



Republic of the Philippines
NUEVA ECIJA UNIVERSITY OF SCIENCE AND TECHNOLOGY
Cabanatuan City
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**Excerpts from the Minutes of the 73rd NEUST Regular Governing Board Meeting
held last August 25, 2016 at
CHED Central Office, Quezon City**

Board Resolution No. 48, s. 2016

Resolution Approving the Nueva Ecija University of Science
and Technology Extension Manual subject to the condition that the University will observe
proper use of Extension funds, and subject to compliance with all government rules and
regulations

Approved

Certified true and correct:


FRANKLIN T. DUMAYAS, Ph.D.
Board Secretary

Attested:

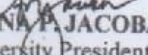

FELICIANO A. JACOBA, Ed.D.
University President
Vice Chair, NEUST Board of Regents

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c. Tourism and Beautification Development	
d. Education, Manpower and Organization Development	
e. Health, Nutrition and Family Planning	
f. Youth and Sports Development	
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Office Order No. _____

Policy Statement

It is the policy of the University to adopt a comprehensive extension program that shall respond to the demands that state colleges and universities answer through relevant programs and services to national and local development thrusts of the government, by institutionalizing the participation and involvement of all university colleges/departments and campuses in extension efforts that contribute to poverty alleviation and barangay empowerment and development.

Procedures and Guidelines:

1. The Office of the Vice President for Research, Extension and Training and other line units shall be created which is aimed at providing relevant and responsive programs and services to varied clientele of the service area within the parameters of the university's mission, vision and goals
2. The Extension units of the RET shall be primarily responsible in the implementation of COPED, the core extension program of the university.
3. The Deans of the different colleges/departments and Directors of the respective campuses shall directly be responsible in the implementation of COPED and heads of line units of RET shall directly coordinate with them.
4. The Deans shall assign a Focal Person for Extension who shall directly assist him/her in Extension activities/concerns.
5. Faculty members of the university shall render extension services and shall be mobilized to participate in community activities based on their expertise and line of specialization by providing technical assistance and consultancy services.
6. The university shall provide the necessary resources and generate funds from external sources to effectively carry out programs and activities of the Extension and Training department.
7. The university shall design an operating manual to guide all concerned in the implementation of extension activities.
8. An incentive mechanism for faculty extensionists shall be formulated and adopted by the university.

Effectively Date: *This Office Order shall be effective upon signing.*

Coverage; This policy shall cover all faculty extensionists, administration officials and other operating units of the university.

Preface

The development of the NEUST Extension Handbook followed the step by step implementation of the university's core extension program-Comprehensive Program for Empowerment and Development (COPED), COPED drew inspiration and lessons from its forerunner program which is BEDPAP NE or Barangay Empowerment for Development and Poverty Alleviation Program in Nueva Ecija. It was also implemented in partnership with different municipalities and barangays in the province with each cycle lasting to 3 years, as stipulated in the Memorandum of Agreement between the NEUST and the partner local government unit.

The university provided the framework for the model that was used in COPED and regularly checked on the application of the methodology in order to ensure that the elements of development that it deems most crucial in developing a truly empowered community, is in place. To ensure that the approaches and methodologies used are relevant and responsive to the needs of the community and the extensionists, experiences and learning will be documented for incorporation in the process of the revision of this handbook. Thus, comments and suggestions for further improvement of this handbook are most welcome.

2015

PREFACE

The development of the NEUST Extension Handbook followed the step by step implementation of the university's core extension program- Comprehensive Program for Empowerment and Development (COPED). COPED drew inspiration and lessons from its forerunner program which is BEDPAP NE or Barangay Empowerment for Development and Poverty Alleviation Program in Nueva Ecija. It was also implemented in partnership with different municipalities and barangays in the province with each cycle lasting to 3 years, as stipulated in the Memorandum of Agreement between the NEUST and the partner local government unit.

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NEUST VISION

NEUST is an educational leader in science and technology in Region III managed by committed and ethical public servants where:

A culture of excellence, high ethical standard and solidarity thrives and prospers in each of the university's academic and administrative departments and units; and

Each college, institute and campus is a center of development or excellence in instruction, research, extension service, production, sports and cultural development, transforming students, alumni and other clienteles into high quality, competent and ethical leaders, professionals and/or middle level manpower in the fields of services, technology, education, management, arts and technology-based education and training.

NEUST MISSION

RA 8612, The NEUST charter, provides the mandated mission of the university as follows:

To primarily provide advance instruction, professional training in arts, science and technology, education and other related fields; undertake research and extension services and provide progressive leadership in these areas;

To offer graduate, undergraduate and short term technical courses within its areas of specialization and according to its capabilities, considering the needs of the province, the region and the country.

EXTENSION AGENDA

A. University Extension Agenda

The NEUST Mandate and the Vision for the Extension Services serve as the basic framework in the preparation of the University Extension Agenda. As crafted, the Vision Statement of the University Extension is **NEUST: The Bridge for Sustainable Community Development through Networking, Partnership and Convergence**, shall provide the development directions of the extension program and projects. The Extension Vision presupposes that becoming a bridge to effect sustainable community development resulting to improving the quality of lives of the people of our service areas requires concerted efforts among all stakeholders – government (national and local), business sector, civil society and the community itself, in harnessing the communities' potentials for economic growth and development.

The following are the basic descriptors of the Vision Statement:

1. **NEUST as the bridge.** As a university we have the competence and expertise to facilitate development in the community. Armed with the right values and organizational culture, we can mobilize our resources by serving as catalyst of change in the community. As an academic institution we have the credibility to facilitate the development process, because we are apolitical and also we have the responsibility because more people do not have access to higher education. We bring closer the University to the community.
2. **Sustainable Community Development.** As a University, we will exert all effort we can master and muster to assist the local government units through governance, to help the marginalized and the vulnerable to be accorded access to adequate social services and protection and safety nets despite the economic integration of the ASEAN and world trade and commerce. We will help capacitate the people to cope with these developments. Also,

we must also be able to use our expertise to help LGUs adopt measures to reduce the adverse effect of disasters brought about by climate change.

3. **Networking, Partnership and Convergence.** Networking, partnership resulting to convergence shall be means to facilitate the attainment of the sustainable community development. The partnerships we are nurturing are inter-departmental, and with the external communities especially with the local government units. A synergy must be developed between NEUST operating units and the national government agencies, local government units, and non-government organizations including the business sector shall be the cross-cutting strategy inorder to become effective agents of change in our service areas. The convergence of the resources from all stakeholders will definitely result to sustainable community development

A.1 NEUST Extension Vision and Its Elements

“NEUST: The Bridge for Sustainable Community Development through Networking, Partnership and Convergence”

This statement underscores the belief of the University that it must become a bridge in responding to the call of the time which is sustainable development-that is the development path pursued must not compromise the needs of the future generation. While the partner LGUs are working in improving the quality of lives of the present and the next generation of province, the municipality and the barangays, the University will advocate for the concerted efforts among all stakeholders -- government (national and local), on one hand, and business sector and civil society, on the other, to harness its potentials for economic production and inclusive growth.

Underlying assumptions include: (1) that when the academe, national government agencies, private organizations, local government unit and the residents converge and engage in productive activities, the community’s wealth shall increase; (2) that economic growth shall be driven by resource-based activities resulting to inclusive improvements in the general welfare; (3) that when the municipality’s natural resources are put to sustainable use, inclusive economic growth shall also be sustained; (5) that sustained economic growth of the municipality can be enhanced by considering the external environment –market and technological opportunities; (6) that local governments are in the

forefront of the economic development process with national government providing the necessary support.

A.2 Goals and Objectives

Below are the development Goals that directly support the attainment of the Vision. They are translated into development objectives.

Goal 1. Contribute in the attainment of local sustained and inclusive growth and development. With limited industry players, partner municipalities are in need of increasing investments and industries that would contribute to the local economy and provide gainful employment to its people. To enable this, the local government units should continue pursuing aggressive trade and industry promotion through the adoption of business-friendly policies and procedures. Along this thrust, the University through the different colleges can help by providing technical assistance to the LGUs in areas of local development planning, project feasibility study preparation, training and other aspects project development and management. This can be done by mobilizing faculty members in helping the LGU in conceptualizing and implementing Community Enterprise Development Program, assist in organizing and strengthening cooperatives and viable livelihood associations to undertake economic enterprise.

The Business Administration Program of the Graduate School shall take the lead to continue in implementing the Economic Development Program in partnership with the DTI and other international organizations. Under this program, burning issues affecting economic development will be identified by stakeholders during the Rapid Economic Appraisal and a number of projects will be pursued by the concerned LGU. The NEUST-Graduate School can serve as the Business Development Service Provider or BDS.

To parallel the growth in the municipality's agricultural products, local entrepreneurs need be assisted in the development of product packaging and market. In this respect, the University can ably support partner LGU.

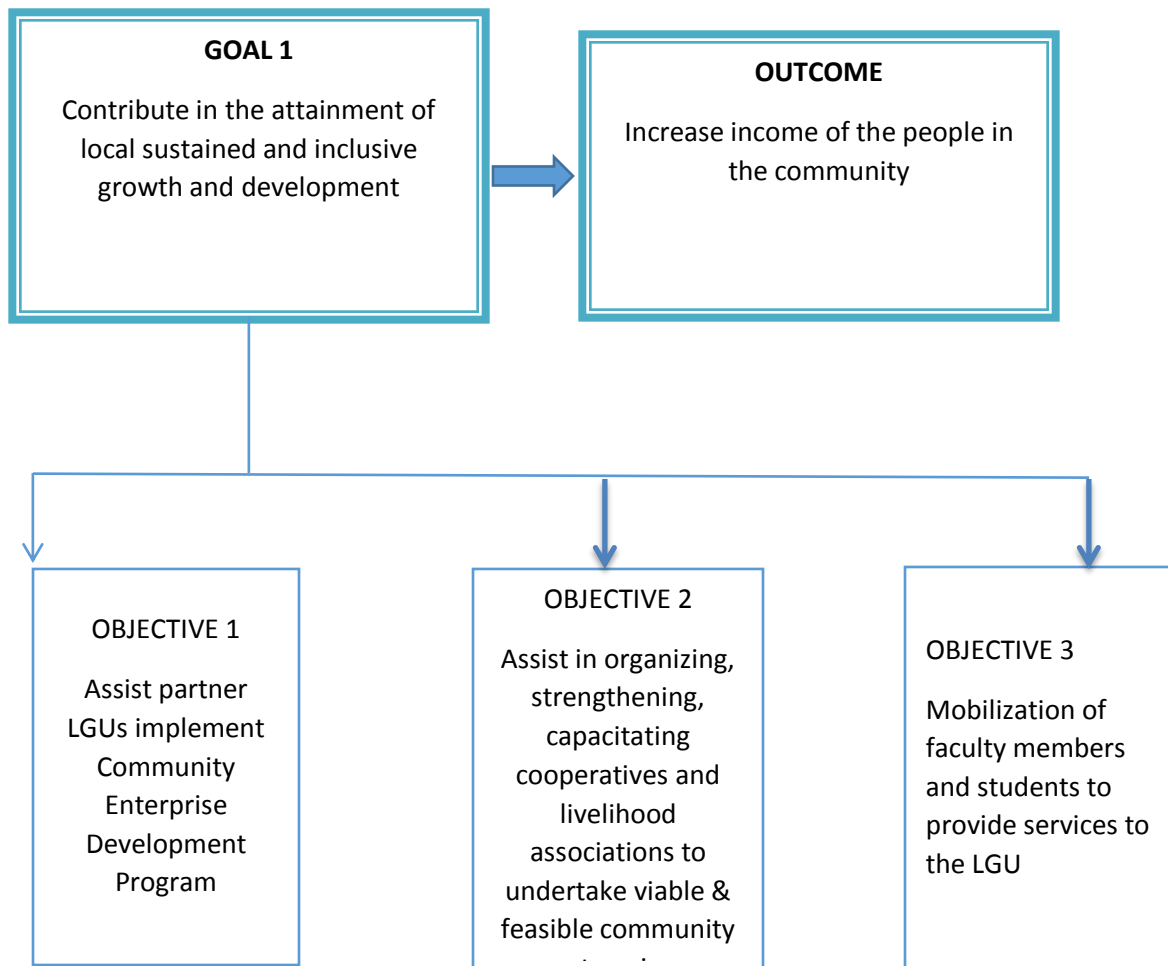
Goal 2. Contribute in developing globally competitive , responsible and resilient professionals and middle level manpower.

