



PRELIMINARY SURVEY VISIT

AREA VI EXTENSION AND COMMUNITY INVOLVEMENT

A. Priorities and Relevance

A.1. Copy of the benchmark survey instrument.

AREA VI: EXTENSION AND COMMUNITY INVOLVEMENT

A. Priorities and Relevance

- A.1. Copy of the benchmark survey instrument
- A.2. Evidence of complementation between the curriculum of the program under survey, and its extension program.
- A.3. List of linkages established with extension-oriented agencies.

-
- A.4. Copies of MOA or MOU with partner or collaborating GAs, NGOs and institutions.

B. Planning, Implementation, Monitoring and Evaluation

Planning

- B.1. Evidence of extension planning sessions.
- B.2. Copy of the extension program, including relevant information.

Implementation

- B.3. Organizational Structure of the Extension Unit
- B.4. Profile of the Unit Head and his/her Staff.
- B.5. Operational Plan of the Extension Program, with focus on implementation strategies.
- B.6. Roster/Experts for extension projects, if necessary.
- B.7. Evidence of transfer of appropriate technology to the target clientele.
- B.8. Samples of packaged technologies/news/information disseminated to the clientele.
- B.9. Copy of the Extension Manual.

Monitoring

- B.10. Copy of the monitoring and evaluation instrument/s.
- B.11. Sample accomplishment and terminal reports.

Funding and Other Resources

- B.12. Copy of the budgetary allocation for the extension program.
- B.13. Evidences of outsourcing for fund augmentation.
- B.14. Evidences of outsourcing for technical assistance and service inputs from other agencies.

C. Community Involvement and Participation in the Extension Activities

- C.1. Evidence of community participation in the planning and implementation of extension projects/activities.
- C.2. Evidence of technology adoption, utilization and commercialization.

-
- C.3. Copy of a long-term sustainable extension program, e.g. community development projects, etc.

- C.4. List of collaborating agencies, including the nature of collaboration.
-

Community Needs Assessment Instrument

I. Introduction

- Explain the purpose of the needs assessment:
 - To gather information about the community's needs, priorities, and resources.
 - To inform the development of relevant and effective programs and initiatives.
 - To foster a collaborative partnership between [Organization Name] and the community.
- Emphasize the importance of community participation and the confidentiality of responses.
- Explain that the survey includes both multiple-choice and open-ended questions to gather a comprehensive understanding of community needs.

II. Community Profile

(To be completed by interviewer or obtained from existing data, if available)

- Name of Community/Organization: _____
- Location (Municipality, Province/Region): _____
- Date of Assessment: _____
- Name of Interviewer/Facilitator(s): _____
- Key Informants/Participants: _____
- Approximate Population: _____
- Demographics (age, gender, ethnicity, household composition, etc.):

- Socioeconomic Profile (employment sectors, education levels, poverty incidence, etc.):

- Available Resources and Infrastructure (schools, health centers, community facilities, transportation, communication networks, etc.):

- Community Organizations and Networks (types, roles, and capacity):

- Governance Structure and Local Leadership:

III. Needs Assessment Questions

This section is divided into categories to gather comprehensive information. Please adapt or add questions as needed to fit the specific context of the community/organization and the intended project.

A. Core Community Concerns

1. What are the most pressing issues or challenges facing your community/organization? (Please select up to three)
 - Lack of job opportunities/unemployment
 - Poverty
 - Inadequate healthcare services
 - Lack of access to education
 - Poor infrastructure (roads, water, etc.)
 - Environmental problems (pollution, etc.)
 - Social issues (crime, substance abuse, etc.)
 - Lack of community facilities (centers, parks, etc.)
 - Other/s (Please specify): _____

2. What are the underlying causes of these issues? (Select all that apply)
 - Lack of government support
 - Limited community resources
 - Lack of education and skills
 - Natural disasters or environmental changes
 - Economic inequality
 - Poor management of resources
 - Conflict or social instability
 - Cultural factors or beliefs
 - Other/s (Please specify): _____

