines Norte State College Graduate School extension program. The teacher’s passion for his or her students, as well as his or her desire to instill in them the importance of a good education, are highlighted in this project. This project was carried out in 2019 by Master of Management students majoring in Educational Planning and Management, the majority of whom are public school teachers, for the benefit of out-of-school children and youth (OSCY). Its goal is to return OSCY to school in order to instill in them the value of education and to demonstrate concern for their future.



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understand in order to properly assess and implement a new business idea and several skill-building exercises to put the theory into practice.

XI. PROJECT DESIGN/PROGRAM ACTIVITY:

PROGRAM OF ACTIVITY

Date and Time: May 15, 2021 7:30 am to 12:30 pm

Venue: Brgy. Pamorangon Hall,
Daet, Camarines Norte

7:30 am - 8:00 am	Registration of Participants
8:00 am - 8:30 am	Opening Program (Reynan Belardo on AGAPE Project Overview - MM Student Representative)
8:30 am - 10:30 am	1 st and 2 nd Speaker (Gabi Production/Processing and Value Adding, Asexual Propagation)
10:30 am - 11:30 am	3 rd Speaker (Business Plan Writing)
11:30 am - 12:00 noon	Wrap up, Raffle
12:00 noon - 12:15 pm	Closing Remarks (Wilmarr M. Atun - Chairman-Research Committee)
12:15 pm - 12:30 pm	Clean up

XII. WORKING COMMITTEES

To ensure project proponents' effectiveness and performance, the class voted to divide authority to prevent misunderstandings and command disputes. This decision is justified by the nccd for a smooth and reliable implementation flow. It was agreed to divide the class into classes in order to efficiently differentiate working activities. The following is a list of roles and tasks:

Research Committee	Chairperson: Wilmarr M. Atun Co-Chair: Menchie Abanto Members: Gelo Laviste Rizza P. Preconcillo Inri Medina
Committee to prepare the Proposal, Other Communication, and Training Design	Chairperson: Airen V. Ilagan Co-Chair: Leonessa A. Abuyo Members: Rey Carlo G. Secretario Vivian Angela G. Bacayo



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Graduate School

	Daniel Angelo G. Bacayo
Committee on Logistics and Coordination with MM students, Brgy. Officials, Participants, Resource Person	Chairperson: Rexmar Christian Bernardo Co-Chair: Frances Marie G. Palean Members: Jenrey P. Rana Aljan G. Castilar Gellie Rose Guerrero
Committee on Venue, Programs, and other Utilities	Chairperson: Julie Fe S. Laborte Co-Chair: Jethru Thomas D. Fernandez Members: Christian R. Custudio Richard Laureles King Papango Jovelyn Gerio
Committee on Evaluation, Reporting and Documentation	Chairperson: Sarah Mae Cudac Co-Chair: Jerome L. Samante Members: Jelaine Faye Garfin Ivan Paul S. Ponayo Jed Rollie J. Magana Joshua Galvez

XIII. PRECAUTIONARY MEASURES/STANDARD OF BEHAVIOR TO BE OBSERVE

Health and safety protocols for COVID -19 must be observed at all times. During the event, participants must strictly adhere to the following safety precautions:

- 1) Observe physical/social distancing by maintaining one (1) meter apart.
- 2) All participants must wear facemask and face shield.
- 3) Always follow the IATF safety guidelines.

Prepared by:


AIREN V. ILAGAN
 MBA 207 Class Representative

Noted:


GIRLY H. NAVAL, DBA
 MBA 207 Professor

Recommending Approval:


MARIA CRISTINA C. AZUELO, PhD
 Dean, Graduate School

G. “EMPLOYEES WORKING HOURS AND MINIMUM WAGES”

The number of working hours is an important issue for employees and employers. There is often a mismatch between the actual and preferred working hours. This mismatch is more intense for employees with disabilities, who may be unable to find preferred conditions of employment and who need flexibility for daily life, travel, and medical appointments. A mismatch in working hours can lead to stress, fatigue, low morale, and low productivity. It is important for managers to manage the mismatch for all employees, especially those with disabilities, to increase satisfaction, productivity, and work-life balance.

With this rationale, a webinar on “Employees Working Hours and Minimum Wages” was conducted on January 9, 2021. This activity addressed the following objectives: determine the workers/ employees working hours and minimum wage’ determine the risks of having prolonged working hours, and identify solutions to resolve the risks of having prolonged working hours. There were 110 participants in said activity composed of Master in Public Administration and Master in Management students of the Camarines Norte State College. After the activity, an evaluation was conducted and the result revealed an outstanding overall satisfaction level from the participants on the following are

**Webinar
Entitled:
Employee
Working Hours
and Minimum
Wages**

NARRATIVE REPORT

A One-day Webinar entitled: “Employee Working Hours and Minimum Wages”

As partial fulfilment to the subject PA222 Human Resource Development and Management, the class conducted a webinar related to Human Resource, entitled “Employees Working Hours and Minimum Wages. The objective of this is to determine the workers/ employees working hours and minimum wage, the risks of having prolonged working hours and to identify solutions to resolve the risks of having prolonged working hours.

To ensure a smooth flow on the day of the webinar a dry run was conducted on January 7, 2021 at 6:35 in the evening, led by Ms. Ma. Audrey D. De Ramon. Matters regarding the Token of Appreciation to the Speakers, assigned proponent in playing of videos, who has access to mute microphones and accept participants in the webinar. Ms. Bacerdo suggested inviting the working class as a participant of the webinar and the class agreed. Ms. Rala asked if it would be possible to record the entire webinar, Ms. De Ramon and Ms. Ramos will try to record. Clarifications were made about the Certificates that will be given to the Speakers and Participants after the webinar. Before the end of the activity Ms. Dela Cruz suggested playing videos while waiting for the participants to join the webinar then Ms. De Ramon informed the class that there are videos ready to be played. At exactly 7:25 in the evening the dry run ended.

