



PRELIMINARY SURVEY VISIT

AREA VI EXTENSION AND COMMUNITY INVOLVEMENT

B. Planning, Implementation and Evaluation

B.1. Evidence of Planning sessions.



USM
University of Southern Mindanao

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USM-ESO Gears Up Project Leaders for Implementation via Strategic Consultation and Capacity-Building

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KABACAN, COTABATO—The University of Southern Mindanao-Extension Services Office (USM-ESO) initiated a capacity-building and consultation meeting with extension project leaders on February 23, 2026, at the ESO Conference Room. The meeting aimed to ensure that all upcoming extension activities strictly adhere to the university's mandated procedures for community immersion and partnership.



Led by ESO Director Glyn B. Gabano-Magbanua, the session centered on cascading CMO 18, s. 2025, ensuring that all project leaders are updated on the latest national standards for extension services. Director Magbanua facilitated a comprehensive review of the university's Community Engagement Procedure, alongside technical requirements for Project Monitoring and Evaluation. To streamline administrative workflows, the session also covered the preparation of Purchase Requests and essential documentation processes, including Special Orders, Notices to Proceed, and the drafting of Memoranda of Agreement (MOA) and Understanding (MOU).

Following the presentations, 11 extension project leaders participated in a question-and-answer session to clarify procedural requirements for project implementation. The consultation concluded with a message from Director Magbanua, stating: *"We have to be precise with our outputs and impacts so that when accreditors ask, we can demonstrate that our projects achieved more than just socio-economic impact."*

Through this initiative, project leaders are equipped to execute more streamlined and impactful community interventions aligned with updated administrative workflows. The activity underscores the university's shift toward a structured, data-driven approach, moving beyond traditional outreach to high-impact, verifiable results.



B.2. Copy of the extension program, including relevant information.

 <p>University of Southern Mindanao EXTENSION SERVICES OFFICE Kabacan, North Cotabato</p> 
DETAILED PROPOSAL
A. BASIC INFORMATION
<p>1. Title of the Project: Development and utilization of learning materials for community animal health workers</p> <p>2. Proponents(s) 2.1 Name: Elizabeth C. Molina; Lilian A. Lumbao; AP Warren Adamat 2.2 Designation: Faculty 2.3 College/ Unit: College of Veterinary Medicine 2.4 Address: University of Southern Mindanao, Kabacan, Cotabato 2.5 Telephone Number (s): (064) 572-2364 2.6 Fax Number 2.7 Email Address: emolina@usm.edu.ph</p> <p>3. Implementing Agency 3.1 Lead Agency: University of Southern Mindanao 3.2 <u>Collaborating</u> Agency (s): LGUs</p> <p>4. Project Duration: January 2021-December 2021</p> <p>5. Project Location: <u>USM, Kabacan, Cotabato</u></p> <p>6. Total Budget Requirement 6.1. Budget Requested: P100,000.00 6.2. Agency Counterpart 6.3. Other Sources</p>
B. TECHNICAL DESCRIPTION
<p>1. Rationale</p> <p>Livestock is one of the major livelihood of farmers in North Cotabato. However, access to animal health services is often limited due to unavailability of veterinarians or the distant location of rural areas from municipalities where livestock technicians or veterinarians are present. Adding to this problem nowadays is the limited mobility of livestock technicians and veterinarians to rural areas because of the current COVID-19 pandemic. Limited access to animal health care is one of the</p>

constraints to livestock production in rural areas hence often than not, their livestock are exposed to vulnerabilities of livestock diseases.

The development of community animal health workers (CAHWs) is one intervention that can be introduced to enhance the delivery system of animal health services. CAHWs are members of the community who are actively engaged in livestock raising and live within the community.

As a requirement to becoming a CAHW, one has to be trained on basic veterinary clinical skills and business management. Hence, this proposed project will develop learning materials for the development of CAHWs. These materials will then be utilized for the training of future CAHWs in selected localities.

2. Objectives

General Objective: To produce learning materials and tools for practical and simple reference for the development of CAHWs.

Specific objectives:

1. To develop five video clips as reference materials for the development of CAHWs;
2. To utilize the video clips in training for CAHWs; and
3. To evaluate the usefulness of the video clips in the development of CAHWs.

3. Methodology

a. Planning

A meeting will be done among the proponents to decide the kinds of video clips that will be produced and the topics that will be discussed in the radio broadcasts. These will then be presented to the College for evaluation and confirmation.

b. Development of video clips

Five video clips will be produced. These clips will feature basic veterinary procedures such as animal restraint, physical examination, drug administration, and sample collection. These procedures will be performed by the faculty in the College of Veterinary Medicine and professional videographers will be hired to do the filming in order to produce good quality materials.

c. Radio broadcast

A "training-on-air" (somewhat like a School-on-Air) will be conducted with the target beneficiaries as the enrollees. It will be conducted once a week over OXVI-FM. Topics on livestock diseases and health management will be discussed.

d. Training

Training will be conducted among target audience to reinforce the skills they have acquired from the video clips. Topics related to livestock diseases and health management will also be discussed.

e. Return Demonstration will be conducted among target audience. These activities will be in a form of return demonstration of the beneficiaries on the procedures they have learned out of the video materials. Their demonstration will be evaluated by the project team and feedbacks will be given.

f. Feed-backing from target audience. The target beneficiaries will be asked to evaluate the materials and the activities that will be conducted. A questionnaire will be prepared to obtain their feedbacks.

4. Workplan Schedule (Attached)
5. Budget Summary (Attached)
6. Results Framework (Attached)

USM-EXT-P05

B.3. Organizational structure of the extension unit.

The Extension Services Office likewise maintains an Organization Structure that composes of College Extension Coordinators and a small number of staff who report directly to the ESO Director.

Extension Coordinators are responsible for ensuring that their respective colleges design and execute extension projects that are both high-impact and needs-based. While they do not necessarily serve as the primary project leaders, they exercise supervisory oversight over all project leaders within their academic unit to ensure compliance with institutional standards.



B.4. Profile of the Unit Head and his/her Staff.

GLYN B. GABANO-MAGBANUA, Ph.D.