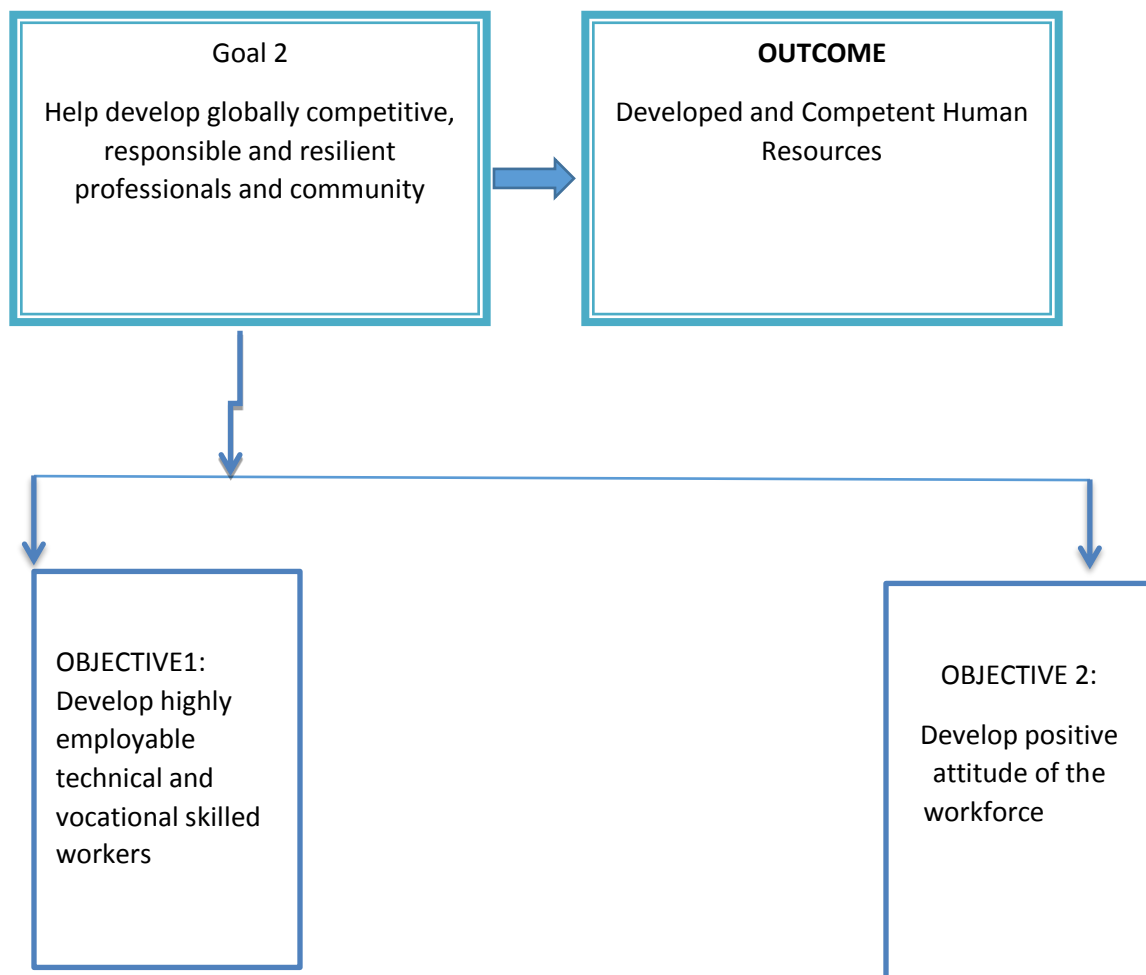
The different partner municipalities of NEUST under its Extension Program had envisioned that their constituents shall possess skills of world-class standard and caliber. The NEUST shall design courses in partnership with TESDA and conduct trainings and Lifelong Education Courses that would be preferred by industries. A dynamic industry-academe linkage shall be established to ensure employability of graduates. Trainings of the youth unemployed or under employed in the locality shall be funded by the LGU with assistance from DOLE, TESDA and other sources. The PESO shall also be an active partner in this endeavor. The concerned colleges/campuses shall continue conducting community-based Academic Extension Program to ensure the professional advancement of the poor but deserving students of the locality. The LGU is paying for the tuition fee of the students being their scholars.

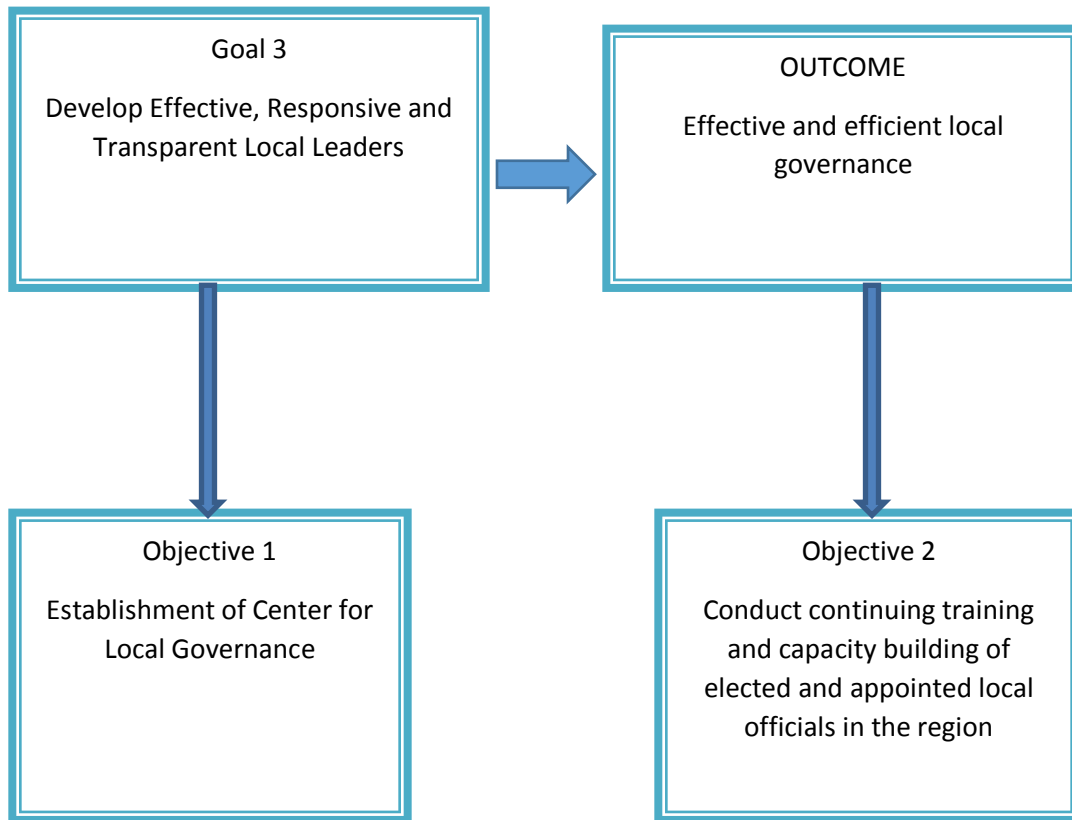
Goal 3. Develop Effective, Responsive and Transparent local leaders.

Effective, responsive and transparent governance starts from the conscious efforts of the local leaders to always bear in mind that “ Public Service is Public Trust”. Part of the development direction of the University is to put up a Center for Local Governance. It is positioning the University as the major partner of the local government units in the province or the region in developing its elected officials to become effective and efficient.

As depicted in the Extension Framework , through the Instruction function we will be able to hone and develop further local leaders become more responsive to the needs of the constituents. On top of the managerial skills that we would like to develop, our courses will also be value-driven. Faculty members will be mobilized in conducting community-based researches to determine the training needs of the target clientele, so that course offerings are needs driven and more relevant.







STRATEGIES

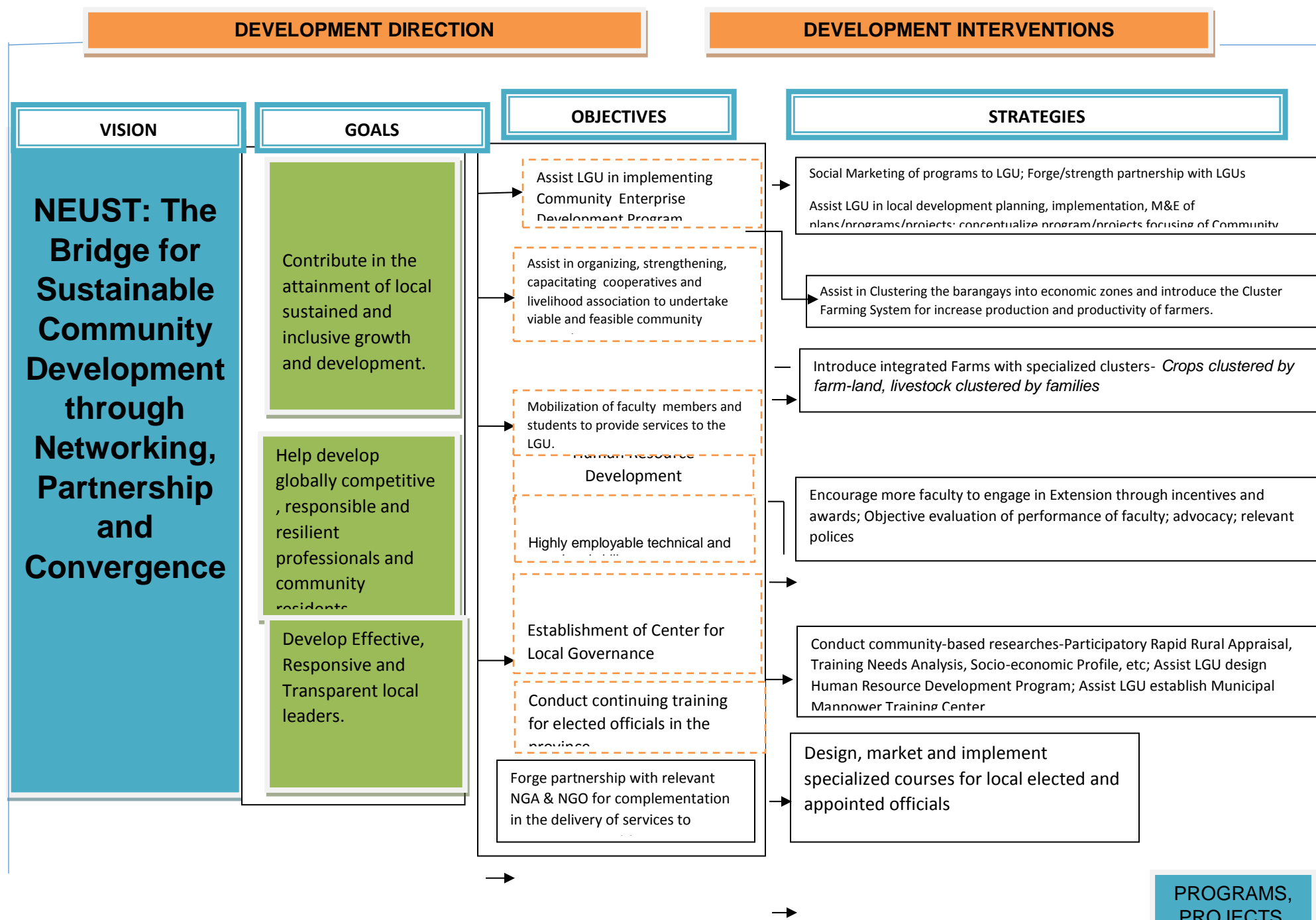
A.3 Development Strategies

In achieving the goals and short term objectives, the following strategies shall be adopted by the University in implementing its extension program in partner municipalities in Nueva Ecija.

1. Continuously provide technical assistance to the LGU from local development planning to project implementation. Concept papers or project proposals must be prepared and submitted to the LGU for funding and implementation. The focus of the effort of the University is Community-based Enterprise Development and people Empowerment.
2. Introduce Cluster Development Program, where the barangays were clustered into economic zones and based on the resources, capabilities and strength of the areas, economic undertakings will be pursued. Cluster Farming System for increase production and productivity shall also be pursued, i.e. crops were clustered by farm land, livestock were clustered by families.
3. To ensure maximum participation of the faculty members in Extension activities, there shall be objective evaluation of the performance of their function and there shall be incentives and awards for performing faculty extensionists. The proposal shall be submitted to the BOR for approval and implementation by the OVP-RET.

4. Community-based researches shall be conducted by the faculty and students. Example of these researches are Participatory Rapid Rural Appraisal, Rapid Economic Appraisal, Socio-economic Profile, Training Needs Assessment, etc and these shall be made as the basis of the designing of more programs and projects for adoption and implementation in the partner municipalities.
5. To ensure that there is an inter-facing of the trilogy of functions of the university, the establishment of an Institute or Center for Local Governance is in order. This shall serve as the venue for honing the skills of the local officials and other professionals partner municipalities not only in Nueva Ecija but other localities as well in the region. This can be done through partnership with other National Government Agencies and institution performing similar function.
6. Strong partnership with local government units (LGUs), national government agencies, non-government organizations (NGOs), peoples's organization (POs), business and industry, educational institutions/agencies and funding institutions both local and foreign;
7. Dynamic coordination and consultation with university academic colleges and departments and offices of non-teaching personnel;
8. Active Information, Education and Communication (IEC) activities tapping broadcast and print media and social marketing of programs and services.
9. Consistent policy advocacy for a more systematically organized and visionary extension services and training of the university which includes incentives and awards system for active participation and involvement of university faculty and staff;
10. Regular monitoring, documentation, evaluation/review of the implemented programs, projects and activities under each office;
11. Regular conduct of planning sessions to prepare relevant plans, review the implementation of the plans and update of make revisions where necessary;
12. Regular and periodic evaluation of faculty and staff directly assigned/appointed to the different offices under the Office of the Vice President for Research and Extension.

FIGURE 1. NEUST EXTENSION AGENDA UNDER THE COPED PROGRAM



Establish partnership with DILG-LGA; Create the Local Government Center. Establish partnership with League of Municipalities, Cities, Councilors, Liga ng mga Barangay



IMPLEMENTATION PLAN COMPREHENSIVE PROGRAM FOR EMPOWERMENT AND DEVELOPMENT

PROGRAM/ PROJECTS	ACTIVITIES	OUTCOME:			Financial	SUPPORT		OVI	MEANS OF VERIFI CATION
						Internal (NEUST)	External (Partners)		
A. Human Resource Development A.1 Off Campus Academic Program	Offering of Academic Courses outside the University. Conduct of classes in the concerned municipalities	SIBL VPAA Off Campus Classes Coordinat or	School Building Library and other facilities	NEUST- GS Faculty	Necessar y funds for operatio n	Offering of the course in the community and availability of faculty	Funding Facilities Transportation	No of students enrolled	MOA Enrolment documents Cert of Registration Student records, grades

A.2 Training on Vocational Courses Lifelong Courses Livelihood Courses	Conduct of training on various short term courses for the unemployed, under employed OSY, women etc	Extension Director Extension Coordinator	Training Supplies and materials Shops and classrooms	NEUST Faculty as Trainers Shops and classrooms	Honoraria of trainers	Honoraria of trainers NEUST Faculty as Trainers Library, laboratory	NEUST Faculty as Trainers BNHS Facilities and shops	Trainees	Approved proposal Enrolment Documents Attendance Sheets
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IMPLEMENTATION PLAN COMPREHENSIVE PROGRAM FOR EMPOWERMENT AND DEVELOPMENT

PROGRAM/ PROJECTS	ACTIVITIES	UNIT/ PERSON RESPON SIBLE	RESOURCES			SUPPORT		OVI	MEANS OF VERIFI CATION
			Physical	Human	Financial	Internal (NEUST)	External (Partners)		
A.3 Center for Local Governance	Establishment of Center for Local Governance	OVP Director, Extension Dean, GS	BOR Office Order Office Staff	Manpower Complem ent	Budget	Policy Approved proposal	DILG Support MOA	Operational Center for Local Governance	Site inspection Supporting docs.