Registration of participants started at 8:00 o'clock in the morning. The webinar started at 9:00 o'clock with the presentation of the House Rules during the entire session of the webinar by Ms. SB Corazon Y. Bacerdo. Just like any other seminar, the National Anthem, CNSC Hymn and an Invocation was played via video presentation. A welcome address was delivered by Mr. Giovanni G. Sacriz. He recognized the effort of the class to make the webinar possible as well as the guidance and support from Professor Corazon S. Fajardo and Dean Maria Cristina A. Azuelo. Then Mr. Francisco A. Adorino, Jr. introduced the participants on the webinar. Ms. Maria Cristina T. Azuelo, PhD. – Dean of CNSC Graduate School gave her message, she shared information about a study conducted which revealed that long working hours were shown to adversely affect the occupational health of the employees. Before the start of the first speaker, Ms. Corazon S. Fajardo, PhD. gave her heart-warming message to the participants of the webinar.

At 10:00 o'clock in the morning the first speaker, Mr. Henry V. Almanon – Regional Vice-President Philippine Health Insurance Corporation, Regional Office V, was formally introduced by Ms. Bacerdo. The presentation was entitled “Viability of Employee Salaries in Relation to the Standard of Living in the Province.” The objective of the presentation are as follows:

1. To understand the drivers of change in the workplace
2. To acquire tools to assess or examine government response to productivity, income and wages in the Philippine setting

as: objectives/content, resource person/technical expert, assessment of knowledge, and others particularly on the effectiveness of the activity on meeting personal objectives, timeliness of the activity, and overall quality of the service provided.

EVALUATION OF THE WEBINAR

110 participants were able to submit their evaluation after the Webinar entitled “Employee Working Hours and Minimum Wages” dated, January 9, 2021. The table below revealed that the over-all satisfaction level of participants is outstanding.

PERFORMANCE CRITERIA	SATISFACTION LEVEL					WM
	1	2	3	4	5	
1 Objectives/Content (Layunin at nilalaman)						
a. Attainment of objectives			5	8	97	4.84
b. Completeness of the information provided			5	8	97	4.84
c. Usefulness and relevance of the activity to the needs of the community/beneficiaries			5	29	76	4.65
d. Contribution of the activity to community development			5	15	90	4.77
2 Resource Person/ Technical Expert						
a. Mastery of the topic/s			2	21	87	4.77
b. Clarity of presentation			2	14	94	4.84
c. Methodologies/strategies used			2	17	91	4.81
3 Others						
a. Effectiveness of the activity in meeting personal objectives			2	11	97	4.86
b. Timeliness of the activity			5	29	76	4.65
c. Overall quality of the service provided			2	17	91	4.81
4 Assessment of Knowledge						
a. Before the Training		28	55	22	5	3.04
b. After the Training			2	9	99	4.88

Key takeaways/learning in topic 1

- To know about the things when I'm already employed.
- Very effective topic which contributes learning on the part of the employees and soon to be employees...
- This topic enlightens me in many ways, it helps me a lot.

H. “AGAPE: AKAY AT GABAY PABALIK SA ESKWELAHAN”

This narrative report on “AGAPE: Akay at Gabay Pabalik sa Eskwelahan” captures the details and other relevant information relative to the conduct of the activity.

NARRATIVE REPORT

“Behind every successful person, there is one elementary truth. Somewhere, somehow, someone cared about their growth and development.”

At a time when educational attainment beyond high school is increasingly viewed as a necessary step toward employment, dropping out from school continues to be a phenomenon in the Philippine education in spite of the fact that every year the government through school authorities dovetails efforts to drumbeat the importance of education in human life. It is with this realization that eleven (11) Masters in Management major in Educational Planning and Management students of Camarines Norte State College; majority of which are public schools teachers decided to help the Department of Education bring back to school Out of School Children and Youth (OSCY), hence AGAPE was conceptualized. AGAPE which stands for Akay at GAbay Pabalik sa Eskuwelahhan also means LOVE. In this case, the love of a teacher to his/her pupils and his/her desire to instill in them the value of a good education.

AGAPE: Akay at GAbay Pabalik sa Eskuwelahhan was held last November 29, 2019 at the Senior Citizen Hall of Brgy.Pamorangon Multipurpose Hall in Brgy.Pamorangon Daet, Camarines Norte. It was attended by 20 identified OSCY from the said barangay. The seminar was designed to assist the OSCY in establishing pathways in their re-entrance into the educational system through the activities provided by related organizations and to provide motivation, guidance and inspiration to OSCY and transform their minds to become a more productive member of the society.

The proponents arrived at Brgy.Pamorangon Multipurpose Hall at 6:30 AM to clean and prepare the Senior Citizen Hall which was the venue of the activity. Everyone was full of apprehensions when at 8:30 AM not a single participant was in sight. True to the activity title, we home visited and literally fetch and escorted our dear participants. It was a challenging yet a rewarding and humbling experience for us when at 9:00 AM they started coming in.

At 9:30 AM, AGAPE started with a short program led by Reynan T.Belardo as the master of ceremony. The program started with the singing of the Philippine

National Anthem followed by an opening prayer, both via multimedia presentation. The participants, program proponents, guests and speakers were warmly welcomed by Brgy.Pamorangon Captain, Nicanor T.Paliza. Indeed,we were truly honored and humbled by the presence of three esteemed Professors from Camarines Norte State College who each gave a short but inspiring message .Dr.Corazon Fajardo, our professor in the course Management of Educational Institution and the Graduate School Extension Services Coordinator gave an Overview of the Activities. While Drs. Girlie H. Naval, Adviser of the Masters in Management Program and Maria Cristina C.Azuelo, Dean of the Graduate School each gave a short yet inspirational message for the participants. The short program was formally closed by Joey Camille Roldan, Graduate School Organization Treasurer and MM Representative.