Address:	Osias, Kabacan, 9407 Cotabato
Affiliation:	University of Southern Mindanao Kabacan, Cotabato
Mobile:	09474440466
Email Address:	gmagbanua@usm.edu.ph



Current Rank

November 2024 – present Associate Professor IV
Department of English Language and Literature

Education

Certificate in English Medium Education

University of Southampton
United Kingdom
Graduated: 2022

Ph.D. in Education major in Applied Linguistics

Immaculate Conception University
Davao City, Philippines
Graduated: 2013

Certificate of Proficiency in Special Education

Holy Cross of Davao College
Davao City, Philippines
Graduated: 2009

Master of Arts in English

Notre Dame of Kidapawan College
Cotabato, Philippines
Graduated: 2006

Bachelor in Secondary Education major in English

Mountain View College
Bukidnon, Philippines
Graduated: 1998

Current Designations (University of Southern Mindanao)

Director

Extension Services Office, USM

Program Head

PhD in Applied Linguistics, Graduate School - USM

Head, Secretariat

Performance Management Team (PMT), USM

Funded Research and Extension Engagements

Kasunayan Rising: A UniK (Unibersidad and Komunidad) Initiative for Sustainable Development and Indigenous Empowerment (2024)

Gender Research and Capability Building in Extension Projects: Exploring Engagement, Opportunities and Entry Points (2022)

From Research to Practice: Practical Applications of English for Specific Purposes in the Workplace (2022)

Development of E-learning Materials Towards Improving the Communicative Competence of ESL Learners (2019) Health, Environment/Education, Agriculture and Livelihood Skills (HEALS) for Sustainable Development (2019)

Publications

Proficiency, Anxiety and Corrective Feedback Preferences Among ESL Learners

Modern Journal of Studies in English Language Teaching and Literature
Modern Journal of Studies in English Language Teaching and Literature
June 2023

Developing Word Recognition Skills of Dyslexic Students Through a Strategy and Phonological Training
Philippine ESL Journal
July 2015

Two Peas in a Pod – Grammar and Short Stories in the Language Classroom
Conference Proceedings
The ELT Professionals Network 2016 Conference
February 2016

Errors in Written Discourse of Omani EFL Learners
Conference Proceedings
14th Annual International TESOL Conference
August 21-23, 2015

A Phonological Strategy to Develop Word Recognition Skills of Dyslexic Students
Conference Proceedings
BUC 2nd International Multidisciplinary Conference: English Language, Literature and Information Technology
May 2-3, 2015

Developing Linguistic Competence through Short Stories (with Prof. ZN Patil)
Conference Handbook
Oman 15th International ELT Conference
April 23-24, 2015

Recent Workshops, Trainings and Conferences Attended

Training on Financial Analysis
July 14-18, 2025
Baguio City

Fundamental Methods for Impact Assessment of R&D and Technology Transfer Programs in Agriculture, Aquatic and Natural Resources
Tagaytay City
June 23-27, 2025

3rd Agri-Ecotourism Congress

*Kalibo, Aklan
June 9-11, 2025*

Training Workshop on Project Design and Evaluation for Extension Projects

*University of Southern Mindanao
May 26-28, 2025*

Joint IDIL and IMLD Conference

*Sorsogon State University
March 26-28, 2025*

Cultivating a Growth Mindset in English Language Classrooms: Strategies for Effective Teaching and Learning

*Delivered by Teaching English Asia
October 22, 2024*

Language, power and education – five principles for a critical language pedagogy

*Delivered by Teaching English Asia
October 22, 2024*

FO1: Farm Tourism Basic and Business Opportunities Training

*International School of Sustainable Tourism
Silang, Cavite
July 31 – August 2, 2024*

7th National Coalition on Indigenous People's Higher Education Conference

*Baguio City
March 5-6, 2024
Modern Journal of Studies in English Language Teaching and Literature
June 2023*

Developing Word Recognition Skills of Dyslexic Students Through a Strategy and Phonological Training

*Philippine ESL Journal
July 2015*

Two Peas in a Pod – Grammar and Short Stories in the Language Classroom

*Conference Proceedings
The ELT Professionals Network 2016 Conference
February 2016*

Errors in Written Discourse of Omani EFL Learners

Conference Proceedings

14th Annual International TESOL Conference

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Conference Handbook

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Baguio City

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Tagaytay City

June 23-27, 2025

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International School of Sustainable Tourism

Silang, Cavite

July 31 – August 2, 2024

7th National Coalition on Indigenous People's Higher Education Conference

Baguio City

March 5-6, 2024

RITCHEL O. TORRES

Training Specialist II
University of Southern Mindanao
Kabacan, Cotabato
Mobile:
Email: ritchel.torres@usm.edu.ph



PERSONAL DATA

Age: 35
Date of Birth: January 28, 1990
Place of Birth: Purok 7-A, Temporán, Magpet,
Cotabato
Gender: Female
Religion: Roman Catholic
Civil Status: Married
Height: 4'9"
Weight: 68 kg
Nationality:
Filipino
Language Spoken: Bagobo-Tagabawa, Ilonggo, Cebuano, Tagalog, English

EDUCATIONAL BACKGROUND

Post Graduate:

UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Master of Science in Animal Science
2022-present

College:

UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Bachelor of Science in Agriculture
Major in Animal Science
2008-2023

High School:

BASAK HIGH SCHOOL
Basak, Magpet, Cotabato
2004-2007

Elementary:

BASAK ELEMENTARY SCHOOL
Basak, Magpet, Cotabato
1999-2004

WORK EXPERIENCE

Training Specialist II
University of Southern Mindanao
2024-Present

Instructor I
College of Agriculture, AnScie Department
University of Southern Mindanao
2023

QUALIFICATION AND SKILLS

- Proficient in Microsoft Office (Word, PowerPoint, Excel)
- Communication Skills
- Interpersonal and collaboration skills

SEMINARS/ TRAININGS ATTENDED

- LEADING WITH PURPOSE: EFFECTIVE PROJECT MANAGEMENT IN VOLUNTEERISM (2024)
- OK sa OA: ONLINE KWENTUHAN SA ORGANIC AGRICULTURE (ORGANIC AQUACULTURE PRODUCTION), (2024)
- 61ST PSAS SCIENTIFIC MEETING AND ANNUAL CONVENTION, (2024)
- FACILITATOR DURING THE 3RD RDE TECHNO- FORUM, (2024)
- SCHOLARS PRESENTING ADVANCED RESEARCH KNOWLEDGE SERIES, (2024)
- MOLECULAR DETECTION OF TRYSONOMA EVANSI AND

- OTHER BLOOD PARASITE IN TABANIDS, (2024)
- TRAINING ON MONITORING AND EVALUATION, (2024)
 - FACILITATOR DURING THE TRAINING ON CLIMATE RESILIENCE IN AGRO-ECOSYSTEMS: ADDRESSING THE CHALLENGES POSED BY CLIMATE CHANGE AND IDENTIFYING OPPORTUNITIES TO BUILD RESILIENCE IN AGRICULTURAL SYSTEMS IN SOUTHERN MINDANAO, (2024)
 - SHARER DURING LIRIP 7: PANDAIGDIGANG KUMPERENSIYA SA FILIPINO, (2023)
 - STATE OF THE NATION'S ANIMAL INDUSTRY: A SITUATION REPORT ON THE CURRENT FOOD AND FEED INFLATION IN THE PHILIPPINES, (2022)
 - THE CURRENT FOOD AND FEED INFLATION IN THE PHILIPPINES, (2022)
 - TRAINING- WORKSHOP ON SOIL AND NUTRIENT MANAGEMENT, (2022)