3. How do these issues affect the daily lives of community members? (Select all that apply)
 - Difficulty in meeting basic needs
 - Reduced quality of life
 - Increased health problems
 - Limited opportunities for education and employment
 - Social isolation or exclusion
 - Increased stress and insecurity
 - Damage to property or livelihoods
 - Other/s (Please specify): _____

4. Who are the most affected by these issues? (Select all that apply)
 - Children
 - Youth
 - Women
 - Elderly
 - People with disabilities
 - Low-income households

Specific ethnic or social groups

Other/s (Please specify): _____

5. What are the potential consequences if these issues are not addressed? (Select all that apply)

Further decline in living conditions

Increased poverty and inequality

Social unrest or conflict

Environmental degradation

Loss of cultural heritage

Increased migration or displacement

Long-term negative impact on future generations

Other/s (Please specify): _____

6. What are the community's existing coping mechanisms or strategies for dealing with these challenges? (Select all that apply)

Community support networks

Traditional practices or knowledge

c) Informal economy or livelihood activities

d) Assistance from family and relatives

e) Religious or spiritual practices

f) Advocacy or community organizing

g) Reliance on external aid

h) Other (Please specify): _____

7. What external support or resources are needed to address these concerns effectively? (Select all that apply)

a) Financial assistance

b) Technical expertise or training

c) Infrastructure development

d) Policy changes or government support

e) Access to information and technology

f) Partnerships with other organizations

g) Capacity building

h) Other (Please specify):

A. Follow-up Qualitative Questions

1. Of the issues you selected in question 1, which is the *most* pressing, and why? Please explain in detail.

2. For the primary cause(s) you selected in question 2, can you provide specific examples or stories from the community that illustrate this?

3. In question 3, you indicated how these issues affect daily life. Can you describe one specific instance

where you or someone you know experienced this impact?

4. You mentioned the groups most affected in question 4. Why do you think these groups are particularly vulnerable?

5. In your opinion, what is the single most important thing that needs to change to improve the situation in your community?

Sector Specific Needs Assessment Questions

Social and Cultural Dynamics

1. What are the significant cultural traditions, practices, and values in your community? (Select all that apply)

- a) Traditional arts and crafts
- b) Music and dance
- c) Festivals and celebrations
- d) Oral traditions and storytelling
- e) Religious or spiritual beliefs
- f) Customs and social norms
- g) Traditional food and cuisine
- h) Other (Please specify): _____

2. How are these traditions and values preserved and passed on to younger generations? (Select all that apply)

- a. a) Through family and community gatherings
- b. b) Formal education in schools
- c. c) Religious institutions and practices
- d. d) Community elders and leaders
- e. e) Apprenticeships and skills training
- f. f) Cultural centers and museums
- g. g) Media and the arts
- h. h) Other (Please specify): _____

3. How do cultural traditions and values influence life and social interactions in the community? (Select all that apply)

- a. a) They promote a sense of community and belonging
- b. b) They guide social behavior and expectations
- c. c) They shape gender roles and relationships
- d. d) They influence decision-making processes
- e. e) They contribute to conflict resolution

- f. f) They affect attitudes towards change and development
- g. g) Other (Please specify): _____

4. What is the level of social cohesion and harmony in your community? (Choose one)
- a. a) Very high
 - b. b) High
 - c. c) Moderate
 - d. d) Low
 - e. e) Very low
5. What factors contribute to social cohesion or division in your community? (Select all that apply)
- a. a) Strong community leadership
 - b. b) Active community organizations
 - c. c) Inclusive decision-making processes
 - d. d) Respect for diversity and cultural differences
 - e. e) Equal access to resources and opportunities
 - f. f) History of conflict or division
 - g. g) Socioeconomic disparities
 - h. h) Discrimination or prejudice
 - i. i) Other (Please specify): _____

B. Follow-up Qualitative Questions

1. You mentioned these cultural traditions. Could you describe one tradition that is particularly important to your community and explain why?