The seminar proper started with a Getting to Know You fun activity facilitated by Ms. Cristina Abiar,a kindergarten teacher of Basud Elementary School.All participants introduced themselves by stating their name and their favorite fruit.Afterwards a contest as to who can remember the most names of participant was played.It was a lighthearted moment that set the mood for the actual seminar session.

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CAMARINES NORTE STATE COLLEGE
 F. Pimentel Avenue, Brgy. 2, Daet, Camarines Norte - 4600, Philippines

QUALITY MANAGEMENT SYSTEM

ATTENDANCE SHEET (PARTICIPANTS)

'AGAPE' Atay at Gabay Pabalik sa Eskwelahan
 Event

November 29, 2019 9-5 PM
 Date & Time

Brgy. Pamorangon Multi Purpose Hall Pamorangon Dcn
 Place/Venue

NO	FULL NAME (Last Name, First Name, M.I.)	DESIGNATION	COLLEGE/ OFFICE	CONTACT NO	SIGNATURE
1	Vincent M. Villorino	OSY			[Signature]
2	James Albert Iberia	OSY			[Signature]
3	Gabuya Gian E.	OSY			[Signature]
4	Galdua Angela C.	OSY			[Signature]
5	Francis Darren F.	OSY			[Signature]
6	Coriol Gerardo A. Corpuz	OSY			[Signature]
7	Kim Ariza A. Montano	OSY			[Signature]
8	Tristan Jandro J. Russel	OSY			[Signature]
9	MARK JUSTIN P. MANUEL	OSY			[Signature]
10	Maryjane A. Bitara			0928583600	[Signature]
11	Nicole Aring				[Signature]
12	Jessie Mae Aring				[Signature]
13	CHRISTIAN MATAPO				[Signature]
14	John Chris Sabanal			0970343324	[Signature]
15	Rojay Lacson				[Signature]
16	John Lloyd Carranza				[Signature]
17	Voltaire Bordenes				[Signature]
18	Ace John Bitara				[Signature]
19	Rojan Estrada				[Signature]
20	denicho Sabas				[Signature]

Republic of the Philippines
CAMARINES NORTE STATE COLLEGE
 F. Pimentel Avenue, Brgy. 2, Daet, Camarines Norte - 4600, Philippines

QUALITY MANAGEMENT SYSTEM

ATTENDANCE SHEET (COOPERATING AGENCIES)

'AGAPE' Atay at Gabay Pabalik sa Eskwelahan
 Event


November 29, 2019 9 AM-5 PM
 Date & Time

Brgy. Pamorangon Multi Purpose Hall Pamorangon Dcn
 Place/Venue

NO	FULL NAME (Last Name, First Name, M.I.)	DESIGNATION	COLLEGE/ OFFICE	CONTACT NO	SIGNATURE
1	DASILLO, MARLEA MA. BERDO	DEPT LEO		09766293779	[Signature]
2	Richard B. Parilla	912	PAMORANGON LGU		[Signature]
3	THELAS M. PANGILO	TEACHER			[Signature]
4	BLESILYN R. PANOTES	EPS II-ALS	DepEd	09198-501356	[Signature]
5	Mardo, Darcy Guy Y	EPS	DepEd	0917703818	[Signature]
6	Nina V. Romero	Teacher 1	DepEd		[Signature]

Having been identified by most OSCY as their next learning destinations, the speakers for the morning session are representatives from the Technical Education and Skills Development Authority (TESDA) and the Department of Education Alternative Learning System. Ms. Lizel Sumayao introduced Mr. Tobias Obrero Jr., TESDA Specialist II while Ms. Rosita Lota introduced Mrs. Blesilda Panotes, ALS Education Program Specialist II. Both speakers comprehensively discussed the different plans and programs of their respective agencies and how these programs can cater to the needs of the OSCY.

The afternoon session resumed at 1:00 PM with activities and games where the proponents and the participants played together to re-establish camaraderie and eliminate boredom. It was followed by a sharing session where Mrs. Niña Romero, a Mathematics teacher at Camarines Norte National High School and one of the proponents of AGAPE shared her inspiring journey as a former OSCY who believed that poverty is not a hindrance in attaining a good education. Inspired by Ms. Romero's moving life story, two participants also shared their life's aspirations.



Republic of the Philippines
CAMARINES NORTE STATE COLLEGE
 F. Pimentel Avenue, Brgy. 2, Daet, Camarines Norte - 4600, Philippines

QUALITY MANAGEMENT SYSTEM

ATTENDANCE SHEET (PROPONENTS)

AGAPE: Akoy at Gabay Pabalik sa Eskwelahan
Event

November 29, 2019 9-5 PM
Date & Time

Brgy Pamorangan Multi Purpose Hall Pamorangan DCU
Place/Venue

NO	FULL NAME (Last Name, First Name, M.I.)	DESIGNATION	COLLEGE/ OFFICE	CONTACT NO	SIGNATURE
1	LOTA, ROSITA S.	Teacher I	CNSC- GS	09568059750	[Signature]
2	Reynan, T. Belardo	Teacher I	CNSC- GS	09179988928	[Signature]
3	Shano, Rinna	Teacher I	CNSC- GS	09177422882	[Signature]
4	Fajardo, Corazon S.	Prof	CNSC- GS	09185174377	[Signature]
5	NAVIL, GIBET H.	Prof	CNSC- GS	0988944832	[Signature]
6	AZUELO, Maria Inocencia	Dean	bc	09211114971	[Signature]
7	NIDA P. FLORES	T-1	CNSC- GS	09301094443	[Signature]
8	LIZEL M. SUMAYAO	T-1	CNSC- GS	09108464514	[Signature]
9	Niña V. Romero	T-1	CNSC- GS		[Signature]
10	Babey Jane R. Rosendo	T-1	CNSC- GS		[Signature]
11	CRISTINE S. APILAK	T-1	CNSC- GS	09108109778	[Signature]
12	JOBY Camille F. SILDAN		CNSC- GS	092225871537	[Signature]
13	Ma. Grish C. Guin		CNSC- GS	09562116110	[Signature]
14	LEONILA S. MASON	T-1	CNSC- GS		[Signature]
15					

INITIATIVES OF THE COLLEGE FOR THE CONDUCT OF IMPACT ASSESSMENT

The Camarines Norte State College has a partnership with Camarines Sur Polytechnic University on the conduct of impact assessment on the extension programs of the College. The College has been working on its partnership with Bicol University and Catanduanes State University on similar initiative. For the latter, MOA was already presented to the Administrative Council of the Camarines Norte State College for confirmation of the Board of Trustees.