ARNABIE A. MURRAY

EDUCATION

PRIMARY

Alabon, Plot Element **ay** School
(2016)
2019 Graduate

SECONDARY

Cebu, City NDon J High School
(CCHS- Main Campus)
2018 Graduate

TERTIARY

University of Southern **Madras**
(USM)
Bachelor of Arts in Islamic Studies
2022 Graduate

EMPLOYMENT

Magistrate in District Court
(MAGISTRATE, **Cebu** City)
Cost **Rate**, of Completion
Role: Court Clerk Assistant
April 17, 2022

LANGUAGES

- **Maginhonon**
- Tagalog
- English

CONTACT

☎ 09-88-158-4378

✉ arnabie@murray@ucm.edu.ph

PROFILE INFO

Date of Birth: September 17, 1997 CM Status: Single
Age: 27 Citizenship: Filipino
Religion: Islam Height: 5'6"

CORE COMPETENCE

- Customer Service Oriented
- Proactive and Goal Oriented
- Innovative and Efficient
- Good Worker
- Ability to Multitask / Time management
- Collaborative Nature
- Organized
- Fast learner

EXPERIENCE

NGO **DMO** VOLUNTEER

BARANGAY PROJECT

COMBATO CITY / NEGROS OCCIDENTAL
2018/2019

NGO **HUMAN RIGHTS** VOLUNTEER

(COUNCIL 8)

COMBATO CITY / NEGROS OCCIDENTAL
2019/2020

TRAININGS AND SEMINARS ATTENDED

Media Conference on Press Freedom

Date: May 22, 2022

DMO Inter-Agency Consultation Workshop Among
Maginhonon, Palawan

Date: September 07, 2022

National Anti-Poverty Commission (NAPC Seminar)

Date: June 22, 2022

National Service Training Program

Date: November 17, 2019

Peace and Environmental Youth Camp (PEYAC Initiative)

Date: September 20, 2021

Forum on Anti-Terrorism Law (NAPC Seminar)

Date: August 12, 2021

Sustainable Development Goals: "Reduced Inequality"
(SDG 10)

Date: October 28, 2022

RAHIMA A. CABUNTO

Education Program Specialist I

University of Southern

Mindanao

Kabacan, Cotabato

Mobile: 09628551069

Email: rcabunto@usm.edu.ph



PERSONAL DATA

Age: 23

Date of Birth: April 04, 2002

Place of Birth: Oring, Buldon,

Maguindanao

Gender: Female

Religion: Islam

Civil Status: Single

Height: 5'0'

Weight: 50

kg

Nationality:

Filipino

Language Spoken: Iranun, Tagalog, English

EDUCATIONAL BACKGROUND

College:

**University of Southern Mindanao-
Main Campus**

**Bachelor of Arts in English
Language
Cum Laude, Class 2024**

Junior High School:

**Parang National High School
Poblacion 1, Parang, Maguindanao
2013-2017**

Senior High School:

**Notre Dame of Parang Inc.
Poblacion 1, Parang, Maguindanao
HUMSS
2017-2019**

Elementary:

Edbul Elementary School
Brgy. Edcor, Buldon, Maguindanao Del Norte
2007-2013

WORK EXPERIENCE

**Education Program Specialist I
University of Southern Mindanao
2024-Present**

**ESO Editor and Staff
University of Southern Mindanao
2024**

QUALIFICATION AND SKILLS

- Proficient in Microsoft Office (Word, PowerPoint, Excel, Publisher)

- Communication Skills
- Writing Skills
- Interpersonal and collaboration skills

ELIGIBILITY:

- Civil Service: Career Service Professional Eligible

SEMINARS/ TRAININGS ATTENDED

- Training on Preparing Powerpoint Presentation (USM Format), (2024)
- Impact Assessment and Research Proposal Development (2024)
- Literary Arts Innovation Workshop (2024)
- Workshop on Project on PRC Investments: Exploring Chinese Investments and Narratives in the Philippines (2024)
- Public Information Training Workshop (2024)
- Training on Creating and Engaging Extension Proposals (2024)
- Design Thinking and Pitching Workshop (2023)
- Course of Language and Culture of Indonesia (CULTURA) 2023
- 2nd CASS In-House Review 2023

DIETHER M. BARRO
Extension Assistant
University of Southern Mindanao
Kabacan, Cotabato
Mobile: 09070826201
Email: dmbarro@usm.edu.ph



PERSONAL DATA

Age: 25
Date of Birth: February 13, 2000
Place of Birth: Natipakan, Latagan, Matalam, Cotabato
Gender: Male
Religion: Roman Catholic
Civil Status: Single
Height: 5'6'
Weight: 60 kg
Nationality: Filipino
Language Spoken: Ilonggo, Cebuano, Tagalog, English

EDUCATIONAL BACKGROUND

College:
UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Bachelor of Science in Development Management Cum Laude, Class 2022

Senior High School:
KIBIA SENIOR HIGH SCHOOL
Purok 4, Kibia, Matalam, Cotabato

**HUMSS
2016-2018**

Junior High School:

**KIBIA HIGH SCHOOL
Purok 4, Kibia, Matalam, Cotabato
2012-2016**

Elementary:

WORK EXPERIENCE

NATPAKAN ELEMENTARY SCHOOL
Nalpakon, Litaogan, Matalam, Cotabato
2008-2012

**Extension Assistant
Extension Services Office
University of Southern Mindanao
2022-Present**

QUALIFICATION AND SKILLS

- Proficient in Microsoft Office (Word, PowerPoint, Excel, Publisher)
- Communication Skills
- Leadership & Management skills
- Driving and cooking skills

ELIGIBILITY:

- Civil Service: Career Service Professional Eligible
-

SEMINARS/ TRAININGS ATTENDED

- Attended the Seminar on Financial Management at USM Extension Conference Room on December 2022.
- Attended the Training on Community Organizing at USM Extension Conference Room on March 2022.
- Training on Standard First Aid, Basic Life Support and Disaster Risk Reduction Management (Earthquake, Fire and Water Safety Drill) on April 2018.
- Attended the Training-Workshop on Training Management at USM Extension Conference Room on February 2022.
- Attended the Seminar-Workshop on Developing Effective Print-Based Information, Education and Communication (IEC) Materials at USM Extension Conference Room on March 2022.
- Attended the Training on Community Engagement at USM Extension Conference Room on March 2022.
- Attended the Training-Workshop on Communicating Research Results with Various Audience at USM Extension Conference Room on March 2022.
- Attended the Training “BLOOM APP USER’S TRAINING WORKSHOP” at USM, Commercial Building on March 19-21, 2025.

