



4. COMMUNITY ENGAGEMENT AND OUTREACH

4.1 The Extension Services Office

The Extension Services Office (ESO) facilitates the transfer of applicable packages of technology and dissemination of useful information generated, developed, and adopted by the University with the end goal of enhancing the development and acceleration of growth in terms of per capita income and socio-economic well-being of the clientele, most especially, the less fortunate and underprivileged populace of the University's service areas. ESO make the technical assets, capabilities, and expertise of USM available to its service areas where these are needed, useful, and relevant through community engagements.

4.2 Community Engagements

Community engagement is working with and through people affiliated by geographic location or interest groups that are having similar interest, practice, situation, or identity, based on mutual respect and commitment. It also involves collaborations with government and/or nongovernment agencies that are committed to provide resources as counterpart for bringing about change in knowledge, skills, behavior, and aspirations among the farmer-partners, industry-partners, etc. that will help improve their socio-economic well-being for sustainable development.

Funding for community engagement is proposal based thus faculty members are encouraged to submit need-based community engagement plans in the form of capsule/activity proposals for possible funding by the local, regional, national, and international funding agencies (please see Figure 2).

Partnerships with relevant government and non-government agencies are necessary component in the community engagement to sustain the gains of development in the conduct of extension activities.

4.2.a Community Engagement Project (CEP)

The Community Engagement Project (CEP) is composed of several components in which each component has a series of activities to attain specific objectives. The scope of CEP is within the approved budget and defined time-period.

Partners in the engagement are bound through a Memorandum of Understanding or Agreement. In this document, parties are committed to perform their respective duties and responsibilities to the best of their abilities to carry out the planned activities stipulated in the project proposal. Stipulated also in the MOU/MOA is the willingness of each partner to provide resources as counterpart in the implementation of the CEP.

The CEP should be aligned with the University RDE Agenda, Unibersidad and Komunidad "UniK" Extension Program of the ESO, and Sustainable Development Goals of the United Nations.



4.2.b Faculty involvement in community engagement

The CEPs can contribute directly and indirectly to both short- and long-term development in the service areas. CEPs activities can be undertaken by USM faculty and students, development workers/extensionists, visiting professors, and international students.

Private extension agencies can collaborate with any of the University Extension Units on a case-to-case basis, subject to the approval of the URDEC.

Faculty members planning to submit a CEP for funding either local or external must follow the RDE proposal processing procedure (Figure 2).

In community engagement, the faculty serves as technical expert/adviser and facilitator. Activities to be conducted are in coordination with the partner agencies in accordance with the workplan.

During the course of project implementation, a quarterly monitoring and accomplishment (M&A) report and attachments shall be submitted to the ESO for evaluation in terms of effectiveness and efficiency. It shall be done by the Monitoring and Evaluation Team (MET) composed of the ESO Director, M&E Specialist, and an expert in the field who are designated by the USM President. The MET has given the capacity to recommend to the URDEC for the termination or continuation of the Project.

In summary, all faculty involved in community engagement shall:

- a. perform all activities in accordance with the approved proposal;
- b. document, evaluate, monitor and report all activities;
- c. subject the project to third party impact assessment; and
- d. disseminate extension outputs to stakeholders.

4.3 Community Outreach

Part of the social responsibility of the University is the conduct of outreach activities through volunteerism. Volunteers render their services in the form of time, talents, and treasure without expectation of remuneration.

4.3.a College-based Outreach Program

A College-based outreach program can be organized to address the immediate needs of the community. In community outreach, there are three key players: the facilitators, donors, and volunteers. The facilitators plan the activities, coordinate with the community and the donors, and organize volunteers. Donations can be in the form of cash or in-kind.

A letter of intent to conduct outreach activities will be addressed to the University President through the ESO for evaluation and recording purposes. Upon completion of the activity, an activity completion report together with the attendance sheet and other attachments shall be submitted to the ESO.



4.5.b Student Involvement in Community Engagement and Community Outreach

Community engagement for students in the University shall be integrated into the curriculum. Students can participate in community engagement activities as stipulated in the course syllabus. In this process students have the opportunity to engage with local communities and develop the knowledge, skills, and attitudes necessary for meaningful participation in sustainable development initiatives.

For both on-campus and off-campus community engagement activities, the faculty responsible for the course must submit a request letter to the Office of the Vice President for Academic Affairs. If approved, the necessary requirements must be completed. For community engagement, the evaluation shall be performed by the ESO Director, and the Director for Instruction. For community outreach, the evaluation of the requirements shall be performed by the Director of Student Affairs.

Coordination between the subject professor and the CEP leader will be done to plan and prepare for the activity. Activities like training facilitation, organizing, IEC development, validation, and distribution of IECs, collection of data, analysis of data, news feature article writing, and the like can be participated by the students during CEP implementation with the supervision of the subject professor and the CEP leader.

4.4 Student Volunteerism

The ESO provides volunteer students (individual or group) the opportunity to render services to the USM Community and its service areas. An application form to render a 25-hour/semester volunteer service will be filled out by the student and can be obtained from the ESO. Interview will be conducted wherein their commitment to sharing their time, talents, and skills will be determined. Students will be trained to enhance their capacity to do volunteer work. The volunteers will be deployed to different CEPs/Offices or during a specific university activity where their talents and skills are needed. A tickler will be provided to them for monitoring of their accumulated number of hours rendered.