IMPLEMENTATION PLAN COMPREHENSIVE PROGRAM FOR EMPOWERMENT AND DEVELOPMENT

PROGRAM/ PROJECTS	ACTIVITIES	UNIT/ PERSON RESPON SIBLE	RESOURCES			SUPPORT		OVI	MEANS OF VERIFI CATION
			Physical	Human	Financia l	Internal (NEUST)	External (Partners)		

b.2 Cluster Development Program • Integrated Cluster Farming System	-Cluster Dev Planning Regular meeting/ugnayan	Director, Extension				Concept Paper	LGU EO	Plan Activities conducted	Reports Pictures
	-Organize Farmer household in a contiguous area of 8 hectares	LGU-MAO		TA		TA	LGU Designate Project Implementation Team Farmers actual participation		
	-Integrate farms with rice, corn, high value commercial crops, livestock, poultry, orchard	LGU-MAO		TA					
	-Integrated farms with complete Production to Marketing Cycle	LGU-MAO		TA	Capital for inputs of prod'n			Increase Production & productivity	Supporting documents
	-Integrated Farms with Specialized Clusters	LGU-MAO					LGU NG GFI		
	-Integrated Farm as a family-based Enterprise	LGU-MAO							

IMPLEMENTATION PLAN OF COMPREHENSIVE PROGRAM FOR EMPOWERMENT AND DEVELOPMENT

PROGRAM/ PROJECT	ACTIVITIES	UNIT/ PERSON RESPON SIBLE	RESOURCES			SUPPORT		OVI	MEANS OF VERIFI CATION
			Physical	Human	Financial	Internal (NEUST)	External		
b.3 Community Enterprise Development Program	1. Concept paper preparation 2. Social Marketing of concept to the LGU and other Stakeholders for the buy-in 3. Approval, fund release Project 4. implementation - Organization of PIT - Social Preparation of beneficiaries/stakeholder s	Extension Office	Comp	NEUST Faculty		Time			
		Extension Office LCE	Logistic s Time	NEUST Faculty Project Implement ation Team	Project funds	Logistics	EO, SB Resoluti on Budget/ Funds	Project Operatio nal	Monitoring report Supporting docs
	5. Continuing TA to the LGU and project clientele	Univ Extension Office; GS Extension Coordinator							

IMPLEMENTATION PLAN COMPREHENSIVE PROGRAM FOR EMPOWERMENT AND DEVELOPMENT

[illegible]

	4. Assignment of additional staff for Extension	Extension Coordinator OP-OVP Extension Director	Office Facilities	Additio nal staff	Funds for salary	Budget		nted policy Capable staff	Accomplis hed tasks
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GENERAL DESCRIPTION OF UNITS INVOLVED IN MANAGEMENT AND OPERATIONS OF THE UNIVERSITY EXTENSION

There are three sectors of units that will be involved in the management and operations of the University Extension and Training programs in all campuses of NEUST. These are as follows:

1. The policy making and advisory units
2. The Management and Operations units
3. The support services unit

The first sector consists of the policy making and advisory bodies that provide policy and program directions to the different extension and training programs of the university. These consist of the following:

1. The Board of Regents as the highest policy making body of the University.
2. University President as the highest executive who has overall supervision of the university and provides program directions to university extension and training
3. University Research, Extension and Training Council

The second sector consists of the line units and centers and their respective heads composed of the following:

1. Vice President for RET who has have overall supervision of extension and training line units and centers.
2. Director, Research and Development
3. Director, Training
4. Director, Extension
5. Head, COPED

All line units and centers are directly under the supervision of the Vice President for Research, Extension and Training. Line units are either offices or centers aimed at providing relevant and responsive programs and services to varied clientele of the service area within the parameters of the university's mission, vision and goals.

The third sector is the support staff sector that assists the line units in the management and operations of the extension and training programs. These are composed of the following:

1. Secretariat
2. Publication and Information

SPECIFIC DESCRIPTIONS OF UNITS UNDER EACH SECTOR

A. POLICY MAKING AND ADVISORY UNITS

1. The Board of Regents

Republic Act 8992 known as the "Higher Education Modernization Act of 1997" confers upon the governing board of a state university specific powers and duties in addition to its general powers of administration and the exercise of all powers granted to the board of directors of a corporation under Section 36 of Batas Pambansa Blg. 68, otherwise known as the corporation Code of the Philippines. Republic Act 8612 converting the Central Luzon Polytechnic College into Nueva Ecija University of Science and Technology also confers the same powers and duties. These powers and duties are as follows:

- (a) To enact rules and regulations not contrary to law as may be necessary to carry out the purposes and functions of the university;

(b) To receive and appropriate all sums as may be provided for the support of the university in the manner it may determine in its discretion, to carry out the purposes and functions of the university;

© to receive in trust legacies, gifts and donations of real and personal properties of all kinds, to administer and dispose the same when necessary for the benefit of the university, subject to limitation, directions and instructions of the donor, if any. Such donations shall be exempt from all taxes and shall be considered as deductible items from the income tax of the donor, and

(d) To fix the tuition fees and other necessary school charges, such as but not limited to matriculation fees, graduation fees and laboratory fees as their respective boards may deem proper to impose after due consultations with the involved sectors.

Such fees and charges, including government subsidies and other income generated by the university, shall constitute special trust funds and shall be deposited in any authorized government depository bank, and all interests that shall accrue therefrom, shall form part of the same fund for the use of the University.

Any provision of existing laws, rules and regulations to the contrary notwithstanding, any income generated by the university from tuition fees and other charges, as well as from the operation of auxiliary services and land grants, shall be retained by the university and may be disbursed by the Board of Regents for instruction, research, extension or other programs/projects of the university: provided that fiduciary fees shall be disbursed for the specific purpose for which they are collected.

If for reason beyond its control, the University shall not be able to pursue any project for which funds have been appropriated and allocated under its approved program of expenditures, the Board of Regents may authorize the use of said funds for any reasonable purpose which, in its discretion maybe necessary and urgent for the attainment of the objectives and goals of the university;

(e) To adopt and implement a socialized scheme of tuition and school fees greater access to poor but deserving students;

(f) To authorize the construction and repair of its buildings, machineries, equipment and other facilities and the purchase and acquisition of real and personal properties, including necessary supplies, materials and equipment. Purchase and other transactions entered into by the university through the Board of Regents shall be exempt from all taxes and duties;

(g) To appoint, upon the recommendation of the president of the University, vice presidents, deans, directors, heads of departments, faculty members and other officials and employees;

(h) To fix and adjust salaries of faculty members and administrative officials and employees subject to the provisions of the Revised Compensation and Position Classification System and other pertinent budget and compensation laws governing hours of service, and such other duties and conditions as it may deem proper; to grant them at its discretion, leaves of absence under such regulations as it may promulgate, any provisions of existing law to the contrary notwithstanding; and to remove them for cause in accordance with the requirements of due process of law;

(i) To set policies on admission and graduation of students;

(j) To approve curricula, institutional programs and rules of discipline drawn by the administrative and academic councils as herein provided;

(k) To award honorary degrees upon persons in recognition of outstanding contributions in the field of education, public service, arts, science and technology or in any field of specialization within the academic competence of the University and to authorize the award of certificates of completion of non-degree and non-traditional courses.

(l) To absorb non chartered tertiary institutions within their respective provinces in coordination with the CHED and in consultation with the Department of Budget and Management (DBM), and to offer therein needed programs or courses to promote and carry out equal access to educational opportunities mandated by the constitution;

(m) To establish research and extension centers of the University where such will promote the development of the latter;

(n) To establish chairs in the university and to provide fellowships for qualified faculty members and scholarships to deserving students;

(o) To delegate any of its powers and duties provided for hereinabove to the President and/or other officials of the University as it may deem appropriate, so as to expedite the administration of the affairs of the university;

(p) To authorize an external management audit of the institution, to be financed by the CHED and to institute reforms, including academic and structural changes, on the basis of the audit results and recommendations;

(q) To collaborate with other governing boards of state universities within the province or the region, under the supervision of the CHED and in consultation with the Department of Budget and Management (DBM), the restructuring of said universities to become more efficient, relevant, productive and competitive;

® To enter into joint ventures with business and industry for the profitable development and management of the economic assets of the university or institutions, the proceeds from which to be used for the development and strengthening of the university;

(s) To develop consortia and other forms of linkages with local government units, institution and agencies, both public and private, local and foreign, in furtherance of the purposes and objectives of the university;

(t) To develop academic arrangements for institutions capability building with appropriate institutions and agencies, public or private, local or foreign, and to appoint experts/specialists as consultants, or visiting or exchange professors, scholars or researchers as the case maybe;

(u) To set up the adoption of modern innovative modes of transmitting knowledge such as the use of information technology, the dual system, open learning, community laboratory, etc., for the promotion of greater access to higher education;

(v) To establish policy guidelines and procedures for participative decision-making and transparency within the university;

(w) To privatize, where most advantageous to the university, management and non academic services such as health, food, building or grounds or property maintenance and similar such other activities; and

(x) To extend the term of the President of the University beyond the age of retirement but not later than the age of seventy (70), whose performance has been unanimously rated as outstanding and upon unanimous recommendation by the search committee.

2. The University Extension and Training Council (URETC)

2.1 Composition

The University Research, Extension and Training Council shall be composed of the following

Chair: University President

Vice Chair: Vice President, Research, Extension and Training

Members:

Vice President for Academic Affairs

Vice President for Finance and Management

Academic Deans

Campus Directors

Director, Extension

Director, Training and Development
Head, Extension Services (COPED)
Director, Student Affairs
President, Supreme Student Government
Director, Alumni Affairs

2.2 Powers and Duties

The URETC shall exercise the following powers and duties:

- a. To formulate policies in Extension and Training for approval by the Board of Regents
- b. To recommend the approval of university-wide extension plans, programs, projects and budgets;
- c. To recommend the approval of training programs conducted by the various units under Extension and Training;
- d. To recommend the grant of diploma or certificates to successful students/trainees of AVTP courses and the date of graduation for these courses;
- e. To recommend the approval of learning centers proposed by concerned different units under extension and training;
- f. To serve as member of the University Scholarship Committee.

2.3 Key Result Areas

- a. Policy formulation
- b. Review and approval of University-wide extension and training plans, programs, projects, budgets and training centers
- c. Recommend candidate students/trainees of AVTP courses.

B. MANAGEMENT AND OPERATION LINE UNITS

1. Vice President for Research and Extension and Training

1.1 Powers and Duties

The Vice President for Research and Extension sits in the University Executive Committee, Administrative Council and other committees where research and extension are concerned. She acts as adviser to the University President on matters pertaining to extension and training. She shall have the following powers and duties:

1. To formulate research and extension plans, programs, projects and budgets.
2. To initiate and implement programs and services that elevates NEUST to position of leadership in research and extension in Region III and in Nueva Ecija.
3. To monitor and evaluate performances of line units/centers
4. To conduct researches for extension and training
5. To prepare integrated annual reports covering all units/centers
6. To establish linkages and networks with funding agencies, government/non government institutions for effective delivery of services by units/center in extension and training.
7. To provide advisory services to the NEUST President and other university officials on research and extension.

1.2. Programs and Services

Monitoring and evaluation of extension and training units/centers

Extension based/community based researches

Integrated planning, implementation and evaluation of Extension and Training Programs and Services

Linkaging and Networking for support to Extension and Training Programs.

1.3 Public/Clientele Served

a. Internal

1. University Officials
2. University Colleges/departments performing research extension functions

b. External

1. Funding Agencies (GO/NGO)
2. Extension Units in private and public HEIs, DA, DepEd, TESDA, DOLE, DOST and other government and non government organizations
3. LGUs

1.4 Structure

The Vice President for RET shall report directly to the University President. He/she shall submit annual and periodic reports of the accomplishments of the line units, support units, and centers to the University President.

The governing structure of the Office of the Vice President for Extension and Training is as follows:

1. Board of Regents as Policy approving body
2. President as immediate supervisor
3. VP for RET as Head
4. Advisory Unit
 - University Extension and Training Council
5. Support Units
 - Secretariat
 - Information and Publication Office
6. Line Units/centers
 - Extension Services
 - Research and Development
 - Training and Development

2. Director, Extension Services

The Office of the Director for Extension shall be directly responsible in the implementation and monitoring of the University Extension Program. It shall have two units under it, namely COPED and Community Training Center.

2.1 Head, Community Training Center

2.2 Rationale

The Community Training Center shall be responsible in the conduct of AVTP and Barangay Technician Program. It shall cater to people who prefer to continue their education through acquisition of short term courses that develop their skills to productive employment for immediate use.

2.3 Functions

- a. To develop competent and qualified middle-level manpower;
- b. To provide support training services to COPED;
- c. To provide quality non degree and short term vocational-technical, livelihood skills and lifelong education trainings relevant and responsive to manpower and community needs within the service area
- d. To assist LGUs in establishing community-based manpower training centers.
- e. To provide testing and accreditation services for varied middle level manpower
- f. To engage faculty and students in research, production and other extension/outreach services.