CAMARINES SUR POLYTECHNIC COLLEGES



CAMARINES NORTE STATE COLLEGE

MEMORANDUM OF UNDERSTANDING

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Understanding is entered into and executed by and between:

CAMARINES SUR POLYTECHNIC COLLEGES, a government institution of higher learning established and existing by virtue of Batas Pambansa Big. 512 with principal office address at San Miguel Poblacion, Nabua, Camarines Sur, represented herein by its President, **DR. AMADO A. OLIVA JR.**, herein referred to as the "CSPC";

and

CAMARINES NORTE STATE COLLEGE, an academic institution of higher education and existing by virtue of Republic Act No. 7352 with principal office address at F. Pimentel Avenue, Daet, Camarines Norte represented herein by its President, **DR. MARLO M. DELA CRUZ**, herein referred to as the "CNSC".

WITNESSETH

WHEREAS, CSPC, is a state college mandated to primarily provides higher technological, professional and vocational instruction and training in fisheries, trade and technology, arts and sciences, as well as short term technical and vocational courses, and promotes researches in the exploration and conservation of natural resources;

WHEREAS, CNSC, is a state university mandated to primarily provide higher technological and professional instruction and training in the fields of economics, agriculture, health, engineering, education, management, finance, accounting, forest research and conservation, business and public administration as well as short-term technical and vocational courses, provide and promote research and extension services, advance studies and progressive leadership in all areas of discipline and responsibilities.

WHEREAS, CSPC, through the Center for Research and Development, College of Computer Science, College of Arts and Sciences, College of Engineering and Architecture, College of Health Sciences, College of Tourism, Hospitality and Business Management, College of Technological and Developmental Education, Graduate School, and CSPC-Buhi Campus, intends to establish a partnership with the CNSC to implement various research-related collaboration and activities including impact studies, feasibility studies, tracer studies and other related activities;

WHEREAS, CNSC, through the College of Computing and Multimedia Studies, College of Business and Public Administration, College of Agriculture and Natural Resources, College of Engineering, Entienza Campus, Institute of Fisheries and Marine Sciences, Graduate School, College of Arts and Sciences, College of Trades and Technology, intends to establish a partnership with the CSPC to implement various research-related collaboration and activities including impact studies, feasibility studies, tracer studies and other related activities;

WHEREAS, CSPC and CNSC will enter into a Memorandum of Understanding (MOU) specifying their obligations and counterparts in the conduct of impact study and any research programs, projects or activities (PPAs).

NOW, THEREFORE, for and in consideration of the foregoing premises, the herein parties hereby agree and stipulate on the following:

DR. MARLO M. DELA CRUZ
President, CNSC

DR. AMADO A. OLIVA JR.
President, CSPC

DR. DAVID E. MALIGAT JR.
Dean, COME

ANNE MARIE L. CARRISON
Dean, COME

DR. PATRICIO SANTIAGO A. PAULINO
Dean, CPCE

MR. MA. BERNARDO T. O. TARAMON
Administrator, BUHI Campus

DR. EDUARDO M. AGAO
Dean, Graduate School

DR. JOSEFAINE F. DEVEDO
Dean, CASB

**ARTICLE I
SCOPE AND COVERAGE**

Section 1. CSPC and CNSC recognize its partnership in the provision of technical and professional services. Specifically, CSPC shall collaborate with CNSC in the conduct of various research-related activities including impact studies, feasibility studies, tracer studies and other related activities.

**ARTICLE II
DUTIES AND RESPONSIBILITIES OF THE PARTIES**

Section 1. By the provisions of this understanding, the parties shall perform the following duties and responsibilities in support to the above-mentioned research PPAs:

CSPC and CNSC shall:

1. Identify faculty and personnel per party responsible for the efficient and effective implementation of the impact studies, feasibility studies, tracer studies or other research-related activities;
2. Issue designations, travel orders, and other documents that are necessary for the implementation of the activities in the Gantt chart;
4. Closely coordinate with each other in the implementation of the initiatives and identification of its deliverables.
5. Share resources like the provision of enumerators, statisticians, editors and other manpower requirements.
6. Establish a harmonious partnership towards achieving a quality research studies; and
7. Evaluate the results and outputs of the activities.

**ARTICLE III
CONFIDENTIALITY**

Section 1. In compliance with RA 10173 otherwise known as the Data Privacy Act of 2012, all information, data, documents, and papers exchanged between the parties to this MOU in relation to its preparation, negotiation and execution, shall be treated by both parties with utmost confidentiality and shall not be divulged or shared to any third party without prior written consent from the data owner. This provision shall remain in effect even until after the termination of the agreement.

**ARTICLE IV
TERM OF THE UNDERSTANDING**

Section 1. The activities indicated in this MOU shall be implemented beginning October 2024 until the end of the aforementioned activities.

**ARTICLE V
EFFECTIVITY**

Section 1. This Understanding shall take effect immediately upon signing and shall remain in full force. The parties may amend this Understanding by mutual agreement. Any party may terminate this Understanding upon written notice.

**ARTICLE VI
SEPARABILITY CLAUSE**

Section 1. The invalidity, illegality, and unenforceability of any of the provisions provided herein shall not affect the remaining provisions of this agreement and be held invalid, impaired nor the application thereof to any person or circumstances be considered null. If a court finds that any provision of this Agreement is invalid or unenforceable, then such provision shall be deemed to be written, construed, and enforced as limited.