The campaign and recruitment of volunteers, interview, and training will be done every month of August and January, or in consonance with the opening of classes. This is to give them time to think and evaluate and fit their volunteer work with their class schedules. The Volunteer Coordinator will make arrangements with concerned CEPs/Offices/Activity In-charge regarding deployment and monitoring of the Volunteers. A certificate of completion will be awarded to each successful volunteer after the semester.

4.5 Collaborations

Any government and private entities can collaborate with USM on RDE endeavors. A letter of intent of would-be partners could be sent to the Office of the President stating their needs and commitment on RDE matters including incidental expenses to be incurred during the conduct of activities. The partnership will be formally forged in the form of a Memorandum of Understanding/Agreement to be approved by the Board of Regents.



4.6 Training Development and Implementation

The University Extension Services Office provides training programs designed to give the trainees the knowledge, skills, and attitude to perform their job or duties to the best of their abilities. The training may take a couple of days or weeks, depending on the skills. Once there is an indication of certainty in offering a training course, the Training Management Group (TMG) or training coordinator is created or appointed to implement and adequately manage the training course. By then, all training plans and activities should be finalized and formalized.

Figure 5 shows the training development and implementation flowchart.

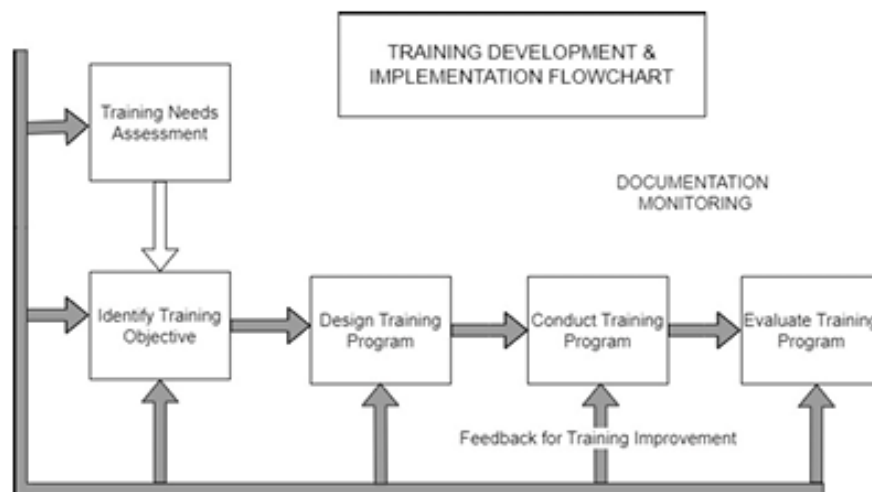


Figure 5. Training development and implementation flowchart

Training Needs Assessment

A training program is organized with a particular purpose in mind. Two questions need to be answered: (1) who are to be trained (2) for what purpose are they to be trained? One must know who to be trained and why they need the training to have a basis for the formulation of specific training objectives, subject matter content, and training methods.

Identify Training Objectives

Training objectives must be explicitly stated. What is expected of the participant as a result of the training?

Consider what is to be taught with the intended behavioral outcome. Each training objective should describe a particular output to be attained. The more specific the statement of objectives, the greater the clarity of the statement of the intended behavioral outcome, and it can be evaluated.

Design Training Program

Determine what is to be taught. The bases for determining what is to be taught are the program or organizational needs and expressed needs of the trainees.

The final training design is essentially a teaching plan. A well-organized training design consists of the following:

1. Statement of the coverage of the subject matter to be taught



2. Objectives of the training activity
3. Teaching aids, equipment, and other tools
4. A brief explanation of how the trainee participates in the training activity
5. Identification of the people who are to be involved in the training
6. Methods of teaching
7. A list of learning activities that are to be assigned to the trainees
8. Provision for evaluation of the learner before, during, and after the training, and a follow-up after the trainee has been home for some time.

Conduct Training Program

The implementation of the training activities may be assigned to various working committees. A central contact person who provides leadership in coordinating the working committees should be assigned. In implementing the training program, one may see specific weaknesses or faults in the training plan. Such observations should be attended immediately, and alternative means of correcting them should be adopted. This is the flexibility that a written program provides.

Evaluation and Follow-up

Provisions should be made to evaluate the trainees during and after training. A benchmark evaluation may be administered at the start of the training to determine the level of knowledge, skills, or attitudes that they possess. The trainees' reactions to the training session or activities should be solicited. Encourage suggestions or comments from them and make revisions or adjustments, if necessary, in the training program.

Evaluate the training in terms of the specific objectives of the training. The trainees should know the result of the evaluation.

A program of following up with trainees in their work situations should be made to find out the applicability of what trainees had learned in their training to their jobs. Follow-up or post evaluation of the trainees will enable training program planners to obtain information on which to base decisions for improving future training programs.

Monitoring Training Programs

The office of the Director for Extension Services (ODES) is responsible for undertaking the monitoring function. The TMG or the Training Coordinator is responsible for providing the ODES with information regarding the Training course for which he/she is responsible. Different forms are provided by the ODES for such purposes.