2.4 Programs and Services

A. Center-based/Community Based Trainings

- 1. AVTP Courses
- 2. Livelihood Skills Training Courses
- 3. Lifelong Education Courses

4. Driving Courses
5. Short term and Non degree Computer Course

B. Consultancy Services for LGU Community-based manpower training centers

C. Support training services to COPED

D. Production

1. Earn while you learn projects
2. Faculty initiated production projects

E. Research

F. Trade Testing

G. Equivalency Accreditation for Vocational-technical competencies

H. Curriculum Revision/Development

I Instructional Materials Development and Evaluation

2.4 Clientele

1. Out-of-school youth
2. Unemployed Adults
3. Interested public
4. LGUs as COPED partners
5. General Public
6. Middle level skilled manpower

2.5 Structure

The Head of the Community Training Center shall have immediate supervision of the faculty that teaches Basic and Advance AVTP courses. He shall exercise general supervision over trainers recruited to handle Livelihood Skills Training Courses (LSTCs), and Lifelong Education Courses (LECs). Other Directors shall coordinate with him regarding the deployment of the faculty under his charge for specific trainings to be conducted. The Head shall also coordinate with the designated heads of extension centers that offer AVTP, LSTCs in other campuses.

The structure of the Office of the Head are as follows:

1. Head
2. Coordinators of Extension Centers
3. Faculty

Annex C shows the organizational chart of the Office of the Director of Community Training Center.

3. Head, (COPED) Extension Services

3.1 Rationale

In response to the demands that state colleges and universities respond through relevant programs and services to national and local development thrusts of the government, NEUST sought to do so by institutionalizing the participation and involvement of all university colleges/departments and campuses in extension efforts that contribute to poverty alleviation and barangay empowerment and development. In relation to the foregoing, NEUST launched the program Comprehensive Program for Empowerment and Development (COPED) to become the university flagship extension program.

The COPED as a program responds to the call by the national government for contribution to poverty alleviation. It shall involve municipalities and barangays in the entire province. Thus, the Extension Services was tasked to oversee the management and operations of COPED and to service other barangays that are in need of technical assistance for their varied development needs.

3.2 Functions

- a. To assist the Director of Extension manage COPED as flagship university extension program
- b. To involve the NEUST academic and non academic units for extension services and outreach in the municipalities/barangays.
- c. To provide assistance to cities/municipalities/barangays for their development into self-reliant communities
- d. To conduct relevant researches for community development.

3.3 Programs and Services

- a. Technical Assistance
- b. Consultancy Services
- c. Local Development planning, implementation, monitoring and evaluation
- d. Community Organizing
- e. Manpower Development
- f. Technology Transfer
- g. Values Education, moral and spiritual upliftment
- h. Gender and Development
- i. Waste Management
- j. Literacy
- k. Undertake special projects

3.4 Clienteles Served

a. LGUs (Municipalities and Barangays)

The Head shall have general supervision over all designated municipal and barangay COPED Focal Persons and Technical Experts in each college/campus or units which are partners in extension and training under the COPED.

The structure of the office is as follows:

1. Head
2. Support Staff
3. COPED Faculty Coordinators
4. Technical/Faculty Experts

CHAPTER II. NEUST FLAGSHIP EXTENSION PROGRAM

COMPREHENSIVE PROGRAM FOR EMPOWERMENT AND DEVELOPMENT (COPED)

A. Rationale

Any socio-economic and physical development effort within a city or municipality affects and has an impact on the residents of the lowest political level – the barangay. As the front line of development efforts, the barangay becomes the critical area for change. On this premise, two views are advanced: first, that whatever level of development a particular barangay attains depends on several factors and conditions; and second, that effecting socio-economic changes in the barangay hinge on how resources both within and outside of it are organized, developed and utilized.

The word “development” connotes a change of doing things, a change of the socio-economic and physical development of an area. In the Philippines, the word “barangay” is synonymous to “poverty”. This is because majority of the poor which constitutes 70 percent of the country’s total population lives in the barangays. This situation has turned the barangay into a virtual powder keg and a social volcano that may ignite and erupt anytime from now. The grave states of poverty in the barangays have been a key factor in the social unrest in the countryside.

The long period of neglect of the barangays has made any effort at development difficult to attain. It requires conditioning of the minds of the barangay residents of changes to be made, getting their personal commitments to effect and support these changes and providing them the necessary tools and facilities through self-reliance to help them realize the desired changes.

Changes may be effected through multi-sectoral development efforts by the barangay leaders and residents themselves and by mobilizing development efforts of the local government officers. All of these will be synchronized over a period of time through a committed development catalyst. With these intervention efforts and with development catalysts, there is a bright anticipation that the following socio-economic-physical changes will take place in the covered barangays, to wit:

1. Barangay residents will become aware of their role in development.
2. Every member of the barangay family will have the chance to progress;
3. Economic and social activities in the barangay will result to:
 - a. creation of jobs and employment opportunities;
 - b. more rural residents getting employment;
 - c. better production, productivity and income;
 - d. more people given education, training and health, nutrition, social and housing services;
 - e. better roads and bridges;
 - f. improved utilities such as power, water system and communication
 - g. morally and spiritually reformed and reactivated residents;
 - h. improved peace and order situations; and
 - i. more contented people.

B. Development Philosophy

The barangay development concept to be followed is anchored on self-reliance and commitment for change by barangay leaders and every family and its immediate members with organized barangay livelihood and other associations serving as entry points for required training, technical assistance. Consultancy services and for discussions of values and spiritual reformation. Committed individuals government offices and non-economic-physical development and other support services not as doleouts but as necessary tools for realizing objectives of the barangay associations and their members are made available.

C. Elements of COPED

To be able to effect the desired changes presented above, development must proceed considering seven elements: (1) setting the barangay development directions; (2) developing community organizations associations; (3) developing human resources (through training and technology transfer); (4) extending technical assistance and consultancy services; (5) providing government support services; (6) injecting values education and spiritual reformation; (7) setting the structure for managing development.

1. Barangay Development Directions

The initial move would be set the medium term development plan/program of the barangay after having determined its socio-economic profile following barangay planning procedures and methodology. It is necessary that the Barangay Development Council (BDC)

be organized with Sectoral Development Committees (SDC) formed to be composed of both barangay officials and committed residents. The following SDC may be created:

- a. SDC on Agriculture, Environment and Natural Resources Development
- b. SDC on Industry, Trade and Livelihood Program
- c. SDC on Tourism and Beautification;
- d. SDC on Education and manpower and Organization Development
- e. SDC on Health, Nutrition and Family Planning Development
- f. SDC on Youth and Sports Development
- g. SDC on Infrastructure and Utilities
- h. SDC on Finance
- i. SDC on Housing and Waste Management
- j. SDC on Senior Citizens and the disabled
- k. SDC on Justice, Peace and Human Rights
- l. SDC on Disaster Preparedness

2. Community Associations Development

A key element in the barangay development is the organization and strengthening of community livelihood activities. Membership in each association is based on the livelihood/work preferences, special skills/talents and available time of the barangay residents. For effective management and coordination, each association, which must be managed by the members themselves, should be composed of just few members. It is necessary that a particular family has to set a monthly income which it commits to realize at all cost. Through participation by its working members in modular livelihood activities or associations, the family will be assured of augmenting family income.

3. Human Resource Development

An important element in realizing the barangay planned development directions or any livelihood activity or an effective management of all projects/activities is human resource development. It covers production skills and entrepreneurship and leadership development.

Each working family member should undertake the required training for a particular skill for him to be able to produce and to be productive. In as much as each association will be managed by the members themselves, the members will also be provided entrepreneurship trainings in management, bookkeeping, finance, marketing and other topics.

The management and coordination of the different barangay projects/activities necessitate management and leadership training for barangay officials. BDC members and purok leaders' coverage of training may include such topics as planning, programming, project implementation, monitoring and evaluation.

4. Technical Assistance and Consultancy Services

Equally significant is the need for government organizations (GO's) and non-government organization (NGO's) to provide on a continuing basis free technical assistance and consultancy services on production and other skills and knowledge. These give reassurance to the officers and members of livelihood and other associations that the GO's and NGO's are equally committed to their success and welfare.

Consultancy services may take the form of assistance on business planning, project proposal and feasibility study preparation, credit packaging, linkages, marketing and accounting.

5. Government Support Services

The government provides varied socio-economic and physical services which no individual, group or NGO can provide. Majority of the local officials particularly on the barangay are not aware of the basic services of the GO's and not know how to avail of these services.

6. Values Education and Spiritual Reformation

The barangay development concept discussed here injects values education and spiritual reformation at every opportunity in all associations, projects and activities. In this context, the foundation of development being pursued would be replaced at a firmer ground with every barangay resident made aware of his spiritual responsibility, his basic responsibilities in the barangay and of the basis of good relationship based on Christian practices with members of his family and among all families within the barangay.

Educators are unanimous in their appraisal of the degeneration of Philippine society and the difficulty in inculcating values to people. Through values education coupled with spiritual reformation, every working member of a family in the barangay will be accorded a continuous orientation on values and spiritual matters. Values education plus orientation on the same subject with barangay school children would become mutually reinforcing, resulting to positive result.

Barangay development based on this element may become the long-sought-after solution to the fast degenerating Philippine society.

7. Management of Barangay Development

The success of planned sectoral barangay development project and activities hinges a good management set up following basic sound management concepts. In the setting of the management structure, the following concepts must be considered. (1) people participation; (2) openness/full disclosure of operating activities; (3) close coordination of participating offices, units and residents; (4) close monitoring and evaluation of sectoral projects and activities on regular basis; and (5) disregard of political matters.

The BDC can be organized or strengthened as the supervising and coordinating body of all development efforts with the Barangay Chairman or any person designated by the BDC as BDC chairman. Under the BDC should be SDCs head by coordinators who will plan, organized, supervise and direct activities of the SDCs. Each SDC may have as many members are necessary with the co-coordinator and members coming from the barangay residents.

8. Developed Barangays in National Development

Barangay development coursed along the scenario and elements discussed above will have far-reaching effects on our desire to directly attack poverty and attain a respectable economic growth.

The development concept discussed above leaves to the barangay people themselves and the catalysts the discovery of awareness for change and the development of their initiative and commitment to effect change through self-reliance. In the end, the following will be realized in the barangay.

The solution of barangay sectoral development problems and exploitation of their latent potential utilizing the residents' special skills and talents.

1. Agricultural development will be strengthened with new technologies provided not merely by technician but experts.
2. Rural industrialization will not be an impossibility since local resources with potentials will be developed using local skills and talents and affordable technologies from experts and concerned agencies such as DOST and SUCs as expert.
3. Trade and financial linkage will be developed through the DTI and financial institution supportive of both agricultural and industrial production and development.
4. Social development will be easily attained as follows:
 - 4.1 Starting with basic skills training, barangay residents will be accorded gradually advanced training not only in production and improving productivity but also in being able to manage, develop, expand, record transactions and secure financing for, the micro and cottage business establishments that they have put up. Education preferences of barangay children will be easily directed and specialized lines as their parents see fit and necessary.
 - 4.2 Material prosperity as a result of agricultural industrial and trade development will improve individual families health practices, nutritional awareness and housing facilities.
 - 4.3 Community organizations/associations which will serve as entry points for training technical assistance, consultancy services and other forms of assistance and for discussion of values and spiritual reformation will become active centers/venues/forums for cooperation, coordination and change.
5. Physical development will be well planned. The following facilities will be systematically arranged and organized in the physical plan of the barangay; roads and bridges; small local water system; electric facilities; schools, sports, park and cultural facilities; communication facilities; church and other facilities.
6. With the disappearing old values-revived and preserved and the residents becoming aware of their spiritual lives, peace and order in the barangay will improve.

Thus, the barangay under committed leaders and residents and dedicated development catalysts can be the country's hope for alleviating poverty; realizing rural industrialization, respectable economic growth and social progress; and peace in the countryside.

I. The NEUST Extension Services

The NEUST, through the Department of Extension and Training shall serve as the main development catalysts and coordinator. Through Extension Services supervision and coordination, academic departments/campuses of NEUST will extend the following assistance/services on a regular basis for a period of three (3) years.

1. Community Organizing
2. Training and Technology Transfer
3. Technical Assistance
4. Consultancy Services
5. Moral Recovery and Spiritual Upliftment Program
6. Socio-economic –physical development of covered barangays through the assistance on development planning, programming and plan implementation, monitoring and evaluation, and linking and mobilization of resources/efforts of the local government units (LGU's), government offices (GO's), non-government organizations (NGO's) and other parties.
7. Entrepreneurship development of and assistance to micro, cottage and small-scale entrepreneurs, establishing the NEUST Entrepreneurship and Cooperative Development Center which shall extend such services as business data bank, business and skills training and consultancy services, library services, business research and studies, linkages, information dissemination and lending assistance, and
8. Research/studies
9. Undertake special projects

IMPLEMENTING COPED

With the new paradigm of university development approaches, COPED was established as the flagship program of the university extension. All units of the university especially the academic teaching force grouped in their respective departments and colleges are expected to participate fully and get involved in this program.