DR. ARMANDO S. OLIVERA, JR.
SUC President III

DR. GARCIA DELA CRUZ
Vice for Research

DR. HAROLD L. ANTONIO
Director, CSE

DR. ROSARIO C. OMBIA
CSE Team, CSE

DR. MARICELLA NAVARELLAS
Team, CSE

DR. ROBERTO H. FLORES
Dean, CSE

DR. LEVI B. MALABANAN
Dean, Graduate School

DR. MARTIN D. VALERIANO, JR.
In-charge

DR. MARICELLA DELA CRUZ
CSE President III

DR. FRANCIS A. ALONSO
Vice for Research and Extension

DR. JESSICA M. GARCIA
Director, Research Services

DR. JOCEL M. TEMPLAR
Team, CSE

DR. JESSICA M. GARCIA
Team, CSE

DR. JESSICA M. GARCIA
Team, CSE

DR. ROBERTO H. FLORES
Director, Extension Campus

DR. MARTIN D. VALERIANO
Team, CSE

DR. MARIE JOY G. SILEBA
Team, CSE

DR. DANIEL V. MALIGAT, JR.
Team, CSE

ANN MARIE L. CARRON
CSE Team, PMS

DR. ESTRELLITA S. PAULINO

DR. MA. REGINELO M. CALIBRE

DR. EDUARDO M. ARBO

DR. JOSEPHINE PISCO


IN WITNESS WHEREOF, the parties have hereunto set their hands on this ____ day of _____ 2024 in Nabua, Camarines Sur, Philippines.

CSPC


DR. AMADO A. OLIVA, JR.
SUC President III


SIGNED IN THE PRESENCE OF:


DR. CHALLIZ B. OMOROG
VP for Research, Extension,
Production and Entrepreneurial Development



DR. HAROLD JAN R. TERANO
Director, Center for Research and
Development


MS. ROSEL O. ONESA
OIC Dean, College of Computer Studies


DR. MARLON S. PONTILLAS
Dean, College of Arts and Sciences


DR. KENNY NIÑO H. TAGUM
Dean, College of Health Sciences


DR. LENI M. MALABANAN
Dean, Graduate School


ENGR. MARTIN D. VALERAS, JR.
Dean, College of Engineering and
Architecture


DR. PATRICK GERARD A. PAULINO
Dean, College of Technological and
Developmental Education


DR. MARIA JOY C. IGLESIA
Dean, College of Tourism, Hospitality and
Business Management


MS. MA. BERNADETTE O. TAÑAMOR
Administrator, Buhi Campus

CNSC


DR. MARLO M. DE LA CRUZ, PECE
SUC President III

SIGNED IN THE PRESENCE OF:


DR. ROSALIE A. ALMADRONES
Vice President for Research and Extension


DR. ADRIAN C. GUINTO
Director, Research Services


DR. JOCELYN E. TRINIDAD
 Dean, College of Arts and Sciences


ENGR. AIREEN M. BABAGAY
 Dean, College of Engineering


DR. JEROME H. BALDEMORO
 Dean, College of Trades and Technology


DR. FERNANDO H. CORATCHEA
 Director/Dean, Entienza Campus


DR. JOFHILINE F. DYGICO
 Dean, College of Agriculture and Natural Sciences


DR. GEHANA D. LAMUG
 Dean, College of Business and Public Administration


ANNE MARIE L. CARREON
 OIC Dean, Institute of Fisheries and Marine Sciences


DR. EDUARDO M. ABAD
 Dean, Graduate School


DR. DANIEL E. MALIGAT, JR.
 Dean, College of Computing and Multimedia Studies

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)
 NABUA, CAMARINES SUR(S.S

BEFORE ME, a Notary Public for and in the GUINBOATAN, ALBAY this OCT 12 2024 day of _____ 2024, personally appeared:

Name	Competent Evidence of Identity	Date and Place of Issue
Dr. Amado A. Oliva, Jr.	CNIC Employee ID: 0166 186	01/10/11, Nabua, Cam. Sur
Dr. Mario M. De la Cruz	CNIC Employee ID: 0053	7/28/21, Davao, Cam. Norte

All known to me to be the same persons who executed the foregoing Understanding consisting of three (3) pages, including this Acknowledgment, and signed by the parties and their witness on every page thereof, and acknowledged that the same is their free and voluntary act and deed.

WITNESS MY HAND AND SEAL on the date and place first above written.



Notary Public

Doc No. 101 :
Page No. 33 :
Book No. 38 :
Series of 2024.

ATTY. PATRICK JESSIE S. PABO A. III
Notary Public for and in the State of
Iloilo (Commission No. 2025; Serial No. NP-2025-08
Exp. Date, 1481)
Rm. 208B70, 5078/0003 ALIBAY
PTB-120633/1707000 ALIBAY
MORJE, Davao Region No. VI-02 12448
Valid until August 15, 2025
patrick.j.pabo@proton.com
U.S. Dist. Court No. 1481/0003/0003, 0003/0003, 0003-

MEMORANDUM OF AGREEMENT

KNOW ALL THESE MEN BY THESE PRESENTS:

This Memorandum of Agreement, hereinafter referred to as MOA made and entered into this ___ day of _____ in _____, _____ by and between:

The **CATANDUANES STATE UNIVERSITY (CatSU)**, State University created and existed under the laws of the Republic of the Philippines, with principal address at Calatagan Proper, Virac, Catanduanes, herein represented by its President, **DR. PATRICK ALAIN T. AZANZA**, and hereinafter referred as **First Party**.

-and-

The **CAMARINES NORTE STATE COLLEGE (CNSC)**, State College created and existed under the laws of the Republic of the Philippines, with principal address at F. Pimentel Avenue, Daet 4600 Camarines Norte, herein represented by its President, **DR. MARLO M. DE LA CRUZ**, hereinafter referred to as **Second Party**;

WITNESSETH

WHEREAS, the First Party and the Second Party are State Universities and Colleges (SUCs) in the Bicol Region. Both SUCs have mandates to engage with the community through the implementation of various extension programs or projects within their respective areas of operation.