2. Why do you think it is important to preserve cultural traditions and pass them on to future generations?

3. Are there any specific cultural practices that are unique to your community? If yes, please describe them.

4. Are there traditional forms of art, music or performance in your community? If yes, please describe them and their significance.

5. Are there any changes or threats to these cultural traditions and values? If yes, what are they and what are the potential consequences?

6. You mentioned the factors that contribute to social cohesion or division. Can you give a specific example of how one of these factors has affected your community?

7. How do you think cultural traditions and values can be used to promote positive development and address challenges in your community?

Economic Conditions and Opportunities

1. What are the primary sources of income and livelihood in the community? (Select all that apply)

- a) Agriculture
- b) Fishing
- c) Small businesses
- d) Salaried employment
- e) Remittances
- f) Tourism
- g) Other (Please specify): _____

2. What is the general employment situation in the community? (Choose one)

- a) High levels of unemployment
- b) Moderate levels of unemployment
- c) Mostly employed
- d) Full employment

3. What types of skills and training are most needed to improve economic opportunities in the community? (Select all that apply)

- a) Vocational skills (e.g., carpentry, welding, tailoring)
- b) Entrepreneurship and business management

- c) Digital literacy and computer skills
 - d) Agricultural techniques and sustainable farming
 - e) Tourism and hospitality skills
 - f) Other (Please specify): _____
4. How accessible are financial resources (e.g., loans, credit) for individuals and small businesses in the community? (Choose one)
- a) Very accessible
 - b) Somewhat accessible
 - c) Not very accessible
 - d) Not accessible at all
5. What are the major challenges hindering economic growth and opportunity in the community? (Select all that apply)
- a) Lack of access to capital
 - b) Insufficient infrastructure (e.g., roads, electricity)
 - c) Limited market access for products/services
 - d) Lack of business development support
 - e) Environmental factors (e.g., climate change impacts)
 - f) Other (Please specify): _____
6. What existing local resources or industries have the potential for further economic development? (Select all that apply)
- a) Local crafts and artisanal products
 - b) Agricultural products with value-added potential
 - c) Ecotourism or cultural tourism opportunities
 - d) Renewable energy sources
 - e) Existing small-scale industries
 - f) Other (Please specify): _____

C. Follow-up Qualitative Questions

1. What are the biggest challenges people face in terms of livelihood and income generation?

2. Are there any emerging economic opportunities that you believe the community could pursue? How do you think the community should address these opportunities?

E. Environmental Factors and Sustainability

1. What are the major environmental challenges or concerns facing the community? (Select all that apply)

- a) Pollution (air, water, soil)
- b) Deforestation
- c) Waste disposal
- d) Climate change impacts (droughts, floods)
- e) Loss of biodiversity
- f) Unsustainable resource use
- g) Other (Please specify): _____

2. What are the primary sources of pollution in the community? (Select all that apply) a) Agricultural runoff (e.g., pesticides, fertilizers)

- b) Industrial emissions
- c) Household waste and sewage
- d) Vehicle emissions
- e) Mining activities
- f) Open burning of waste
- g) Other (Please specify): _____

3. How has the community been affected by changes in weather patterns in recent years? (Select all that apply)

- a) Increased frequency of flooding
- b) Prolonged periods of drought
- c) More intense typhoons or storms
- d) Changes in rainfall patterns affecting agriculture