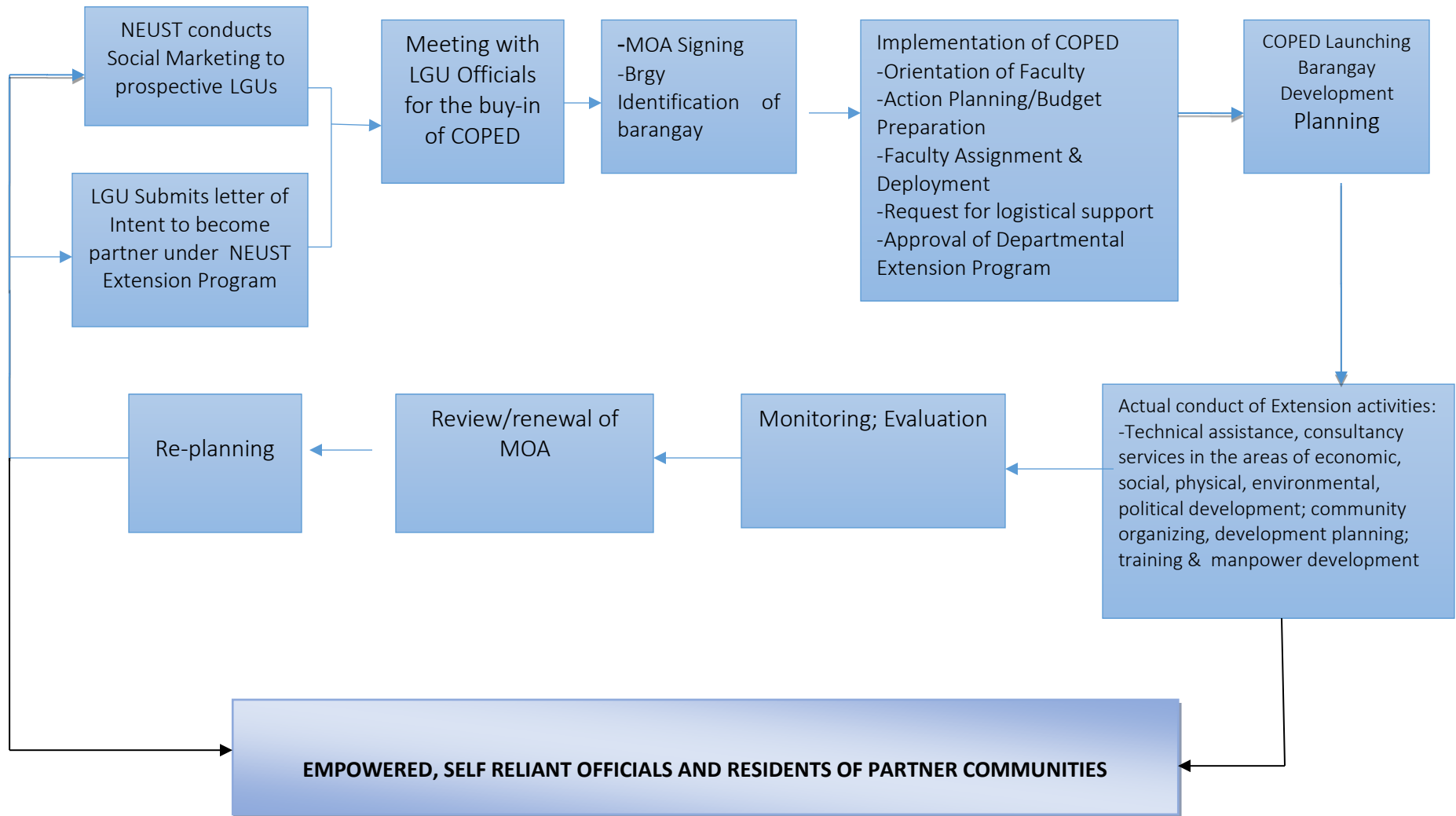
SCHEME OF IMPLEMENTATION

The following activities shall be undertaken for effective implementation of COPED as the flagship extension program of NEUST.

1. Each college/campus shall conceptualize their respective flagship extension project along the line of their specialization, translating COPED into specific projects .
2. The concept of COPED will be promoted through dissemination forum conducted in order to orient the faculty members with the concept and how these concepts could be operationalized.
3. COPED will be marketed aggressively to target LGU partners for the buy-in of the program by the LGU.
4. Each college or department will adopt one or more target LGU partners and to deploy its faculty to these LGUs as pool of experts.
5. Faculty extensionists will be provided orientation on barangay development strategies.
6. Simultaneously, what NEUST could offer immediately to its partner LGUs will be identified and communicated to the partners. They are in the form of varied capability-building activities consisting mostly of trainings. Each partner LGU will be offered to select from a menu of available vocational-technical courses, lifelong courses, and livelihood skills trainings which can contribute to the enhancement of the capabilities of barangay officials, leaders and residents.
7. National and local government agencies or units, NGOs/POs and the private sector will be invited to participate in developing the pilot barangays as the area of convergence of services and assistance. COPED will also be implemented in partnership with the Nueva Ecija Provincial Government, who also promotes barangay development.

8. Walk-in clients who wish to avail the Extension Services of the University such as training in vocational courses, livelihood skills training, lifelong courses and other capability training programs; technical assistance in the field of agriculture, infrastructure, education, health governance, etc. must write a letter of intent to the president. The Office of the President shall forward the same to the OVP-RET and Director, Extension Services for appropriate action. Concerned college/faculty shall be mobilized for the delivery of the requested services

3-YEAR COPED IMPLEMENTATION IN PARTNER LGUS



CHAPTER III. PHASES, STEPS, ACTIVITIES AND OUTPUTS IN THE CONDUCT OF COPED ACTIVITIES IN THE DIFFERENT PARTNER MUNICIPALITIES/CITIES: POLICIES AND GUIDELINES

For greater access of the community to the Extension Services of the Nueva Ecija University of Science and Technology, such as training, technical advisory and consultancy services, the following guidelines shall be adopted in providing assistance to

Partner communities such as:

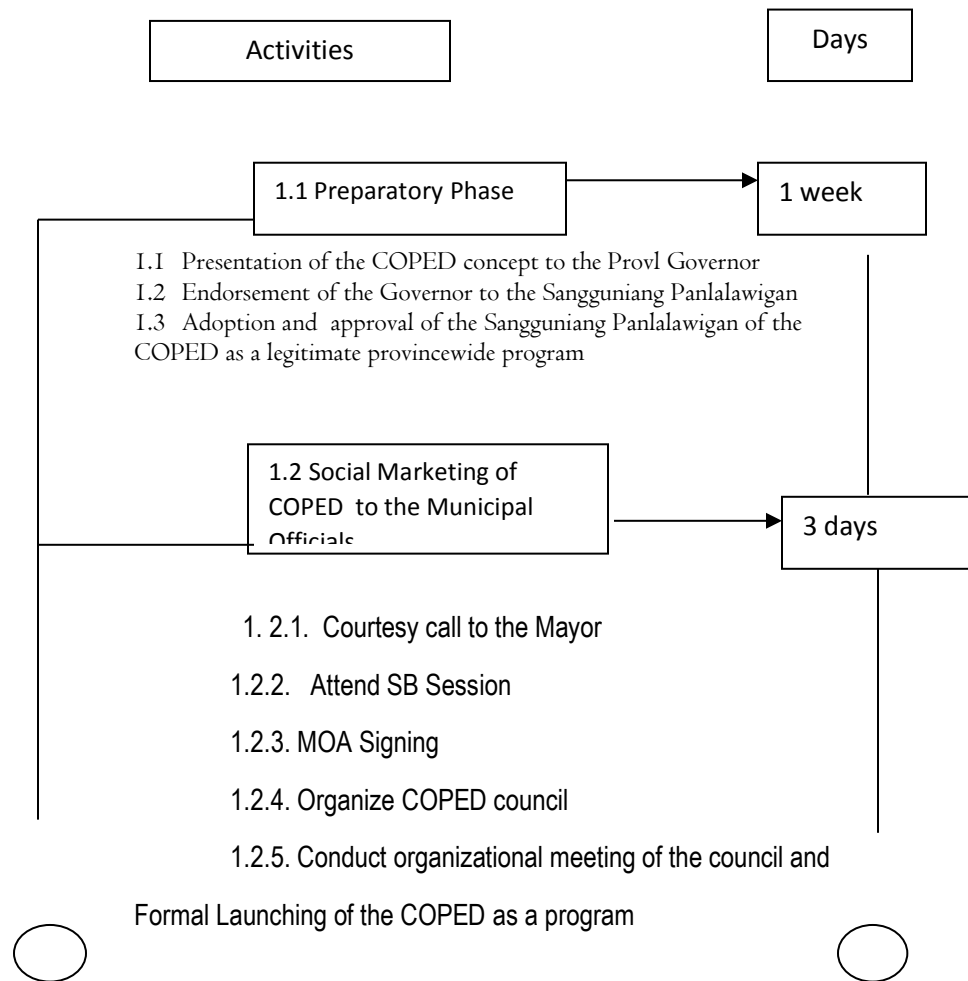
A. LOCAL GOVERNMENT UNITS

PHASE 1. PRE-ENTRY PHASE

STEP 1. SOCIAL MARKETING OF COPED TO PROSPECTIVE PARTNER LGUs.

This initial step, social marketing of COPED, introduces and promotes the core extension program of the NEUST at both the municipal and barangay levels. It explains the concept of the program which empowers community leaders and residents as they take active role in development processes. Next, an assessment is made of the productive cooperation and cogent commitment of the community members to arrive at development priorities and programs with our commitment to support these communities by providing the necessary services such as technical assistance, consultancy services, human resource development, community organizing, and entrepreneurship using the human and financial resources of the university.

There are two major activities in this step, such as the preparatory phase and actual community orientation and mobilization. The former, deals with the forging of partnership with the provincial government thereby adopting the program by the provincial government thru a Sangguniang Panlalawigan Resolution, while the latter involves the “knock-on-door” activities to every municipality which we are targeting.



Expected Output (s):

A. Document Outputs:

- Sangguniang Panlalawigan Resolution adopting COPED as a legitimate provincewide program in Nueva Ecija
- Sangguniang Bayan Resolution adopting COPED and authorizing the Mayor to enter into a MOA with NEUST
- Memorandum of Agreement between NEUST and partner municipalities and barangay
- Executive Order from the Municipal/City Mayor creating the municipal COPED Council, identifying the barangays to be covered by the program

- Designation of Municipal Focal Person

B. Learning Achievements:

At the end of the step, the Provincial Governor, Sangguniang Panlalawigan, Municipal Mayor, Sangguniang Bayan, Punong Barangay shall be able to:

- Understand the relevance of the concept and steps of COPED
- Officially adopt it as a strategy for local development
- Identify their role/tasks/ functions so they can act in partnership with NEUST
- Productively coordinate such tasks and functions

At the end of the step, concerned office/college/campus of NEUST shall be able to:

- Internalize the importance of extension as a mandated function of the university
- Designate extension faculty who shall serve as the focal person in extension of their department
- Prepared action plan in relation to the implementation of COPED.
- Allocate funds and other resources necessary for the implementation of COPED

Total effective time required: 3 weeks to 1 month

Activity 1.1 PREPARATORY PHASE

1.1.1 Orientation of Local Chief Executives, Sangguniang Bayan and Punong Barangays

i) Expected Output:	<p>A. <u>Document Output</u></p> <ul style="list-style-type: none"> Memorandum of Agreement (MOA) between the municipality/barangay and NEUST which will forge partnership between the 2 institutions. <p>B. <u>Learning Achievement</u></p> <ul style="list-style-type: none"> Mayor, SB and Punong Barangays have agreed to implement COPED in partnership with NEUST and that they are willing to allocate funds to support the concerned barangays in the implementation of their identified projects.
ii.) Effective Time Required	½ day (for actual orientation session only)
iii). Suggested Logistics	<ul style="list-style-type: none"> COPED brochures NEUST Extensionist Handbook Vehicle(with driver,gasoline, etc)
iv) Involved Groups/Individuals and Respective Roles	<ul style="list-style-type: none"> Office of the Extension Services-to orient and brief the local officials on the concept of COPED, the role of each party (LCE, SB, BDC, NEUST) features of the program and its strategies. Dean- to designate focal person of the dept re extension activities and prepare action plan re COPED implementation and mobilize/deploy faculty members and students for COPED implementation. Community Administration leaders- to officially accept and adopt COPED for community empowerment and development.
v.) Data Inputs required	<ul style="list-style-type: none"> COPED Concept and its rationale Salient features and strategies of COPED

	<ul style="list-style-type: none"> • Salient features of the MOA between the LGU and NEUST
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vi) PROCESS

1. Before conducting the orientation, the faculty extensionists should have prepared the following materials:

- Letter to the Mayor, requesting for an audience for the orientation
- COPED Brochure
- Draft Memorandum of Agreement (MOA) for the officials' perusal
- Identified and selected faculty involved in the program
- Proposed EO re creation of the COPED Council

Hint Box 1

A draft MOA should already be prepared prior to the orientation in any municipality. This should not be treated as pre-empting the decision of the local officials. Instead having a draft MOA in hand can be good basis of follow-up discussions with the local officials and saves a lot of your time

2. Contact the municipality, through a personal visit, where the orientation shall be conducted. Offices to be visited are either the Office of the Mayor and/or the Municipal Planning and Development Office.

Hint box 2

Sometimes, it is more helpful when you personally bring the letter to the Mayor. A personal visit implies one's interest in bringing services to the area. It could also provide an opportunity for you to get an "overview" of the area where the COPED is targeted to be implemented.

3. Ensure an appointment with the Mayor, the Sangguniang Bayan members, the MLGOO and the Punong Barangays for the orientation meeting.

Hint box 3

If the LCE takes a long time to respond to the request, the lead college, thru the Dean should send a follow-up letter. It would also help if a representative visits the Mayor's Office to follow up the

proposed orientation session. On the other hand should the mayor decline the request, the Extension Office can seek audience with the mayor to find out the reason. If something could be worked out, the Extension Office should take the step to try to “revert” the Mayor’s decision. But if the Mayor’s decision is irreversible, the university should not pursue. Instead, they should move on to another municipality.

4. Prior to the conduct of the orientation meeting with the Mayor, SBs, the MLGOO and Punong Barangays, the Focal Person should already prepare a short program that will serve as guide for the activity and identify who among the members will do what task. The focal person could prepare just a simple program at first to show them the flow of the orientation process.

A sample program follows:

- i.) Introduction of participants (NEUST and LGU)
- ii.) Brief background on COPED
- iii.) Orientation of the mechanics of the program
- iv.) Impression of the LCE (Mayor)
- v.) Discussion of Cost and Resource sharing among parties concerned and other possible sources
 - 1.) financial
 - 2) manpower/personnel
 - 3) food
- vi.) Open forum
- vii.) Discussion on draft MOA

Hint box 4

The program should be formulated as flexibly as possible. The program should be prepared to make adjustments as the needs arise. Make sure that all the materials required for the activity are in one box or bag ready for mobility anytime necessary. It would be helpful if one or two extension faculty are given the responsibility over these materials.

5. Orientation of Local Officials

During the orientation, the Head, Extension Services should thoroughly introduce the COPED philosophy, its highlights and salient features. The COPED processes should also be contrasted with the traditional development approaches.

Further, it is recommended that replication strategies and the self-help roles to be played by the community/ies be also discussed.