WHEREAS, the First Party and the Second Party intend to collaborate with partner institutions to conduct evaluations and impact studies of their extension programs or projects. This collaboration aims to improve the quality standards and adhere to the requirements for program accreditation set by AACUP and SUC Leveling.

WHEREAS, the First Party and the Second Party agree to jointly conduct the evaluation and impact study of their respective extension programs or projects, following their research, development, and extension policies and standards.

WHEREAS, the First Party agrees to conduct the evaluation and impact study of the extension programs or projects of the Second Party.

WHEREAS, the Second Party agrees to conduct the evaluation and impact study of the programs or projects of the First Party.

WHEREAS, the First Party and Second Party agree to implement the evaluation and impact study under the program of Bicol Regional Alliance Capacity Enhancement for Impact Evaluation (BRACE). BRACE aims to strengthen partnerships among SUCs in the conduct of impact evaluations of completed extension programs and projects, facilitating the sharing of resources and expertise.

NOW, THEREFORE, in consideration of the foregoing premises and the mutual covenants and undertakings hereinafter set forth, the parties hereby agree to the following provisions:

MEMORANDUM OF AGREEMENT

KNOW ALL THESE MEN BY THESE PRESENTS:

This Memorandum of Agreement, hereinafter referred to as MOA made and entered into this ___ day of _____ in _____, _____ by and between:

The **BICOL UNIVERSITY (BU)**, State University created and existed under the laws of the Republic of the Philippines, with principal address at Rizal Street, Legazpi City, herein represented by its President, **DR. BABY BOY BENJAMIN D. NEBRES III**, and hereinafter referred as **First Party**.

-and-

The **CAMARINES NORTE STATE COLLEGE (CNSC)**, State College created and existed under the laws of the Republic of the Philippines, with principal address at F. Pimentel Avenue, Daet 4600 Camarines Norte, herein represented by its President, **DR. MARLO M. DE LA CRUZ**, hereinafter referred to as **Second Party**;

WITNESSETH

WHEREAS, the First Party and the Second Party are State Universities and Colleges (**SUCs**) in the **Bicol Region**. Both **SUCs** have mandates to engage with the community through the implementation of various extension programs or projects within their respective areas of operation.

WHEREAS, the First Party and the Second Party intend to collaborate with partner institutions to conduct evaluations and impact studies of their extension programs or projects. This collaboration aims to improve the quality standards and adhere to the requirements for program accreditation set by AACCUP and SUC leveling.

WHEREAS, the First Party and the Second Party agree to jointly conduct the evaluation and impact study of their respective extension programs or projects, following their research, development, and extension policies and standards.

WHEREAS, the First Party agrees to conduct the evaluation and impact study of the extension programs or projects of the Second Party.

WHEREAS, the Second Party agrees to conduct the evaluation and impact study of the programs or projects of the First Party.

WHEREAS, the First Party and Second Party agree to implement the evaluation and impact study under the program of **Bicol Regional Alliance Capacity Enhancement for Impact Evaluation (BRACE)**. BRACE aims to strengthen partnerships among **SUCs** in the conduct of impact evaluations of completed extension programs and projects, facilitating the sharing of resources and expertise.

NOW, THEREFORE, in consideration of the foregoing premises and the mutual covenants and undertakings hereinafter set forth, the parties hereby agree to the following provisions:

CONDUCT OF IMPACT ASSESSMENT

An impact assessment on the GS CONNECT Extension Program has been initiated as evidenced by the suggestions/recommendations during the title defense of Ms Cyrele B. Dacillo, a Master in Public Administration student of the CNSC Graduate School. Data gathering is on process.



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Republic of the Philippines
CAMARINES NORTE STATE COLLEGE
F. Pimentel Avenue, Brgy. 2, Daet, Camarines Norte – 4600, Philippines

GRADUATE SCHOOL

Researcher : CYRELE B. DACILLO
 Degree Program : Master in Public Administration
 Title : PERCEIVED IMPACT OF GS CONNECT OF SELECTED BENEFICIARIES IN BARANGAY PAMORANGON, DAET, CAMARINES NORTE
 Date : June 8, 2024

SUGGESTIONS/RECOMMENDATIONS DURING THE TITLE DEFENSE

Chapter/Part	Suggestions/Recommendations	Compliance
Chapter 1	Perceived Impact of GS CONNECT on Selected Beneficiaries in Barangay Pamorangon, Daet, Camarines Norte	
Background of the Study	Improve the background of the study in such a way that you will be able to argue the need for the conduct of the impact evaluation of the GS CONNECT. Improve the discussion on page 4.	
Statement of the Problem	SOP 1 – Indicate in 1.4 budget allocation SOP 2 - What is the perception of the beneficiaries on the quality of services of GS CONNECT along: 2.1 livelihood; and 2.2 non-livelihood? SOP 3 – What is the perceived impact of the beneficiaries along: 3.1 learning; 3.2 values; 3.3 attitude; and 3.4 economic being? SOP 4 – Delete the parameters of the problems encountered SOP 5 - Rephrase to “Based on the findings, what improvements may be proposed to ensure the success of the GS CONNECT?”	
Scope and Limitation of the Study	To align the discussion of the scope in the changes in the SOP. The coverage of the study is from start of the GS CONNECT.	
Chapter 2	Improve the Chapter 2 based on the SOP	
Related Literature	Lacking related literature and studies. Focus about the	



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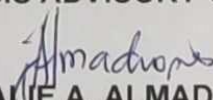
GRADUATE SCHOOL

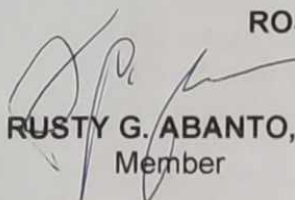
Related Studies	impact and other key variables of the SOP.	
Theoretical Framework	Revise the theoretical framework. Look for the theoretical framework that appropriate to the study. Check the Krikpatrick theory.	
Conceptual Framework	Improve the conceptual framework. The appropriate conceptual framework for the study is the IPO conceptual framework or the P-Model	
Definition of Terms	Be able to define the KKK LINGAP.	
Chapter 3	Improve the discussion of the methodology. The study will use the descriptive survey method.	
Population, Sample Size and Sampling Technique	Be able to identify the beneficiaries of the GS CONNECT. Delete the discussion about the Slovin's formula in the second paragraph.	
Survey Questionnaire	Improve the survey questionnaire. Align it in the SOP.	