- e) Increased temperatures
 - f) No significant changes observed
 - g) Other (Please specify): _____
4. What are the common practices of waste disposal in the community? (Select all that apply)
- a) Designated landfill or dumpsite
 - b) Recycling programs
 - c) Composting of organic waste
 - d) Open dumping e) Burning of waste
 - f) Waste collection services
 - g) Other (Please specify): _____
5. What is the level of awareness in the community about environmental issues and sustainable practices? (Choose one)
- a) High awareness and active participation
 - b) Moderate awareness with some participation
 - c) Low awareness with limited participation
 - d) Very little to no awareness
6. What actions or initiatives are currently being taken in the community to address environmental challenges? (Select all that apply)
- a) Reforestation or tree-planting programs
 - b) Waste segregation and recycling programs
 - c) Promotion of sustainable agriculture practices
 - d) Environmental education campaigns
 - e) Enforcement of environmental regulations
 - f) Use of renewable energy sources
 - g) Other (Please specify): _____

7. What resources or support are needed to promote environmental sustainability in the community?
(Select all that apply)
- a) Financial assistance for environmental projects
 - b) Technical expertise and training
 - c) Access to information and educational materials
 - d) Stronger enforcement of environmental laws
 - e) Community involvement and participation
 - f) Partnerships with government agencies and NGOs
 - g) Other (Please specify): _____

E. Follow-up Qualitative Questions

1. How has [selected environmental challenge] affected the community in recent years?
- _____
- _____
- _____
- _____
2. What steps, if any, is the community taking to address these environmental concerns?
- _____
- _____
- _____
3. You mentioned how changes in weather patterns have affected the community. Can you tell us about a specific incident when this happened?
- _____
- _____
- _____
- _____

IV. Additional Information

1. What are the community's top three to five priorities for development or change? (Please select up to five)
- a) Improve basic infrastructure
 - b) Create more job opportunities
 - c) Enhance access to education
 - d) Improve healthcare services
 - e) Protect the environment
 - f) Promote cultural preservation
 - g) Strengthen community organizations
 - h) Other (Please specify): _____

IV. Follow-up Qualitative Questions


1. Why did you choose these as the top priorities? Please explain your reasoning for each.

2. Are there any specific projects or initiatives that you think would be most effective in achieving these priorities?


V. Closing

- Express gratitude to the participants for their time and valuable input.
- Reiterate USM's commitment to working with the community in a respectful and collaborative manner.
- Explain the next steps in the process (e.g., data analysis, report preparation, feedback to the community, and program/project development).
- Provide contact information for follow-up questions, clarifications, or additional input.

A.2. Evidence of complementation between the curriculum (*Veterinary Clinical Practicum of students*) of the program under survey and its extension program.



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



College of Veterinary Medicine
Bachelor of Science in Veterinary Technology
Revised Curriculum B anchored on CMO No. 01 s 2018 and based on CMO No. 20 s 2013, CHED Memo (May 17, 2010)
and CMO No. 04 s. 2018
BOR Res. _____ s 2018
Effective SY 2018-2019



First Year – First Semester

Course No.	Descriptive Title	Lec	Lab	Unit Credit	Pre-requisite
		Hours			
GE 7	Science, Technology and Society	3	0	3	None
SocSci 1	Society and Culture	3	0	3	None
Chem 113	Organic Chemistry	2	3	3	None
Fil 1	Kontekstwalisadong Komunikasyon sa Filipino	3	0	3	None
SocSci 2	Peace and Development	3	0	3	None
Lit 111	Literatures of the Philippines	3	0	3	None
PE 1	Physical Fitness and Self-Testing Activities	2	0	2	None
NSTP 1	Civic Welfare Training Service 1/Reserved Officers Training Corps 1	3	0	3	None
		22	3	23	

First Year – Second Semester

Course No.	Descriptive Title	Lec	Lab	Unit Credit	Pre-requisite
		Hours			
GE 1	Understanding the Self	3	0	3	None
GE 2	Readings in Philippine History	3	0	3	None
GE 3	The Contemporary World	3	0	3	None
GE 4	Mathematics in the Modern World	3	0	3	None
GE 5	Purposive Communication	3	0	3	None
Chem 122	Biochemistry	3	3	4	Chem 113
PE 2	Rhythmic Activities	2	0	2	PE 1
NSTP 2	Civic Welfare Training Service 1/Reserved Officers Training Corps 2	3	0	3	NSTP 1
		23	3	24	