Especially, during the open forum, the orienting individual/s should be prepared to provide answers to clarify certain issues raised by the audience.

Meanwhile, a discussion on the COPED Philosophy and characteristics is included as Annex B. This serves as the focal person's inputs in the orientation of the local officials and should, therefore, be thoroughly learned.

Hint box 5

You might want to try conducting a dry run prior to the actual orientation. This helps to prepare all the extensionists to cover all the important areas including issues that might be raised. The focal person's could either do a role play of the orientation or brainstorm on the possible questions and answers that can come out during the actual activity.

6. Present the highlights of the draft of MOA for discussions and temporary agreement to have the COPED in their area. However, it is also proper that the local officials be given ample time to review the document to allow for any additional information or deletion of some.

Hint box 6

Suggest an immediate date for signing. Since the suggested time interval to next step is 1 week, the faculty extensionist could suggest that the discussion for finalizing the MOA and the signing be done within this period.

7. Set the schedule of launching and at the same time Barangay Development Planning and Community Entry Preparations. The Faculty Extensionists, together with the concerned local officials (Punong Barangay, SB members, MPDC, LGU Focal Person) should agree on date, time and venue of the activities.
8. Together with the Mayor and/or MPDC and Punong Barangays identify contact persons both at municipal and barangay levels and establish linkage strategies (e.g. define role of contact person, what activities to coordinate, how to coordinate, best times to communicate, etc)
9. With sufficient indication of acceptance and willingness by the LGU and while waiting for the MOA to be prepared and finalized, the Faculty Extensionists start gathering available secondary data at the municipal and barangay levels from the various municipal offices needed for Situation Analysis (Maps, surveys, MBN report, annual reports, etc)

Hint box 7

The contact person must be those who have the time and ability to perform tasks expected of them. They should be accessible, approachable, and can quickly approach people to mobilize activities at all times.

TASKS LIST

To prepare for the next activity which is 1:12 you will have to do the following:

- *Faculty extensionists ensures that the next meeting will push as planned by communicating with the contact/focal person.*
- *Faculty extensionists prepare next session's outline*
- *Assistants prepares all supplies, materials, food (depending on the arrangements)*
- *Official travel arrangements are made; approved vehicle trip ticket if any*
- *Facilitators and documentation staff are assigned by the lead Extensionists*
- *Agree on taskings of persons involved.*

Note: As soon as completed check on the box corresponding the task.

vii) Preparation time for next activity: 15 days

.1.2 COPED Planning and Preparation of Community Entry Plan

i). Expected Output	<u>A. Documents Output</u> <ul style="list-style-type: none">• A consolidated community plan duly submitted to the Dean for appropriate action• List of expectations of all parties• Tentative Local Development Planning schedule for the duration and venue of workshop• Set criteria of a suitable planning venue• Identified working team assigned per sector/brarangay/cluster; tasks of each member re: community entry activities
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	<p><u>B. Learning Achievement</u></p> <ul style="list-style-type: none"> • Faculty Extensionists have an overview of the steps and activities in COPED implementation with their corresponding time frames • Extensionists have been familiarized with the salient features of the program (COPED) • Extensionists tasking • Extensionists planned for community entry thus promoting productive coordination of efforts and creative integration of ideas.
ii) Effective Time Required	<ul style="list-style-type: none"> • 2 days
iii) Suggested Supplies	<p>Extension Manual</p> <p>Flip Charts of Steps and procedures</p> <p>Manila Paper</p> <p>Bond Paper</p> <p>Meta cards</p> <p>Pens</p> <p>Scissors</p> <p>Permanent Markers</p> <p>Masking Tape</p> <p>Food for attendees</p>
Iv) Involved Groups/Individuals and Respective Roles	<p>Lead College's Focal Person</p> <p>To coordinate, conduct and facilitate meeting with faculty extensionists</p> <p>To review together and level off with other faculty extensionists on the salient features of the handbook and COPED implementation</p>

	<p>●Other Faculty Extensionists</p> <p>>To actively participate in the discussion of the meeting's agenda</p> <p>>To assist the lead college's focal person facilitate in some activities</p> <p>>To prepare all necessary supplies and materials, food (depending on previous arrangements) and other needs of the extension activities</p> <p>>To document the highlights, agreements on tasking and roles, etc.</p> <p>●Contact Persons in Municipality and Barangay</p> <p>>to inform all identified sectoral committees re: initial meeting with NEUST's personnel.</p> <p>>to set appointments with concerned punong barangays for the courtesy calls and orientation meetings</p> <p>>to regularly coordinate and communicate with the NEUST Lead College focal person, re: such matter</p>
v.) Data Inputs/Information Required	<ul style="list-style-type: none"> • Salient features of the Extension Manual • Expected focal person's tasks to be undertaken • Suggested criteria of a suitable training venue • Overview of the COPED activities with their corresponding time frames • Date, time, venue and number of attendees of the courtesy call and orientation the COPED Council and other participants coming from the concerned barangays. • Perceived needs for materials, supplies and other logistics

vi.) PROCESS:

A. Before Actual Activity: (Checklist)

1. Lead College's focal person contacted the municipal and barangay contact persons 2-3 days before the agreed date to ensure that the orientation meeting will push through as planned. Gather feedback on their efforts. Had a large majority, if not all, of the council members confirmed their attendance, the meeting should push through. If otherwise, re-schedule the meeting to the soonest possible date when all of them can attend. Inform all the others to the new development and the re-scheduled dates through the contact persons. Remind all the council's members to come early for the meeting to start on time.
2. Focal person prepared the session outline including the schedule.
3. Focal person or his/her assistant prepared all supplies. Materials and food (depending on previous arrangement) needed for the session
4. Travel arrangements must also be made when necessary.
5. Session facilitators and a documentation officer or two (as documentations are necessary documents in accreditation) have been assigned by the focal person for the activity.

B. During Actual Activity:

Focal Person (FP) meets all faculty extensionists on the set date, time and at the agreed upon venue. He/she starts the meeting on time and shall conduct it following the previously set session outline. Copies of such outline maybe distributed to the attendees by the documentation officer who shall commence documenting the proceedings.

Sample Session Outline		
COPEd Orientation Meeting		
October 21, 2007		
8:00 A.M. -5:00 P.M. San Leonardo, Municipal Hall		
Time	Activity	Responsible Person
8:00-9:00 Officer	Registration of participants	Secretariat/Documentation
9:00-9:20	Pambansang Awit	
	Invocation	
	Welcome Address	Municipal Contact Person
	Message	NEUST Pres
		Local Chief Executive
	Statement of Purpose	
9:20 – 9:40	Salient Features of COPEd	Director, Extension Services
9:40-10:00	Open Forum	Moderator
10:00-10:30	Level-Off COPEd Expectations	Director, Extension Services

3. Focal Person (FP) reviews together with the other faculty extensionists and levels off with the Extension and Training Department of the university on the philosophy, salient features and steps/activities of the COPED as the flagship extension program of the university. The primer of the program and the extension handbook shall guide the discussion. The flip-chart maybe used. Questions and clarifications are entertained and answered at this time.

4. The expectations of the faculty extensionists on the ensuing undertakings are leveled-off through meta cards (if necessary). These are small cards on which key points are written to reinforce critical ideas and to illustrate complex information. Rectangular cartolina cut-outs (4" x 8") and permanent markers are distributed to the faculty extensionists for them to write on their expectations-one expectation per card. One can write as many expectations, therefore, as many cards as he/she can. When through, the cards are collected and posted on the wall for everyone to see. Similar expectations are considered as one. As each one is read out loud, comments and further explanations are heard and discussed.

Lessons learned from this activity shall be used as guide posts in future decision-making on COPED related activities implementation.

5. After the Local Chief Executive have identified the barangay or the cluster of barangays, identify the most appropriate site of the planning workshop. The basis of this is the MOA. The seminar will be facilitated by the Office of the Extension Director of the university.

Hint box 8

Contiguous barangays are best clustered together.

The barangay population, land area shared resources and common problems maybe taken into consideration. A lesser number of barangays maybe clustered when one or two of them are big and heavily populated.



6. Assign lead facilitator that corresponds to sectoral committees of the barangay development council who shall assist their respective committees during the planning workshop. They shall work in tandem with the head of department or his representative of the locality i.e. Municipal Agriculture Office.
7. Lead facilitators are deemed experts in their own field of specialization. As such they can also be consulted by other sectoral committees which would require or need their expertise.

Activity 1.2 ACTUAL COMMUNITY ORIENTATION AND MOBILIZATION

1.2.1 Courtesy Call to and Orientation of Punong Barangay and Barangay Council

i). Expected Output	<p><u>A. Document Outputs</u></p> <ul style="list-style-type: none"> • Resolution of Barangay council to adopt COPED as a legitimate development program and NEUST as a partner in development • Barangay Covenant draft • Executive Order from the Punong barangay <p><u>B. Learning Achievements</u></p> <ul style="list-style-type: none"> • Attendees are able to appreciate the presence of NEUST in the community. • Sectoral Development Committees are able to realize their ideal role/tasks in planning related activities • Barangay Administrative Leaders shall have an overview of COPED goals, its salient features, strategies and respective roles of all participating entities as partners.
ii). Effective Time Required	<ul style="list-style-type: none"> • 1 day
iii). Suggested Supplies/ materials needed	<ul style="list-style-type: none"> • Logbook and pen for documentation Officer • Existing barangay map (if any) • Food depending on arrangement • COPED Brochures • Camera (for documentation)
iv). Involved Groups/Individuals and Respective Roles:	<p><u>Lead College Extension Focal Person</u></p> <ul style="list-style-type: none"> ☞ To supervise and ensure the smooth flow of the activity to be undertaken ☞ To represent the organizing agency and answer queries regarding the same. ☞ To highlight the rationale of COPED and presence of NEUST to the concerned barangay. ☞ To ensure that the covenant and the Executive order are attained by highlighting the relevance of the two. <p><u>Head, Extension Services</u></p>

	☞ Act as Resource Speaker during the orientation meeting to discuss the core Extension Program of NEUST and highlight the rationale of COPED and presence of NEUST to the concerned barangay.
v.) Data Inputs/Information Required:	Concept paper of COPED and legal basis of Extension Services as devolved to LGUs Current status of concerned Barangay Development Council, its present composition and operational effectivity, problem, if any.

vi) PROCESS:

A. Before Actual Barangay Council Orientation: (Checklist)

1. Through the LGU contact person, Lead College' Extension Focal Person has ensured that the meeting will push through as planned.
2. Have all the needed supplies and materials ready
3. Finalized travel/transport arrangements.
4. Finalized session outline stating order of activities, session description, time, allotment, person(s) responsible. Specifically include the introduction portion of all attendees.
5. Met other faculty extensionists and conducted briefing on specific tasks.

B. During Actual Barangay Council Orientation

1. Start the session on time even with a few attendees to give an impression of "We mean business". Follow the prepared outline.
2. In doing the introductions, all the BDC/BC members are presented by the Punong Barangay or LGU contact person while NEUST Team members are presented by the NEUST Lead College Extension Focal Person.
3. The Head, Extension Services of the University shall :

☞ Discuss the rationale of Extension function of the university, salient features of COPED, and other commitment of the university. She/he shall also discuss the role of the LGU in the implementation of Extension Services as provided in the local government code.

☞ Give an overview about planning in general and development planning.

☞ Learn from them the current barangay planning process observed and followed in comparison with the legal process as mandated by the Local Government Code; operational status of BDC, its present composition in consonance with the LGC mandate.

☞ Familiarize barangay administration leaders with the participatory planning goals and objectives as pursued by COPED, its salient features, steps and activities, output(s) per step.

☞ Highlight the importance of utilizing internal resources of the barangay first, before reaching out to external sources; and

Output of planning process not dependent on external funds:

- Regulatory
- Contribution in kind
- Self-financing projects/activities
- Raising of own resources/taxes
- Government/Donor funds

☞ Emphasize the emergent roles of the Punomng Barangay and effectively supporting barangay development processes, a story is told:

“The Wise Man and the Bird”

To disprove the wisdom of a well-known village wise man, a little boy holds a live bird in his hands at his back. He shall ask the wise man whether the bird is alive or dead. He plans should the wise man answer “alive” he will break the bird’s neck till it dies and show a dead bird. If the answer is “dead” then he will simply do nothing but bring firth a live bird in his hands.

And so, he finally ask the wise man, “is the bird behind my back alive or dead?”

To this, the wise man replied, “The answer to that question, my boy, also lies within the same hands that hold it.”

After telling the story, elicit from the Barangay Council members any relevant insights learned from it and relate such insight(s) to participatory barangay development processes.

Hint Box 10

An example insight, as related to Barangay Development, could be.

- The current state and future life of the barangay depends on the people controlling its affairs now.
- The success of the barangay depends on how much the people have contributed for their own good and not from the outsiders.

Note: According to Art 64, Rule XIII of the rules and Regulations Implementing the Local Government Code, on organizations which are not formally registered, they may be recognized by the SB for purposes only of meeting the minimum requirements for membership of such organization in local special bodies like the BDC. A barangay resolution, to this effect, may be passed and approved

All barangay-based POs/NGOs/PS shall accredit with the SB following the application process and accomplishing the accreditation form attached to the memorandum circular.

4. The Baangay council members are given an overview of their roles during the barangay development planning workshop, like:

✦ To actively participate in the Planning Workshop activities to be undertaken.

✦ To render assistance to the Working Team when needs arise;

- ✎ To be able to come up with the expected output/s per step;
- ✎ To package their own BDP for adoption by the BDC; and
- ✎ To ensure the sustainable adoption of the BDP Planning process in the barangay.

5. Determine the exact number of the BDC to be involved considering the size, number of puroks/sitios in the barangay, and the allowable logistics.

The BDC is headed by the Punong Barangay with the following members: Members of the SB, Congressman's representative, of the district where the barangay is located and representatives of NGOs/POs operating in the barangay which shall constitute not less than ¼ of the members of the fully organized council (Section 107 of LGC).