Prepared by:

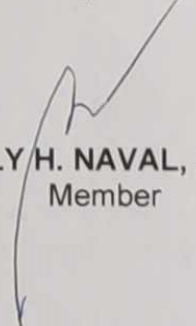
MARICEL A. BALON
Secretary

THESIS ADVISORY COMMITTEE:


ROSALIE A. ALMADRONES, PhD
Chairperson


RUSTY G. ABANTO, PhD
Member

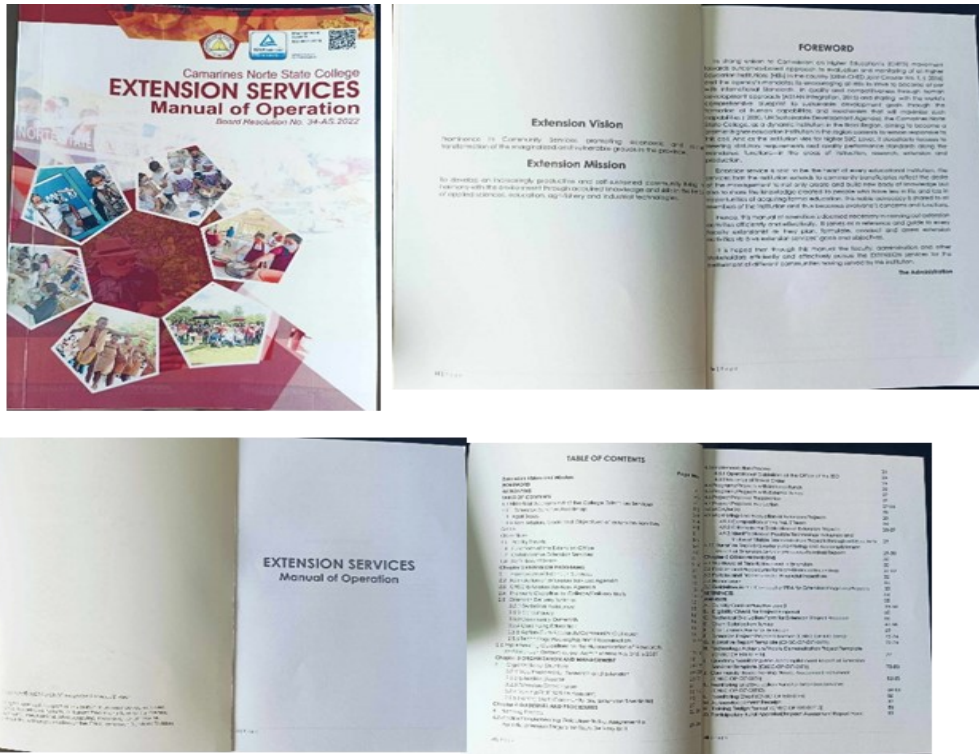
JENNIFER S. RUBIO, PhD
Member


GIRLY H. NAVAL, DBA
Member

BEST PRACTICES

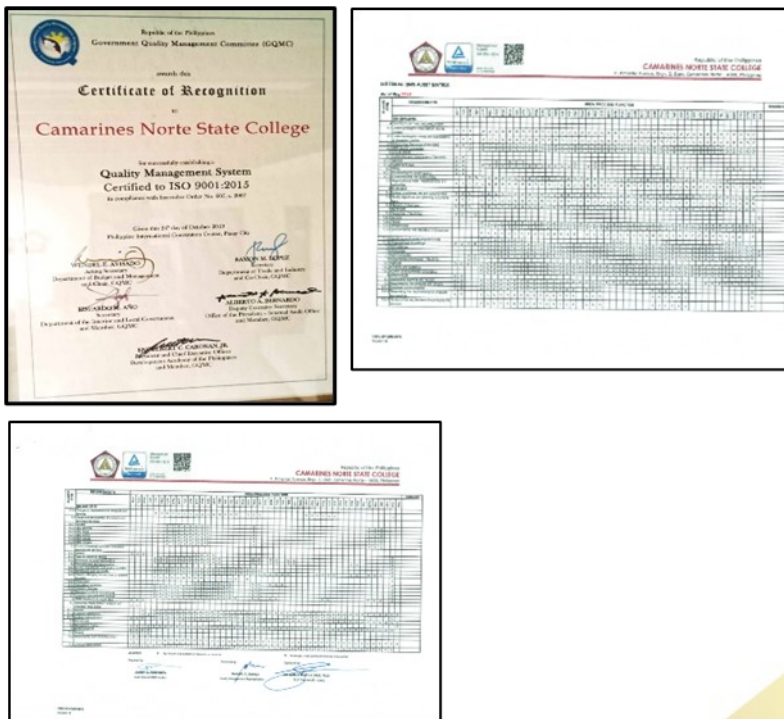
◆ **Standardization of the Institution Extension Process**

The Extension Services Manual, approved through BOT Resolution No. 34-AS.2022, outlines the general instructions and standards for the institution's extension services processes.