FELICITY LOQUIAS FELICIANO
BS Development Communication
University of Southern Mindanao
Kabacan, Cotabato, 9407 Philippines
Mobile Number: 0936 956 4716
E-mail: fffeliciano@usm.edu.ph



PERSONAL DATA

Civil Status	Single
Date of Birth	November 09, 2002
Place of Birth	Rempes, Upi, Maguindanao, 9602 Philippines
Address	Poblacion, Kabacan, North Cotabato, 9407 Philippines

EDUCATION

2025	Driving NCII Technical Education and Skills Development Authority (TESDA) Kidapawan City, Cotabato, 9400 Philippines
2021-2025	Bachelor of Science Development Communication University of Southern Mindanao, Kabacan, Cotabato
2019-2021	General Academic Strand – With Honors Upi Agricultural School, Upi, Maguindanao, 9602 Philippines
2015-2019	Upi Agricultural School, Upi, Maguindanao, 9602 Philippines
2009-2015	Tinindanan Elementary School, Upi, Maguindanao, 9602 Philippines

SKILLS

- News Writing and Reporting
- Public speaking and presentation skills
- Research and data collection
- Basic data analysis and interpretation
- Report writing and documentation
- Digital literacy and computer proficiency
- Basic graphic design (Canva, Word, PowerPoint & Excel)

WORK EXPERIENCE

Contract of Service

Data Management Staff — Office of the Vice President in Research, Development, and Extension
University of Southern Mindanao Kabacan, North Cotabato, 9407 Philippines
February 2, 2026 – Present

Job Order

Data Management Staff — Office of the Vice President in Research, Development, and Extension
University of Southern Mindanao Kabacan, North Cotabato, 9407 Philippines
December 1- 31 2025

Intern

Raise Project — Regional Agri-Aqua Innovation System Enhancement Program in SOCCSKSARGEN
Kabacan, North Cotabato, 9407 Philippines
Yr. 2024–2025 (2nd Semester) — 120 hours
Duties and responsibilities: Gathered and analyzed communication needs, drafted a communication strategy, and designed IEC materials such as brochures, posters, and leaflets.

Intern

University Multimedia Production Center (UMPC)
Kabacan, North Cotabato, 9407 Philippines
Yr. 2024–2025 (2nd Semester) — 80 hours
Duties and responsibilities: Gathered and organized print materials, and conducted photo and video documentation of university events and landmarks.

Intern

DXVL 94.9 News and Public Affairs — Radio Station
Kabacan, North Cotabato, 9407 Philippines
Yr. 2024–2025 (2nd Semester) — 280 hours
Duties and responsibilities: Gathered news in the field, conducted interviews, re-angled articles, and wrote news scripts for broadcast. Edited videos, recorded, and delivered reports both in-studio and live on air.

CHARACTER REFERENCES:

ROVILINE A. RAPISURA, PhD
DEVCOM–CASS FACULTY
University of Southern Mindanao
09397466488

Engr. ROMEL NONOL
CEIT FACULTY
University of Southern Mindanao
09100419753

AMME ROSE B. NONOL
CED FACULTY
University of Southern Mindanao
09489758604

RITCHEL O. TORRES
TRAINING SPECIALIST II
University of Southern Mindanao - Extension Services Office
09076023915

RIZZA MAE N. MAINIT
TEACHER
Kabacan Pilot Central Elementary School
09076238240

B.5. Operational Plan of the extension program, with focus on implementation strategies.

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.

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.

B.6. Roster/ Experts for extension projects, if necessary.

Report on non-degree training programs (including seminars, conferences, workshops) conducted. This form should be submitted by the training coordinator to the monitoring office (OEC) not later than 1 week after the completion of the training program.

Title	Development and Utilization of Learning Materials for Community Animal Health Workers		
Budget	100,000	Fund Source	Research Fund / USM-ESO
Start Date	January 2021	End Date	December 2021
Venue	College of Veterinary Medicine	No. of Beneficiaries/ Participants	10
Barangay	Pisan, Banawag, Melanduaque, Dagupan, Kalidatuan	Municipality	Kabacan
Province	North Cotabato		

Training Team/ Facilitators	Dr. Elizabeth C. Molina; Dr. Lillian A. Lumbao; and Dr. AP Warren Adamat
Sponsor/s	USM ESO

Resource Speaker/s	Topic/s
Dr. AP Warren Adamat	● African Swine Fever
Dr. Emerlie R. Okit	● African Swine Fever
Dr. Vrenelle H D. Flores	● Classical Swine Fever
Dr. Elizabeth C. Molina	● Fascioliasis
Dr. Rolando J. Garduque	● Surra
Dr. Elsa A. Gonzaga	● Surra
Dr. Mark Stephen Estefania	● Hemorrhagic Septicemia
Dr. Lillian A. Lumbao	● Contagious Ecthyma (ORF)
Dr. Garry D. Lasaga	● Caprine Arthritis Encephalitis (CAE)

USM-EXT-F16-Rev.3.2021.01.26

B.7. Evidence of transfer of appropriate technology to target clientle.

SISTEMA SA PAGDUMALA

1. Tethering- Ginatali
2. Pasture Grazing - pagtugot sa kahayupan sa direktang pagkonsumo sa nagtubo nga forage; balili, legume, ug forbs, sa usa ka sibsibanan
3. Zero Grazing- sistema diin ang mga sagbot glani og gipakon nga presko ngadto sa mga baka sa matag adlaw
4. Rotational Grazing- ang sibsibanan gibahin ngadto sa mga paddock ug ang mga kanding gipuli-puli sa graze sa matag paddock sulod sa 2-3 ka adlaw

TECHNICAL EXPERT
Elizabeth C. Molina, PhD, DVM
 Technical Expert

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 SUC President IV, USM



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 Education Program Specialist I


Lezel Jean L. Manuel
 BS Development Communication

Iena Byb B. Alcazaren
 ESO Project Assistant

Vol. 29 No.14
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**ANG PAGBUHI
OG KANDING**
(Bisaya Version)



UNIVERSITY OF SOUTHERN MINDANAO
EXTENSION SERVICES OFFICE
 Kabacan, Cotabato
 Email: eso@usm.edu.ph

Vaccination Program for Layers

Weeks of Vaccination	Type of Vaccination
Day old	Marek's
15 days (1/2 dose)	Infectious Bursal
20 days (1/2 dose)	Infectious Bursal
25 days	Bronchitis, New Castle Disease, Infectious Bursal (Typical Brand name Combo Vec. 30)
30 days	Bronchitis, New Castle Disease, Infectious Bursal (Typical Brand name Combo Vec. 30)
49 days	Bronchitis, New Castle Disease, Infectious Bursal (Typical Brand name Combo Vec. 30)
10 weeks	Fowl Pox and Laryngotracheitis (commonly referred to as LT)
12 weeks	Combo Vac 30
13 weeks	Avian Encephalomyelitis (commonly referred to as AE)
16 weeks	New Castle

References:
 California Poultry Workshop, 1998. Animal Care Series: Egg Type Layer Flock Care Practices, Published by the University of California, Davis, 2nd Edition.
 Salisbury Manual of Poultry Diseases, 7th Edition, Salisbury Laboratories. Charles City, Iowa.
 Flores, Vrenelle II Decal, DVM. Layer Management Presentation. College of Veterinary Medicine, USM, Kabacan, Cotabato.