6. Pre-finalize workshop venue and schedule by presenting the tentatively chosen workshop venue and days. Mention/present the criteria set in choosing the venue and solicit opinions/suggestions from the

1.2.2 Barangay Development Planning

i). Expected Output	<p><u>A. Document Outputs</u></p> <ul style="list-style-type: none"> List of sectoral development committee members Barangay Development Plan Consisting of project/activities listings, cost schedule of implementation, source of funds and responsible persons/entities <p><u>B. Learning Achievements</u></p> <ul style="list-style-type: none"> Attendees are able to appreciate the wisdom of being able to participate in the development process Sectoral Development Committees are able to express the dreams and aspirations in the community and willingly share their resources in their realization. Barangay Administrative Leaders shall feel that responsibilities are share with their constituents and together they can achieve change for development.
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ii). Effective Time Required	<ul style="list-style-type: none"> • 1 day
iii). Suggested Supplies/ materials needed	<ul style="list-style-type: none"> • Logbook and pen for documentation Officer • Existing barangay map (if any) • Food depending on arrangement • Craft paper, pentel pens, forms of BDP • Camera (for documentation)
iv). Involved Groups/Individuals and Respective Roles:	<p>Lead College Extension Focal Person</p> <ul style="list-style-type: none"> ☞ To supervise and ensure the smooth flow of the activity to be undertaken ☞ To represent the organizing agency and answer queries regarding the same. ☞ To ensure that faculty extensionists are mobilized as facilitators during the barangay development planning seminar <p>Head, Extension Services</p> <ul style="list-style-type: none"> ☞ Act as Resource Speaker during the barangay development planning seminar/workshop and lead facilitator
v.) Data Inputs/Information Required:	<ol style="list-style-type: none"> 1. List of Sectoral Development Committees 2. List of functions of each sectoral development committee

vi) PROCESS:

A. Organizing the Barangay Planning Body: (Checklist)

1. The MPDC shall directly coordinate the organization of the BDC in the barangay.
2. The following Sectoral Development Committees shall be organized in order to satisfy all sectors and interests
 - a. Agriculture and Natural Resources Development
 - b. Livelihood, Trade and Industry Development
 - c. Tourism and Beautification Development
 - d. Education, Manpower and Organization Development

- e. Health, Nutrition and Family Planning
- f. Youth and Sports Development
- g. Infrastructure and Utilities Development
- h. Finance
- i. Senior Citizens and the Disabled
- j. Justice, Peace and Human Rights
- k. Housing and Waste Management
- l. Disaster Preparedness

3. The following are some of the major functions of the sectoral development committees.

3.1 Committee on Agriculture and Natural Resources Development

- Plans, programs, develops and organizes local resources for agricultural production and marketing of farm products;
- Consults with technical personnel of government offices and non-government organizations on barangay problems affecting agriculture and natural resources
- Recommends needed agricultural facilities to improve agricultural production; and
- Oversees agricultural and natural resources programs and projects implemented in the barangay.

3.2 Committee on Livelihood, Industry and Trade Development

- Plans for the development of micro, cottage, small and medium
- Coordinates with appropriate agencies on the aspects of production, marketing and financing of the different industries and trade projects to be implemented; and,
- Identifies and recommends necessary manpower training for the livelihood, trade and industries activities.

Committee on Tourism, Beautification Development

- Identifies, plans and improves scenic spots as tourist attractions;
- Plans for the continuous beautification and cleanliness of the barangay; and
- Organizes regular programs such as lantern contests, carabao and horse racing and other contests to attract people from nearby barangays

Committee on Education, Manpower and Organization Development

- Initiates the conduct of necessary manpower development training in coordination with other committees;
- Determines and plans education and manpower development buildings, rooms and facilities needed;
- Organizes and mobilizes group action; and
- Coordinate with appropriate technical agencies and technical men the continuous upgrading of the development planning, programming and implementing and management capabilities of the members of the Sangguniang Barangay BDC and sectoral development committees.

3.5. Committee on Health, Nutrition and Family Planning

- Determines and plans the health, nutrition and family planning requirements of the local residents;
- Coordinates with government offices of health facilities needed and with health and family planning personnel assigned in the barangay; and
- Plans regular training and information programs on health, nutrition and family planning.

3.6 Committee on Youth and Sports Development

- Formulate plans, programs and projects for youth and sports development in the barangay
- Coordinates and takes charge of the youth programs/projects of concerned agencies operating in the barangay; and
- Organizes continuous sports activities.

3.7 Committee on Infrastructure and Utilities

- Identifies and plans infrastructure and utilities projects in coordination with appropriate government agencies
- Plans and develops requests for assistance to undertake infrastructure and utilities from other committees;
- Initiates and mobilizes various groups in the construction of infrastructure, utilities and other facilities; and,
- Follows up the release of funds for infrastructure and utilities projects to be implemented in the barangay.

3.8 Committee on Finance

- Prepares plans and programs for the utilization of barangay income;

- Prepares proposals on generating income from within and outside of the barangay; and,
- Secures the release of funds intended for all projects in the barangay

The sectoral development committees will be organized in such a manner that the barangay councilmen, treasurer, secretary and the representative of the youth will be made to serve as chairmen of the different committees.

B. Formulation of the Barangay Development Plan

1. Orienting the Planning Committee

After the organization of the different sectoral committees (SDCs) , with their respective chairmen and members identified, the conduct of the planning training-workshop follows. The workshop shall provide participants with knowledge of the basic principles, methods, techniques and procedures in development planning. It may be conducted by the Municipal Development Coordinator with the assistance of technical agencies and officials, i.e. NEUST. Topics for discussion may include the rationale for barangay development planning, the gathering of data including the conduct of an overall barangay and family survey, the preparation of the socio-economic profile, the process and steps in plan formulation, the identification and development of projects, planning linkages and roles of every barangay resident.

This training workshop may have as outputs the first approximation of the Barangay Socio-economic Profile and the Barangay Development Plan, together with the crude identification of sectoral projects. These may suffice to give the participants the fill of and exposure to subsequent planning.

1.1 Conducting Community Surveys

Community surveys are undertaken to gather basic planning data such as information on population; occupation and livelihood of people; family income and expenses; agricultural

land area and production; land tenure; micro, cottage and small scale industries and trade establishments; educational facilities; housing; health and nutrition; community organizations; recreational facilities; housing, health and nutrition; community organizations; recreational facilities; credit and finance; and, infrastructure/utilities. Through these surveys and resident's aspirations, problems and needs could be determined.

Two sets of needs maybe fielded for two groups of respondents. One set, the Barangay Socio-economic Survey, will be used to get barangay wide data and their aspirations and development needs and problems. The other set, the Barangay Family Survey has as respondents all barangay households. The objective of the latter is to validate the data and information provided by the household respondents.

Outputs from the surveys are the Barangay Socio-economic Profile and the Barangay Existing Base Maps.

1.2 Determining Potentials and Needs

The second step in the process consists of analyzing the data and information gathered in the first step and determining the potentials and problems/needs of the barangay and its residents.

The potential of the barangay may consist of the following:

1. The residents themselves and their capabilities;
2. The natural resources of the area such as land, water,, river/creek and mineral resources; and
3. The agro-industrial production and availability of raw materials.

The sectoral indicators presented below may produce the development problems/needs of an area:

- 1) Population
- 2) Occupation and livelihood of the residents
- 3) Family income and expenses
- 4) Agricultural land area and production
- 5) Land tenure
- 6) Micro, cottage, and small-scale industries
- 7) Trade establishments

- 8) Educational Facilities
- 9) Housing
- 10) Health and Nutrition
- 11) Community organizations
- 12) Recreational facilities
- 13) Credit and finance
- 14) Infrastructure and utilities

Through the different SDCs, the sectoral problems/needs are analyzed, prioritized and listed. They may be expressed in qualitative terms supported as much as possible by quantitative data.

1.3 Defining Objectives and Setting Strategies

Based on the identified potentials and problems/needs, the SDCs decide on the development objectives they want their barangay to be and set the strategies for realizing these development objectives. These objectives and strategies will provide the direction for the development of the barangay during the plan period. Shown hereunder is the format that may be utilized for the purpose:

Barangay Sectoral Development Objectives and Strategies

Prioritized Problem/Need	Development Objectives	Development Strategy

1.4 Identifying Programs and Projects

On the basis of the defined and set development objectives and strategies, the SDCs then identify, prioritize and list the programs, projects, and activities necessary for implementation during the plan period. Each problem,/need/objectives should have corresponding program/s and project/s.

Information about a program/project may include expected benefits, indicators, quantified targets, estimated cost expressed in pesos, schedule of implementation, source of fund and number of implementation. The guidance and assistance of the Municipal Planning and Development Coordinator and government or private engineers, should be sought in accomplishing this step to ensure proper program/project cost estimation.

As part of the Development Plan, a comprehensive map will be prepared portraying the proposed programs/projects to be implemented during plan period.

2. Approval of the Development Plan

The process for the approval of the Barangay Development Plan consist of conducting a public hearing, finalization and adoption and ratification of the Plan document.

The draft of the development plan is submitted for public hearing participated in by the Sangguniang Barangay members, BDC sectoral development committee members, household heads, heads of religious and civic organizations, youth women and other groups as well as by the Municipal Planning and Development Coordinator, the DILG Local Govement Operations Officerand other officials of the municipality. The purpose of the eharing is to get multisectorall reactions, comments and suggestions necessary to improve the draft of the plan.

After the incorporation of the output of the hearing, the Development Plan is finalized and adopted by the BDC and then submitted to the Sangguniang Barangay for adoption.

The ratification of the adopted Barangay Development Plan by the Barangay Assembly completes the barangay plan formulation.

*Adopted from the “How to Plan Development of Municipalities and Barangays, Dr. Gemeliano C. Calling, Quezon City 1991.

C. Barangay Development Plan Implementation, Monitoring and Evaluation

The Barangay Development Council is primarily tasked to implement the barangay development plan through its sectoral development committees. The committees coordinate and follow up with concerned agencies/offices, both public and private, at the municipal and other levels, with the assistance of the Municipal Planning and Development Coordinator. The release of project funds and request of technical assistance and other support that maybe provided to the barangay for the implementation of the barangay development plan. Said implementation should be synchronized with implementation of the municipality’s overall development plan so that barangay implementing problems and other setbacks can be met with the help of municipal officials.

NEUST Extension workers can provide the necessary assistance in the form of technical expertise and consultancy services in the generation and mobilization of resources. Example of these services are, project proposal preparation and packaging, linkaging and networking, monitoring of activities and evaluation.

A regular meeting of the COPED Council and the Barangay Development Council shall serve as the avenue for monitoring of projects and activities as reflected in their development plan.

A regular monitoring report shall also be required from the NEUST Extension workers by the Office of the President so as to monitor the impact of the university’s presence in the different communities.

After three years, an evaluation of the extension program in the partner municipality must be conducted to assess the impact of the program in the municipality.

B. WALK-IN CLIENTS.

STEPS IN ACCESSING TECHNICAL ASSISTANCE FROM NEUST BY WALK-IN CLIENT FROM THE COMMUNITY

Activity No	Activities	Duration
1	Walk-in clients (individual or organization) shall submit a letter request to the Office of the President stating therein their needed service/ assistance.	
2	Office of the President forwards Approved communication to the OVP-RET/Director, Extension Services for appropriate action.	30 mins
3	Extension Director prepares necessary Documentation/proposal for implementation of the project/delivery of the requested service/s by the clientele	1 day
4	Approval of proposal/release of funds	1 day

5	Implementation of the project by mobilizing Concerned college/faculty.	
	a) Vocational Training	20 days
	b) Livelihood Skills training	5 days
	c) Technical Advisory (depends upon the project)	
	d) Consultancy Services	
6	Evaluation of the services rendered In terms of effectiveness and timeliness	
7	Concerned faculty submits accomplishment report and accomplished evaluation instrument for monitoring and reporting.	

Expected Output (s):

A. Document Outputs:

- Approved letter request
- Approved project proposal indicating therein the roles of all concerned
- Memorandum of Agreement between NEUST and partner entity
- Post Activity Report
- Evaluation
-

B. Learning Achievements:

At the end of the step, the following shall be achieved::

- The client (individual or organization) gained the knowledge, skills and attitude which they requested from NEUST
- Faculty members shall be able to render their services to the community as part of their basic functions.
- Enhanced the role of NEUST as provider of extension services to the community and become the bridge for sustainable community development in the community.