Second Year – First Semester

Course No.	Descriptive Title	Lec	Lab	Unit Credit	Pre-requisite
		Hours			
Stat 211	Biostatistics	3	0	3	GE 4
Zootech 211	Principles of Animal Production & Economics	3	0	3	GE 7
Zootech 212	Principles of Animal Nutrition	3	0	3	GE 7
Zootech 213	Principles of Animal Breeding & Genetics	3	0	3	GE 7
Vet Tech 211	Introduction to Veterinary Technology	2	3	3	GE 7
Vet Tech 212	Basic Vet Anatomy and Physiology	2	3	3	GE 7

	The Life and Works of Rizal	3	0	3	None
PE 2	Inobasyon sa Wikang Filipino	3	0	3	Fil 1
PE 3	Recreational Activities (Individual and Dual Sports)	2	0	2	PE 1
		24	6	26	

Second Year – Second Semester

Course No.	Descriptive Title	Lec Hours	Lab Hours	Unit Credit	Pre-requisite
Zootech 225	Poultry Production & Flock Health Management	2	3	3	Zootech 211
Zootech 226	Aquaculture and Aquatic Animal Production & Health Management	2	3	3	Zootech 211
Zootech 227	Ruminant Production and Herd Health Management	2	3	3	Zootech 211
Zootech 228	Equine Production and Health Management	3	0	3	Vet Anat 212
Vet Tech 221	Animal Welfare	2	0	2	Vet Tech 211
GE 6	Art Appreciation	3	0	3	None
GE 8	Ethics	3	0	3	None
PE 4	Team Sports	2	0	2	PE 1
		19	9	22	

Third Year- First Semester

Course No.	Descriptive Title	Lec Hours	Lab Hours	Unit Credit	Pre-requisite
Zootech 318	Swine Production & Herd Health Management	2	3	3	Vet Anat 212
Vet Tech 312	Apiculture and Wildlife Conservation	2	3	3	
Vet Tech 313	Basic Veterinary Clinical Procedures I (Pet, Laboratory & Exotic Animals)	3	6	5	Vet Tech 211
Vet Tech 314	Basic Veterinary Clinical Parasitology	2	3	3	GE7
Vet Tech 315	Small and Large Animal Care and Management	3	3	4	Vet Tech 211
Vet Tech 316	Basic Pharmacology and Therapeutics	2	3	3	Chem 122
Vet Tech 317	Research in Veterinary Technology	3	0	3	Stat 211A
		17	21	24	

Third Year – Second Semester

Course No.	Descriptive Title	Lec Hours	Lab Hours	Unit Credit	Pre-requisite
Vet Res 321	Research Methods and Scientific Paper Writing	2	0	2	
Vet Tech 321	Small, Large and Exotic Animal Nursing	3	6	5	Vet Tech 311
Vet Tech 322	Basic Veterinary Microbiology	2	3	3	Chem 122
Vet Tech 323	Veterinary Diagnostic Imaging	2	6	4	Vet Tech 211
Vet Tech 324	Basic Veterinary Clinical Procedures II (Large Animals)	2	3	3	Vet Tech 312
Vet Tech 325	Veterinary Anesthesia and Surgical Assisting	2	3	3	Vet Tech 315
Vet Tech 400A	Thesis 1 (Thesis Proposal and Outline Defense)	2	0	2	Completed all subjects from 1 st yr to 3 rd yr 1 st sem
		15	21	22	

Fourth Year – First Semester

Course No.	Descriptive Title	Lec	Lab	Unit Credit	Pre-requisite
		Hours	Hours		
Vet Tech 411	Introduction to Ethics (Theory and Application)	2	0	2	Completed all 3 rd yr subjects
Vet Tech 412	Veterinary Office Management and Business Procedures	3	0	3	None
Vet Tech 400B	Thesis 2 (Thesis Conduct and Defense)	2	0	2	Vet Tech 400A
Vet Tech 413	Clinical Orientation (Hospital Supplies and Medicants)	1	6	3	Completed all 3 rd yr subjects
		8	6	10	