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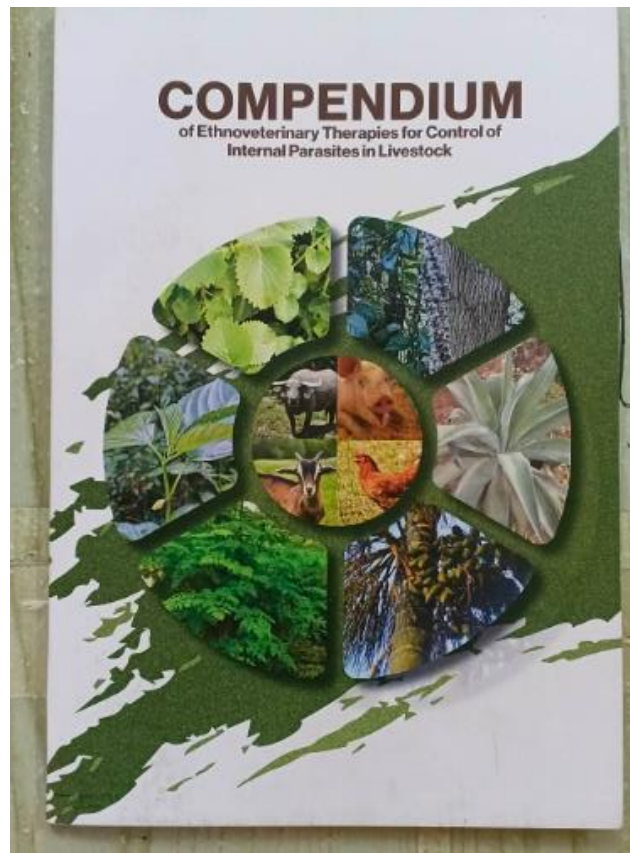



**TIPS TO
SUCCESSFUL
VACCINATION**



UNIVERSITY OF SOUTHERN MINDANAO
EXTENSION SERVICES OFFICE
 Kabacan, Cotabato
 Email: eso@usm.edu.ph



Sample certification of utilization and a copy of publication in a form of compendium.




B.8. Samples of packaged technologies /news/ information disseminated to the clientele.

A proposal training design was drafted and submitted and it was approved. The training title was “UGNAYAN SA RADYO” to deliver different episodes that connects and engage the public through radio broadcasting.

Please see attached file for the detailed training proposal.

 UNIVERSITY OF SOUTHERN MINDANAO Kabacan, Cotabato Philippines  EXTENSION SERVICES OFFICE TRAINING DESIGN	
Venue	DXVL 94.9 News and Public Affairs
Date of Conduct	May 15, 2025 to November 27, 2025
Methodology:	<p>UGNAYAN SA RADYO will be implemented through a structured radio broadcasting approach designed to ensure effective knowledge dissemination, audience engagement, and program sustainability. The methodology integrates planning, content development, broadcast execution, and evaluation components.</p> <ol style="list-style-type: none"> 1. Program Planning and Coordination A planning team composed of faculty members, extension staff, and radio station partners will identify priority themes aligned with community needs, institutional research outputs, and national development agendas. A broadcast schedule, program format, and list of resource speakers will be prepared in advance to ensure consistency and relevance. 2. Content Development Program content will be developed based on evidence-based sources, research findings, and expert inputs. Topics will be contextualized to local settings and translated into clear, audience-appropriate language. Scripts, discussion guides, and key messages will be prepared to maintain accuracy and coherence during live or recorded broadcasts. 3. Broadcast Implementation The program will be aired through a partner radio station at scheduled intervals. Each episode will include expert discussions, interviews, and interactive segments such as question-and-answer portions to encourage listener participation. Broadcasts may also be simulcast through social media platforms to expand audience reach. 4. Community Engagement and Interaction Listener engagement will be facilitated through phone calls, text messages, and online comments. Feedback, questions, and concerns from the audience will be addressed during the program, fostering two-way communication and community involvement. 5. Monitoring and Evaluation Program effectiveness will be assessed through listener feedback, audience reach data, participation metrics, and post-broadcast evaluations. Documentation of episodes, attendance of resource persons, and recorded broadcasts will be maintained to support reporting, impact assessment, and continuous program improvement. 6. Documentation and Reporting All program activities will be documented through audio recordings, photos, attendance sheets, and summary reports. These records will serve as references for institutional reporting, funding accountability, and future program development.
Training Management Staff	JOVELYN F. GESULGA BREX BRAYAN C. NICOLAS ARNABIE A. MURRAY RITCHEL O. TORRES ESO Team DXVL Team

 UNIVERSITY OF SOUTHERN MINDANAO Kabacan, Cotabato Philippines	
EXTENSION SERVICES OFFICE	
TRAINING DESIGN	