At the end of the step, concerned office/college/campus of NEUST shall be able to:

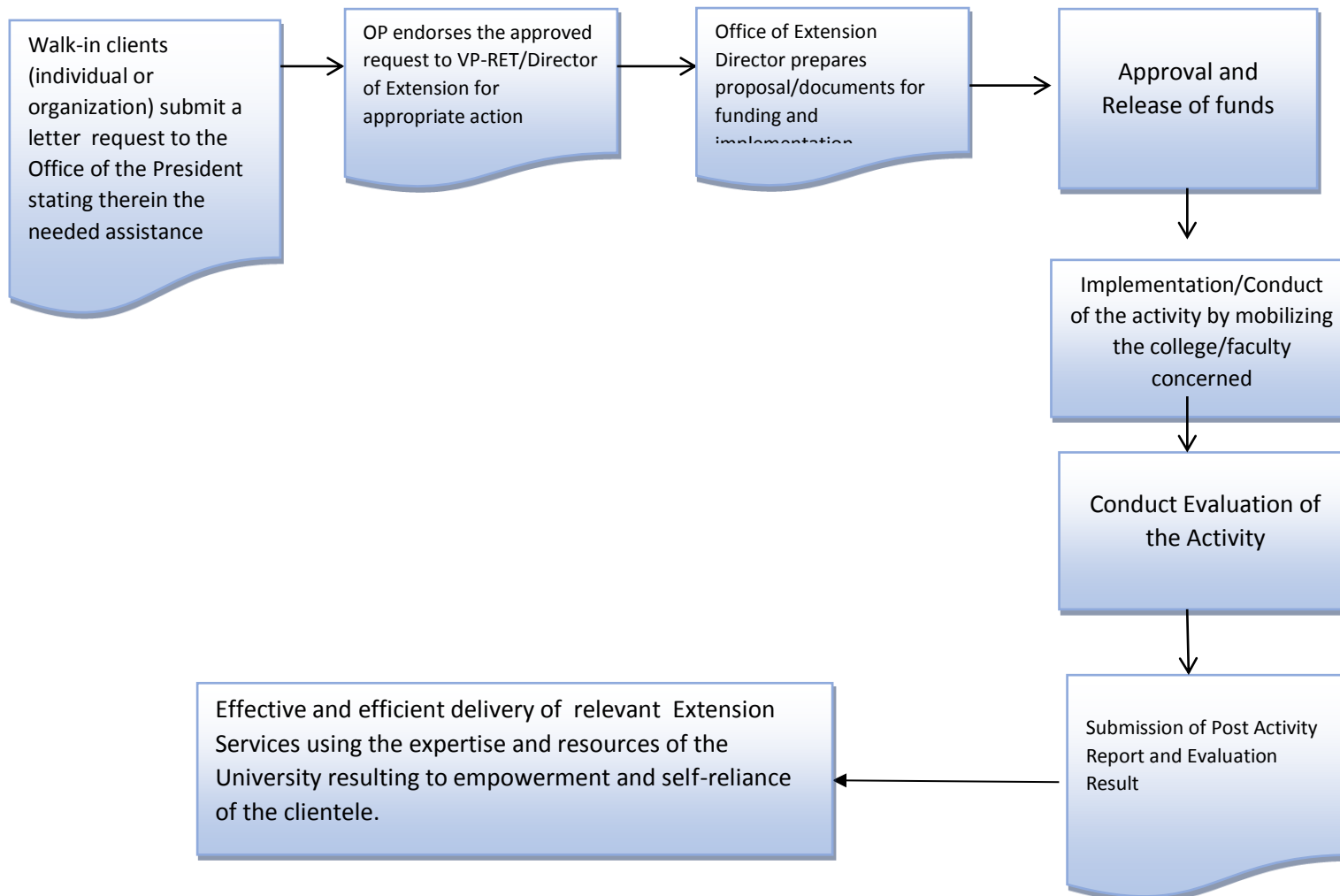
- Internalize the importance of extension as a mandated function of the university
- Designate extension faculty who shall serve as the expert or trainer for the project
- Prepared action plan in relation to the implementation of the project.
- Allocate funds and other resources necessary for the implementation of COPED

C. Outcome

Effective and efficient delivery of relevant Extension Service using the expertise and resources of the University resulting to empowerment and self-reliance of the clientele.

Total effective time required: 3 weeks to 2 months

**STEPS IN ACCESSING TECHNICAL ASSISTANCE FROM NEUST BY WALK-IN CLIENTS FROM
THE COMMUNITY**



CHAPTER IV. MONITORING AND EVALUATION

One of the most important part of program or project cycle is monitoring and evaluation. Monitoring is a systematic system of keeping track of all activities, development and accomplishments of an operational program or project. The intention is to determine if the program objectives and plan is carried out as envisioned so that variances in deviations from schedule, use of resources, expected output and task allocation may accurately be reported.

Extension Coordinators or focal persons are expected to submit their report regularly to the Office of the VP for RET through the Office of the Director for Extension. (Form 1)

Evaluation on the other hand is an indispensable tool of management. Its objective is to assess the effectiveness and efficiency of program or project implementation. Each project implemented that utilized resources of the university needs to be evaluated. (Form 2)

The following forms shall be used by the different operating units of the University in the conduct of their Extension activities.

- A. Annual Extension Project Report Format
- B. Extension Project Proposal
- C. Logical Framework of Extension Project
- D. Training Completion Report
- E. Request for Training
- F. Post Activity Report Form
- G.. Evaluation Instrument

EXTENSION PROJECT PROPOSAL

(Format)

I. BASIC INFORMATION

Project Title:

Proponents:

Project Leader:

Component Leader(s):

Implementing Unit:

Collaborating Units/Agencies:

Project Site(s):

Duration:

Proposed Budget:

I. TECHNICAL INFORMATION

A. Rationale

B. Statement of the Problem

C. Logical Framework

Nueva Ecija University of Science and Technology

Cabanatuan City

EXTENSION PROJECT REPORT

CY _____

I. BASIC INFORMATION

1. Program /Project Title: _____

1.1 Program/Project Leader: _____

2. Program/Project Components: _____

Staff Involved: _____

3. Implementing Unit: _____

4. Cooperating Agencies: _____

5. Program/Project Sites: _____

6. Duration: _____

a. Date started: _____

b. Expected date of completion: _____

7. Financial Report for the year under review:

a. Total approved budget: _____

b. Actual released budget: _____

c. External support or counterpart funds from cooperating agencies (if any,
this may include in cash or in kind): _____

d. Actual expenditures: _____

II. TECHNICAL REPORT (not more than 25 pages including tables/charts):

A. Executive Summary (1 to 2 pages only)

B. Rationale

C. Logical Framework of the program/project *(Pls. see attached format)*

D. Strategies/Methodologies Employed *(Pls. indicate how strategies/methodologies were carried-out and their effectiveness in the achievement of objectives including how these strategies/methods/approaches are integrated to bring about changes or improvement of the process)*

E. Results/Accomplishments (Pls. see attached format)

F. Lessons Learned

G. Plans and Targets for the Year (Pls. see attached format)

EVALUATION INSTRUMENT FOR ONGOING/COMPLETED EXTENSION PROGRAM/PROJECT

PART A. PROGRAM/PROJECT PRESENTATION (50%)		
CRITERIA	RATING	REMARKS
<p>1. PERFORMANCE (40%)</p> <p>1.1 Effectiveness (30%)</p> <p>Objectives attained and desirable outcomes actualized</p> <p>Outcomes may include one or more of the following (please check where applicable):</p> <p>a. Social</p> <p>_____ Changes in people's values and attitudes</p> <p>_____ Changes in people's participation in development undertakings</p> <p>_____ Functional organizations established</p> <p>_____ No. of participants adopting the technology</p> <p>_____ Local organizations/government units strengthened</p> <p>Others, pls. specify_____</p> <p>_____</p> <p>b. Economic</p> <p>_____ Changes in people's income</p> <p>_____ No. of individuals/families established livelihood</p> <p>_____ Enterprise established/technology commercialized</p> <p>_____ No. of trees (fruit, forest trees) and other crops planted</p> <p>Others, pls. specify_____</p> <p>_____</p>		

<p>c. Environmental Effects</p> <p>_____ Rehabilitation, conservation and protection of natural resources</p> <p>Others, pls. specify _____</p> <p>_____</p> <p>d. Quality of interagency collaboration among NGAs, LGUs, POs, NGOs with the project/implementing unit of NEUST</p> <p>_____ With MOA</p> <p>_____ Cost sharing with other sectors concerned in terms of manpower, facilities, funding, etc</p> <p>Others, pls. specify _____</p> <p>_____</p>		
<p>CRITERIA</p>	<p>RATING</p>	<p>REMARKS</p>
<p>1.2 Efficiency (10%)</p> <p>1.2.1 Activities conducted as planned (3%)</p> <p>1.2.2 Implementation within budget and time allotted (4%)</p> <p>1.2.2 Number of clientele served(3%)</p>		
<p>3. INTERNAL OUTCOMES (10%)</p> <p><i>Did the project...</i></p>		

<p>2.1 improve the unit's capability to conceptualize and implement extension programs (how the unit integrates changes in the processes in terms of tools, methods and strategies used? (2.5%)</p> <p>2.2 provide feedback to research programs? (2.5%)</p> <p>2.3 provide input and/or insights to instruction? (2.5%)</p> <p>2.4 strengthen linkages/partnership among units within the university (2.5%)</p> <p>Sub-total</p>		
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PART B. FIELD EVALUATION (50%)		
CRITERIA	RATING	REMARKS
1. Outcome on beneficiaries of the project (20%) This may include one or more of the following: _____ Changes in knowledge and attitudes _____ Productivity _____ Income (no. of children sent to school, able to build or repair house, acquisition of tools, equipment, facilities, etc.) Others, pls. Specify _____		
2. Community Outcomes (20%) Outcomes may include one or more of the following: _____ Community participation _____ Employment _____ Environmental conservation/protection/rehabilitation _____ Resource utilization _____ Sustainability Others, pls. specify _____ _____		
3. Local Participation (10%) _____ This includes counterparting of stakeholders (i.e. Manpower, facilities, funding, etc.) Others, pls. specify _____		

Sub-total		

General Remarks:

SUMMARY:

A. Project Presentation _____

B. Field Evaluation _____

Overall Rating _____

- Outstanding (91-100)
- Very Satisfactory (81-90)
- Satisfactory (71-80)
- Poor (70 below)

Recommendations:

___ For continuation with improvement/changes

___ For continuation (as is)

___ For termination

___ Lessons Learned for Dissemination

___ Publication

___ Seminar

___ Regional R & D Symposium

Evaluator (Signature over printed name): _____

Date: _____

TRAINING COMPLETION REPORT FORMAT

I. Title of Training: _____

II. Date and Venue: _____

I. Implementing Unit(s): _____

II. Cooperating Agencies (if any) : _____

III. Service area and type of participants: _____

IV. Rationale: _____

V. Objectives: _____

VI. Methodology (include teaching strategies employed in the conduct of the training): _____

VII. Persons involved (please indicate number of contact hours, and the honorarium, if any of the person involved):

a. Resource Persons: _____

b. Training Coordinator: _____

c. Facilitator: _____

VIII. Source of Funds (please indicate how much each agency contributed. This shall also include the participants' registration/contribution).:

Agency: _____ Amount: _____

IX. Contents/highlights: _____

X. Problems met: _____

XI. Recommendation(s): _____

XII. Profile/Directory of Participants (Name, Gender, Age, Home Address,
Office Address (if applicable), Type of Participants, educational attainment)

XIII. Budget/ Breakdown of Expenses:_____

Particulars

Amount

LOGICAL FRAMEWORK OF THE PROGRAM/PROJECT

HIERARCHY OF OBJECTIVES	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS/ RISK FACTORS
Goal (sectoral or national objectives to which the project is designed to contribute, e.g. increased income, improved nutritional status, reduced crime, etc)			
Purpose (To what the project is expected to achieve in terms of development outcome at the end, or soon after, the project life..eg increased production, cleaner water, etc)			
Project/Component Objectives (Objectives of projects or programs which are relatively large and has a number of components: output/activity areas)			
Outputs/			

Specific results and tangible products (goods and services) produced by undertaking a series of tasks or activities			
Inputs/Activities (Specific tasks undertaken to achieve the required outputs)			

D.1 Project Component

A. Project Title: _____

D. Project Leader(s): _____

E. Program Title: _____

F. Program Leader(s): _____

G. Implementing Unit(s): _____

H. Cooperating Unit(s): _____

I. Budget _____

Program Goals/Objectives	Specific Objectives	Implementing Strategies	Key Indicators	Quantifiable Evidence of Project Outputs	External Conditions Needed for the Success of the Project	Inputs Needed

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TRAINING APPLICATION FORM

Title of Training:

Instructions: We would like your help in making this activity as beneficial to you as possible. In order to do this, we request that you provide us with some information. Below you will find a number of questions relating to your background and expectations for the workshop. Most questions can be answered simply by placing a check in the appropriate space. Where a written answer is required, please print your reply clearly in the space provided. Please consider your responses carefully and answer truthfully. Everything you say will be held in strictest confidence. The information will be used only to help us make our activities more responsive to your needs.

Last Name: _____ First Name: _____ MI _____

Sex: M _____ F _____ Date of Birth: _____ Civil Status: _____

Position: _____

Highest Educational Attainment: _____

Duties & Responsibilities in the job you are in (Pls Specify)

Department/Office: _____

Office Address: _____ Phone/Fax: _____

Municipality: _____

Home Address : _____

What specific topic/interests needed in your job would you like to be incorporated in this training? (Pls list at most 5 according to priority. Pls. indicate priority rank by numbering them from 1-5)

CHAPTER V. ADMINISTRATIVE SUPPORT, INCENTIVES AND COMPENSATION FOR EXTENSIONISTS

Policy Statement:

It is the policy of the University to adopt a scheme in providing incentives and other logistics and administrative support to faculty, non-teaching personnel and students engaged in Extension services to the different communities in the province and other areas who are partner of NEUST under its flagship extension program.

Procedures and Guidelines:

1. The Office of Extension and Training of the concerned College/campus/department shall prepare a project/program proposal which is aimed at providing relevant and responsive programs and services to varied clientele of the service area within the parameters of the university's mission, vision and goals.
2. The project/program proposal shall follow the institutional format containing among others rational, objectives, budgetary requirements of the project.
3. Faculty members or non-teaching personnel serving as trainers or resource persons and conducting lifelong courses, skills training and vocational training and other capability building activities shall receive compensation in the form of overtime pay and shall be granted transportation allowance subject to accounting and auditing procedures and guidelines during the duration of the training.
4. The Office of the Director of Extension Services shall be responsible in the monitoring and supervision of the on-going trainings conducted in the various municipalities/barangays during Saturdays and Sundays and shall be granted overtime pay and transportation allowance subject to accounting and auditing procedures.
5. Faculty members of the university who render extension services and mobilized to participate in community activities based on their expertise and line of specialization by providing technical assistance and consultancy services shall be provided with transportation facilities or in the event that no transportation is available, the university shall provide transportation allowance and meal allowance, subject to usual accounting and auditing procedures..

6. The university shall provide the necessary resources and generate funds from external sources to effectively carry out programs and activities of the Extension and Training department.
7. The university shall design an evaluation system to assess performance of faculty members engage in Extension Services to determine outstanding performers in extension delivery.
8. As part of the incentive to the faculty performing Extension Work,
9. This policy shall cover all faculty members and other non-teaching personnel of the University.

Effectivity Date:

Coverage:



2015

NUEVA ECIJA UNIVERSITY OF SCIENCE AND TECHNOLOGY EXTENSION HANDBOOK

**Extension
Office**

11/10/2015