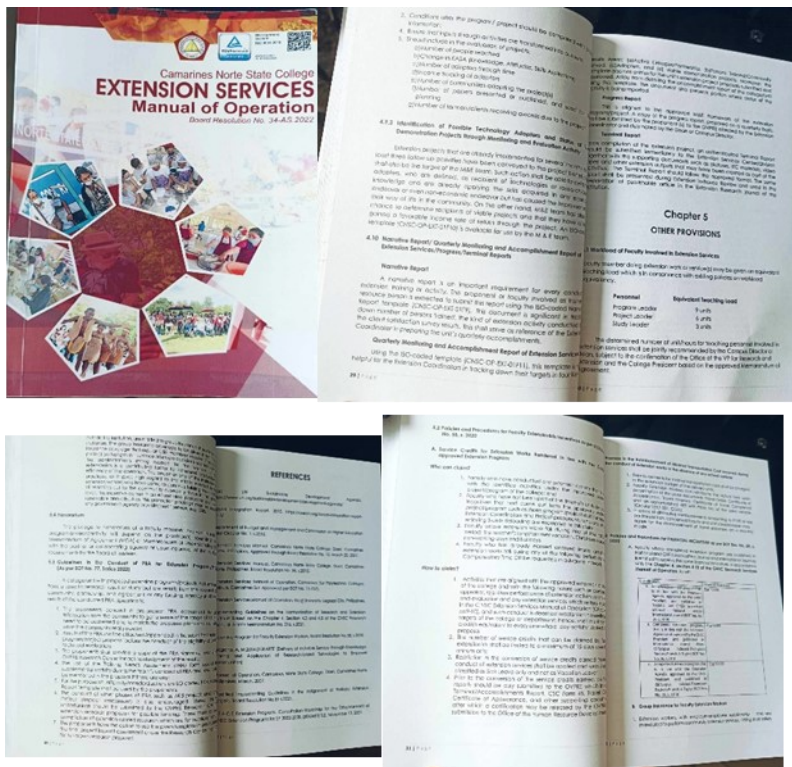
◆ **ISO Certified Extension Services Process**

The processes of the extension services and its offices are certified by ISO 9001:2005 ensuring quality management and continuous improvement standards.



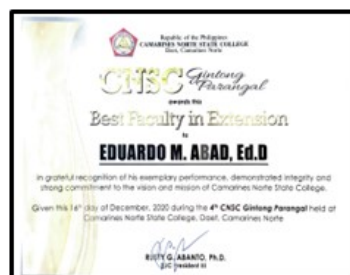
◆ Extension Services Incentives

Faculty involved in extension projects receive the following benefits: subject deloading, service credits (if applicable), compensatory time off, and publication incentives. These are all part of the CNSC support for faculty extensionist who provide service to the community.



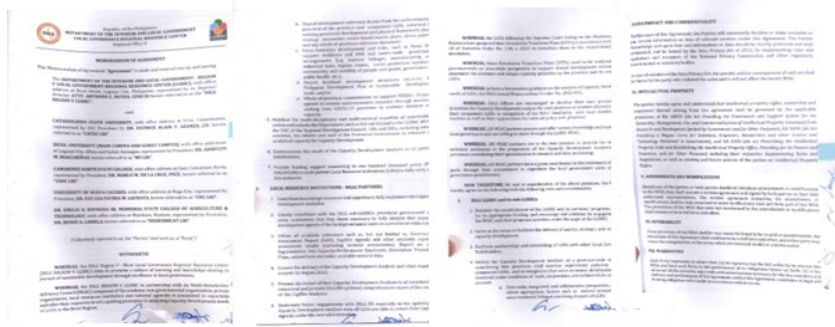
◆ Institution recognition to Best in Extension Services during the Gintong Parangal every end of academic year

The Best in Extension Services award is given to faculty who have significantly contributed and demonstrated exemplary performance in extension service during the academic year. The Gintong Parangal is an institutional recognition for faculty, staff, and administrators who have achieved excellence on their performance during the academic year.



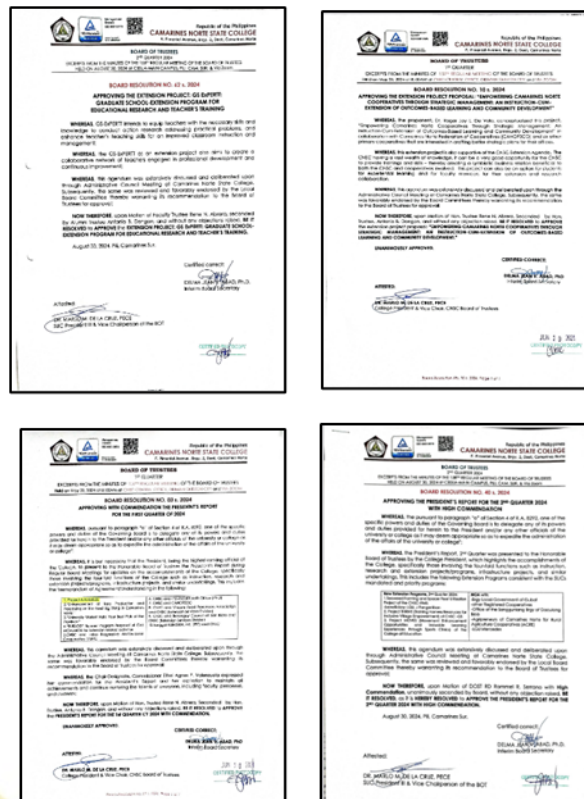
◆ **CNSC Extension Services in partnership with other government agencies and SUC's**

The GS faculty provided services as technical expert's analyst for the devolution plan analysis of LGUs in the province, in partnership with DILG Region V.



◆ **Extension Programs and Projects partnerships were confirmed by Board of Trustees**

After meeting prescribed requirements for the submitted extension program and projects, they were presented to and endorsed by the administrative Council. Following this, during the Board of Trustees meeting, the partnership for the extension services program and projects was confirmed.



◆ **Collaboration and partnership with other SUCS for Research and Extension Services which includes Impact assessments of extension projects**

Memorandum of Agreement were signed between CNSC and partner colleges and universities for conducting impact assessments in the extension programs and projects carried out.



CNSC



Camarines Norte State College

Graduate School