Training Title	
UGNAYAN SA RADYO (Episode 1 to 13)	
Rationale	
<p>UGNAYAN SA RADYO is an academic extension initiative that harnesses radio broadcasting as a strategic platform for knowledge translation, public engagement, and community development. As one of the most accessible and inclusive forms of mass communication, radio remains highly effective in reaching geographically dispersed and resource-limited communities, allowing educational content to extend beyond traditional classroom settings.</p> <p>The program aims to disseminate evidence-based information on health, education, science, and social issues through structured discussions, expert-led interviews, and interactive community dialogue. By integrating academic expertise with community-oriented communication, UGNAYAN SA RADYO narrows the gap between scholarly knowledge and public understanding, thereby improving information literacy and supporting informed decision-making among listeners.</p> <p>Furthermore, UGNAYAN SA RADYO reinforces the institution's mandates on instruction, research, and extension by providing a dynamic platform for faculty members, researchers, and practitioners to share research outputs, innovations, and best practices with a wider audience. The program promotes community participation, stimulates critical engagement with contemporary issues, and contributes to sustainable development through continuous public education. Overall, UGNAYAN SA RADYO serves as a cost-effective and high-impact extension strategy that enhances institutional visibility while advancing community empowerment and social responsiveness.</p>	
Objectives	
General Objective:	
To utilize radio broadcasting as an academic extension platform for disseminating evidence-based information, strengthening community engagement, and promoting public awareness on relevant social, health, educational, and development issues.	
Specific objectives:	
The training-workshop specifically aimed to:	
<ol style="list-style-type: none"> 1. Disseminate accurate, timely, and research-based information to the public through structured radio discussions and expert interviews. 2. Enhance public understanding and information literacy by translating academic knowledge into clear, accessible, and practical messages. 3. Promote community participation and dialogue by providing an interactive platform for listeners to raise concerns, ask questions, and share insights. 4. Support the institution's instruction, research, and extension functions by showcasing faculty expertise and research outputs. 5. Increase awareness of public service programs, policies, and best practices that contribute to individual and community development. 6. Strengthen institutional-community linkages and foster trust through consistent, inclusive, and responsive communication. 	
Participants	Students (COM, CVM, CHEFS, CSM) Online Viewers, Listeners, Project Management Team

USM-EXT-F12-Rev. 8-2024-09-24

Documentation



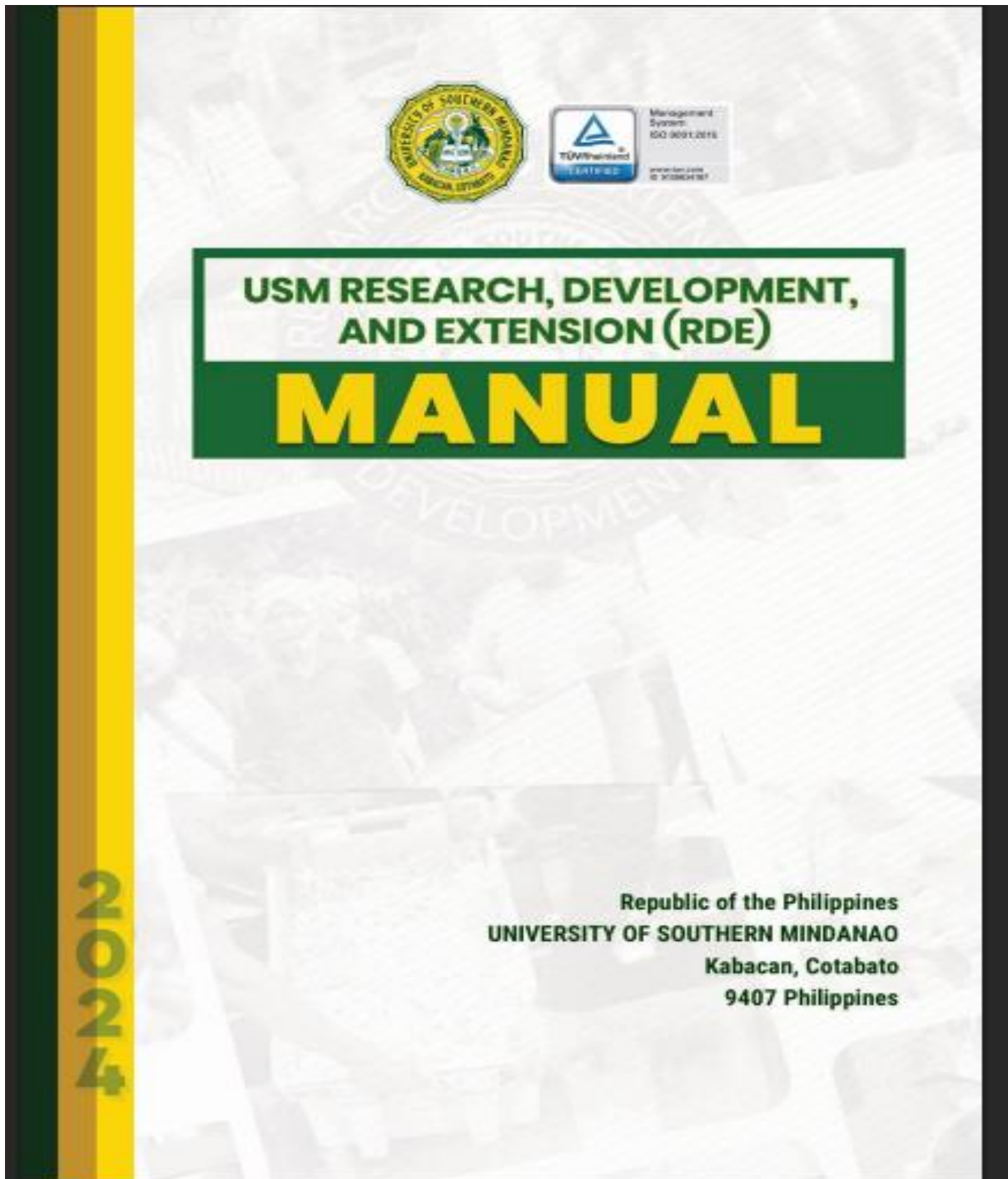
 UNIVERSITY OF SOUTHERN MINDANAO Kabacan, Cotabato Philippines	
EXTENSION SERVICES OFFICE	
TRAINING DESIGN	

Resource Speaker	Name	Topic
1	DR. KENNETH NICOLAS D. MAGBANJA	"ANTIBIOTIC STEWARDSHIP"
2	DR. IAN JAY D. GARAPIEL	"What's Up, Monkeypox? (MPox)"
3	DR. JENELLE G. SAMBO	"HIV: Know the Facts, Stop the Stigma"
4	DR. MARIE KRISTINE R. ROLDAN	"KIDNEY CLEAN: Preventing Stones and Promoting Health"
5	AP WARREN P. ADAMAT, DVM, MSAS	"Bites of Death: Rabies and the Race to Prevent It"
6	VRENELLE II D. FLORES, DVM, PhD	"The Essentials of Responsible Pet Ownership"
7	ROLAND Y. FAJARDO, DVM, MSc	"African Swine Fever"
8	JAN CLYDEN B. TENORIO, DVM, MSc	"Biosecurity Measures"
9	JOHN ARIES G. TABORA, PhD MA, TEODORA N. CABASAN, PhD BERNARD M. ESCARZA, MA	"Bat Wise"
10	MONIQUE T. CAMADDO, MSc, PFT, RCHT	"The Real Meaning Behind 'Best Before', 'Expiry Date', and Other Dates on Food Labels"
11	ALTHEA GUESS B. CABALLERO, RND	"Smart Eating: Exploring Healthy Eating Habits and Trending Diets"
12	MS. NOR RUPHIA S. PIANG MS. PIA G. SERAPION	"Tour Talks: Learning Beyond the Classroom"
13	AILEEN P. SARMIENTO, PhD	"The H.E.A.R.T of Hospitality Service"

Estimated Budgetary Requirement		
Particular	Quantity/Unit	Amount
A. Personal Services		
B. Operation and Maintenance Supplies and Materials	Photo Paper (A4) for Certificates, 1 pack Certificate Holder (A4), 16 pcs	Php 150.00 Php 1,120.00
Meal and Snacks	AM Snacks 75 x 195 pax	Php 14,625.00
Total		Php 15,895.00

B.9. Copy of the Extension manual.