Fourth Year – Second Semester


Course No.	Descriptive Title	Lec	Lab	Unit Credit	Pre-requisite
		Hours	Hours		
Vet Tech 421	Veterinary Clinical Practicum (700 hrs)	0	30	10	Completed all subjects from 1 st yr to 4 th yr 1 st sem

Summary:

	CMO	USM
General Education Courses	36	36
Veterinary Technology Courses	68	69
Zootechnics (Animal Science) Courses	22	24
Basic Science Courses	12	12
Mandated Courses (PE and NSTP)	14	14
Institutional Courses		6
TOTAL UNITS	152	161

Prepared by:


ELIZABETH C. MOLINA
 Instruction & Curriculum Coordinator


LILIAN A. LUMBAO
 Department Chairperson


EMERITA R. OKIT
 College Dean


Reviewed by:


DR. MA. LEZEL P. PATARAY
 Curriculum Specialist



DR. ABUBAKAR A. MURRAY
 Director for Instruction


DR. PALASIG U. AMPANG
 Vice-President for Academic Affairs

Approved by:


FRANCISCO G. N. GARCIA, PhD
 SUC President IV

Noted by:


GENARO R. ANDRES, MBA
 Education Supervisor II

MAXIMO A. ALJIBE, Ph.D., DPM, CESO III
 Director IV, CHEDRO XII

A.3. List of linkages established with extension oriented agencies.



A.4. Copies of MOA with partner/collaborating GA's, NGO's and institutions.

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement is made and entered into this ___ day of 02 DEC 2014 by and between:

The **Local Government Unit of Kabacan**, with principal office address at Municipal Compound, Rizal Avenue, Poblacion, Kabacan, North Cotabato, represented herein by its Municipal Mayor, **HON. HERLO P. GUZMAN JR.**, hereinafter referred to as the "**LGU-KABACAN**";

and

The **UNIVERSITY OF SOUTHERN MINDANAO**, with principal office address at the Municipality of Kabacan, Cotabato, represented herein by its President, **DR. FRANCISCO GIL N. GARCIA**, hereinafter referred to as "**USM**".

WITNESSETH:

WHEREAS, every local government unit shall exercise the powers expressly granted, those necessarily implied therefrom, as well as powers necessary, appropriate, or incidental for its efficient and effective governance, and those which are essential to the promotion of the general welfare;

WHEREAS, Local government units shall likewise exercise such other powers and discharge such other functions and responsibilities as are necessary, appropriate, or incidental to efficient and effective provision of the basic services and facilities such as but are not limited to, for a municipality, extension and on-site research services and facilities related to agriculture, environmental management, and social welfare services intended to service the needs of the residence of the municipality;

WHEREAS, the LGU-Kabacan through the Office of the Mayor has sought the technical assistance of USM, particularly, in the field of agriculture, homemaking, youth development, non-formal education and capability building for community development within its area of responsibility, which has adequate resources and technical capability;

WHEREAS, the USM is a government institution of higher learning established in 1954, a state university with four (4) mandated functions namely: instruction, research, extension and production;

WHEREAS, the USM through its University Research and Extension Services Center, has technical experts and specialists who may undertake extension and research activities for the benefit of the people of Mindanao;

WHEREAS, USM, as an academic institution, through the office of the University Extension Services Center supports the LGU-Kabacan through competency-building programs and information dissemination activities, among others;

NOW THEREFORE, for and in consideration of the foregoing premises and strong commitment of the two parties for communities to advance economic well-being and quality of life, the parties hereby agree to join forces in the planning and management of an extension program that shall enhance the community assets and opportunities with the following provisions, to wit:

**MEMORANDUM OF AGREEMENT
for On-the-Job Training (OJT) Program**

This Memorandum of Agreement made and entered into by and between:

The **UNIVERSITY OF SOUTHERN MINDANAO (USM)**, a Level IV state university, created and operating under the laws of the Republic of the Philippines, with principal office address in Kabacan, North Cotabato, Philippines, herein represented by its President, **FRANCISCO GIL N. GARCIA, PhD.**, hereinafter referred to as the "**FIRST PARTY**,"

and

The **LGU KABACAN**, is a government agency, with principal office address in Rizal St. Kabacan, Cotabato, herein represented by its Municipal Mayor, **EVANGELINE PASCUA GUZMAN**, hereinafter referred to as the "**SECOND PARTY**".

WITNESSETH:

WHEREAS, On-the-Job-Training (OJT) is part of the course work which requires a student to undergo work immersion in an institution or organization with work requirements related to their specialization and academic preparation.

WHEREAS, the **FIRST PARTY** requires its students to undergo On-the-Job Training (OJT) for a duration of seven hundred (700) hours;

WHEREAS, the objectives of the said training/apprenticeship/internship are as follows:

1. To supplement the formal curriculum of their course with special inputs coming from experts and practitioners of the **SECOND PARTY** to make the program aligned and consistent with work standards;
2. To develop in the student/s the knowledge and skills relevant to the needs of the job market in their field; and
3. To provide students relevant learning experiences by providing them exposure to the actual workplace setting.

WHEREAS, through the On-the-Job-Training, the student/s is able to:

1. gain relevant and practical skills under the guidance of experts in the field of specialization;
2. appreciate the importance and application of the principles and theories taught in the classroom;
3. enhance technical knowledge and skills; and
4. prepare to meet the needs and challenges of employment, or higher education after graduation.

WHEREAS, the **SECOND PARTY** is an institution/agency/establishment that provides services and has facilities to provide the student/s the training required by the course;

**MEMORANDUM OF AGREEMENT
for On-the-Job Training (OJT) Program**

This Memorandum of Agreement made and entered into by and between:

The **UNIVERSITY OF SOUTHERN MINDANAO (USM)**, a Level IV state university, created and operating under the laws of the Republic of the Philippines, with principal office address in Kabacan, North Cotabato, Philippines, herein represented by its President, **FRANCISCO GIL N. GARCIA, PhD.**, hereinafter referred to as the "**FIRST PARTY**".

and

The **DA AROMAN LIVESTOCK AND ANIMAL CENTER**, is a Government Agency with principal office address in Aroman Carmen, Cotabato, herein represented by its Station Head Manager, **Ding Sultan** herein after referred to as the "**SECOND PARTY**".

WITNESSETH:

WHEREAS, On-the-Job-Training (OJT) is part of the course work which requires a student to undergo work immersion in an institution or organization with work requirements related to their specialization and academic preparation.

WHEREAS, the **FIRST PARTY** requires its students to undergo On-the-Job Training (OJT) for a duration of seven hundred (700) hours;

WHEREAS, the objectives of the said training/apprenticeship/internship are as follows:

1. To supplement the formal curriculum of their course with special inputs coming from experts and practitioners of the **SECOND PARTY** to make the program aligned and consistent with work standards;
2. To develop in the student/s the knowledge and skills relevant to the needs of the job market in their field; and
3. To provide students relevant learning experiences by providing them exposure to the actual workplace setting.

WHEREAS, through the On-the-Job-Training, the student/s is able to:

1. gain relevant and practical skills under the guidance of experts in the field of specialization;
2. appreciate the importance and application of the principles and theories taught in the classroom;
3. enhance technical knowledge and skills; and
4. prepare to meet the needs and challenges of employment, or higher education after graduation.

WHEREAS, the **SECOND PARTY** is an institution/agency/establishment that provides services and has facilities to provide the student/s the training required by the course;