The Extension programs/projects of the University are guided by the RDE Manual which guides the operation of both the Research Development and Extension activities. In addition, the University likewise, has an approved Community Extension Procedure that provides a more comprehensive information on the conduct of Extension activities.





The USM Research, Development and Extension (RDE) Manual
Revised 2024

Approved by the USM Board of Regents (BOR) by virtue of Resolution No. 106, s. 2023
Revisions approved by the USM Board of Regents by virtue of Resolution No. 119, s. 2024

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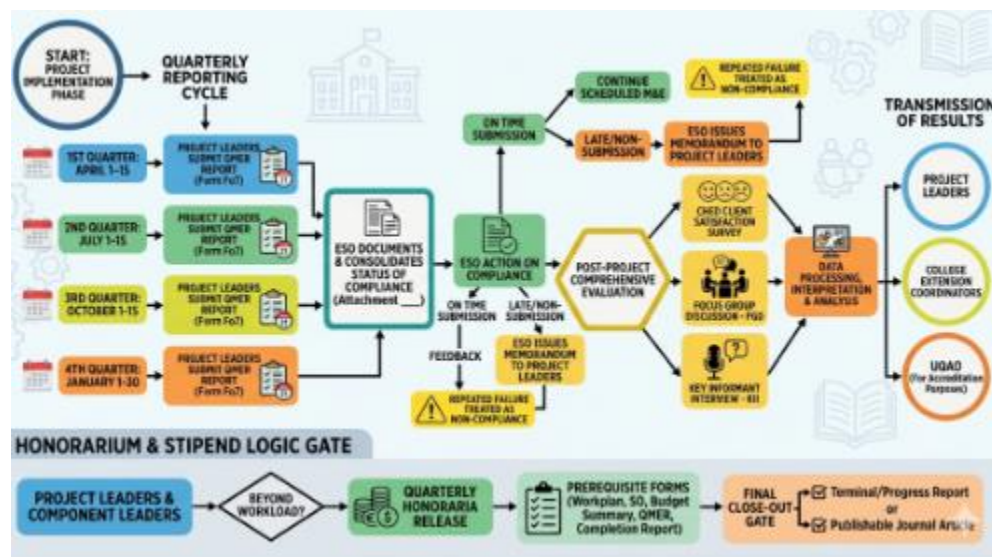
Office of the Vice President for Research, Development and Extension
and
Research Publication Services Office

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B.10. Copy of the monitoring and evaluation instrument/s.

This diagram illustrates the sequential workflow of monitoring (during implementation) and comprehensive evaluation (post-implementation), as detailed in sections 6.8.1 through 6.8.6 of the Community Engagement Procedure.



The Extension Services Office (ESO) holds the primary mandate for overseeing project implementation. To maintain institutional standards, Project Leaders are required to submit a Quarterly Monitoring and Evaluation Report (QMER) using the prescribed

university form. These reports serve as the official record of project milestones and are consolidated by the ESO to track university-wide extension progress.

Compliance is governed by a strict quarterly schedule to ensure deliverables remain on track:

- First Quarter: April 1–15
- Second Quarter: July 1–15 (includes a Midyear Narrative Report due July 30)
- Third Quarter: October 1–15
- Fourth Quarter: January 1–30 (includes a Terminal/Progress Report due February 15)

The ESO monitors submission status closely. Project leaders who miss deadlines will receive an official Memorandum. Repeated failure to submit required documentation is formally categorized as non-compliance, which may impact the project’s standing and the leader's future designations.

Once a project is completed, the ESO conducts a comprehensive evaluation to measure success and community impact. This phase utilizes a toolkit which includes a CHED-approved instrument and, including:

- Client Satisfaction Surveys to gauge beneficiary feedback.
- Focus Group Discussions (FGD) and Key Informant Interviews (KII) for qualitative depth. The analyzed data is then shared with Project Leaders, College Coordinators, and the University Quality Assurance Office (UQAO) for institutional accreditation purposes.

The monitoring and evaluation instruments are shown in the succeeding page

MONITORING AND EVALUATION TOOLKIT

Extension Services Office

University of Southern Mindanao

Kabacan, Cotabato

Monitoring and Evaluation (M&E) Procedure for Extension Projects

The primary goal of this instrument is to systematically assess the progress, effectiveness, and impact of extension projects using both quantitative and qualitative data.

1. M&E Team and Frequency

Component	Detail	Rationale
Personnel	The Monitoring and Evaluation (M&E) Team of the Extension Services Office.	Ensures objectivity, technical expertise, and consistency across all evaluated projects.
Frequency	Twice Annually: Midyear and Yearend Evaluation	Provides periodic checks for course correction (midyear) and a comprehensive assessment of the project outcome and any immediate impact the project may have (yearend).

2. Mandatory Instruments and Data Gathering

The evaluation is anchored on a mixed-methods approach to ensure reliability and depth of findings.

Instrument Type	Mandatory Requirement	Purpose
Quantitative	Mandatory. Must be administered during both Midyear and Yearend.	Measures tangible outputs (e.g., number of participants, adoption rates) and measurable outcomes (e.g., change in income, increase in knowledge scores).
Qualitative	Mandatory to use ONE of the following: Focus Group Discussion (FGD), Key Informant Interview (KII), or Observation Checklist.	Gathers in-depth feedback, captures beneficiaries' lived experiences, and explains the 'why' behind the quantitative data.

3. Detailed Step-by-Step M&E Procedure

Phase 1: Preparation and Planning

Step	Action by M&E Team	Description
1. Review Project Plan	Analyze the approved project proposal.	Revisit the project's Objectives, Target Outputs, Expected Outcomes , and initial M&E plan to ensure the instruments align with the project's goals.
2. Sample Selection	Identify project sites and participants.	Determine the sample size and sampling method for beneficiaries (for quantitative) and specific key stakeholders/groups (for qualitative).
3. Instrument Finalization	Prepare and reproduce all required tools.	Finalize the Quantitative Instrument and select the required one qualitative instrument (FGD, KII, or Observation Checklist) based on data needs. Secure translations if local language is required.
4. Logistics	Schedule M&E dates and inform project implementers and partners.	Coordinate travel, securing necessary permissions from project sites and participants for interviews/surveys.

Phase 2: Data Collection (Midyear and Yearend)

Step	Action by M&E Team	Frequency & Instruments
5. Quantitative Data Collection	Administer the standardized Quantitative Instrument.	Midyear & Yearend. Surveys should target a representative sample of beneficiaries to measure interim progress (Midyear) or final outcome or any immediate impact (Yearend).
6. Qualitative Data Collection	Conduct the chosen qualitative activity.	Midyear OR Yearend. If FGD is chosen, conduct group sessions. If KII, interview project leaders or community officials. If Observation Checklist, visit the project site to document conditions and implementation firsthand.
7. Cross-Reference/Verification	Gather project reports and financial data.	Collect and compare data on project expenditure, attendance sheets, and project implementers' self-assessment reports

Step	Action by M&E Team	Frequency & Instruments
		against the M&E findings.

Phase 3: Data Analysis and Reporting

Step	Action by M&E Team	Outcome
8. Data Analysis	Process and interpret all collected data.	Quantitative: Compute means, frequencies, percentages, and relevant statistical tests to determine if targets were met. Qualitative: Transcribe and code data to identify emerging themes and reasons for success or failure.
9. Report Generation	Consolidate findings into a formal M&E Report.	Report must clearly state the level of attainment of objectives, identify best practices, document challenges encountered and formulate recommendations for future actions.
10. Dissemination & Action Planning	Present findings and recommendations.	Midyear: The report should lead to an action plan for course correction and resource reallocation in the second half of the year. Yearend: The report should determine overall project success, inform future funding decisions, and guide the design of new extension programs.

Project Title: _____

Project Leader: _____

SO Number/Date Issued: _____

Fund Source: _____

Reporting Period: _____

I. Project Information

1. Project Goal: _____

2. Project Objectives: _____

-
-
3. **Key Stakeholders (include beneficiaries and partners):**

 4. **Project Location:** _____
 5. **Project Deliverables:** (capacity building, production of IEC Materials, Product Demonstration, etc.)

 6. **Project Start Date:** _____
 7. **Project End Date:** _____

II. Monitoring Activities

This section focuses on tracking the progress of project activities and outputs.

Activity	Target	Actual Achievement	Data Source	Person / Team Responsible	Evaluator's Remarks
Number of trainings conducted			Training Design Training Completion Report Attendance Sheet	Project Leader/PMT	
Number of beneficiaries trained			Attendance Sheet	Project Leader/PMT	
Number of beneficiaries who rated the trainings as Satisfactory or Higher			Overall Training Evaluation Form Training Completion Report	Project Leader/PMT	
Number of partnership/s established			MOU/MOA Board Resolution clearly stating the roles of the parties	Project Leader/PMT	
Needs analysis conducted			Detailed Proposal clearly stating the process and result of the conduct of the Needs Assessment	Project Leader/PMT	
Profile of the project respondents			Detailed Proposal indicating the diversity of the project respondents	Project Leader/PMT	
Project Sustainability Plan			Detailed Proposal indicating a 3-year sustainability plan (Planning and Implementation to Impact Assessment)	Project Leader/PMT	
Number of articles submitted and/or published			News reports submitted to the ESO (Needs Assessment, Planning and Implementation, Re-planning and Catch-Up Plans, Monitoring and Evaluation)	Project Leader/PMT	
Project Documentation			IECs News Article Published	Project Leader/PMT	
Reports submitted			Training Design Training Completion Report Attendance Sheets Quarterly Monitoring and Evaluation Report (QMER) Midyear Narrative Report Yearend Narrative Report Terminal Report	Project Leader/PMT	

Budget Utilization			QMER	Project Leader/PMT	
Number of faculty involved in Extension-related activities			CEC's IPCR	CEC	
Number of students involved in Extension-related activities			Training Design/Report Attendance Sheet Outreach Proposal		
Technology/output generated			CEC's IPCR	CEC	

III. Evaluation Activities

This section focuses on assessing the outcomes and immediate impact of the project.

A. Quantitative Data: Community Survey (see Appendix A)

This section measures aspects of the project that can be numerically counted and analyzed. It intends to provide objective, measurable data related to the extent of community involvement.

B. Qualitative Data (See Appendix B and Appendix C)

This section focuses on gathering in-depth information about the project's impact, experiences and lessons learned. Data generated from this section may inform decisions on the continuity of the existing project, serve as initial needs assessment report, or may be a basis for future project proposals.

C. Observation Checklist (See Appendix D)

This section documents other observable aspects of the project and its implementation and intends to triangulate and enrich the data gathered from the first two sections of the evaluation instrument.

IV. Evaluation Report

A. List of Faculty Members Involved in the Project (source of info: Training Completion Report)

Name of Faculty	Title of Activity	Role (Resource Person/Facilitator)	Activity Date

B. Client Satisfaction Rating

Overall Average Rating	:	
Final Score (Overall Average Rating x 2)	:	

C. Qualitative Comments and Suggestions

IV. Impact Assessment (To be conducted at appropriate intervals)

1. **Long-term Outcomes:** (How has the project contributed to the broader long-term goals?)
2. **Sustainability:** (Are the changes brought about by the project likely to last?)
3. **Unintended Consequences:** (Have there been any unexpected positive or negative impacts?)
4. **Overall Impact Narrative:** (A brief summary of the project's overall impact on the community)

APPENDIX A
CLIENT SATISFACTION SURVEY
(CHED-Endorsed Instrument)

Panuto/Instructions: Tukuyin kung gaano kayo sumasang-ayon o hindi sumasang-ayon sa sumusunod na mga pahayag batay sa mga isinagawang aktibidad sa proyektong nabanggit sa itaas. Lagyan ng tsek ang numerong tumutugma sa inyong sagot. *(Please indicate how much you agree or disagree with the following statements based on the conducted activities in the abovementioned project. Check the number that corresponds to your answer).*

A.1. Ang extension project na isinagawa ng kolehiyo/unibersidad ay tumugon sa mga sumusunod na natukoy na pangangailangan ng aming komunidad. *(The extension project conducted by the college/university addressed the following identified needs of our community).*

Ang mga natukoy na pangangailangan ay ang mga sumusunod (List the identified needs here):

- Lubos na sumasang-ayon (Strongly Agree)
- Sumasang-ayon (Agree)
- Bahagyang sumasang-ayon (Slightly Agree)
- Hindi sumasang-ayon (Disagree)
- Lubos na hindi sumasang-ayon (Strongly Disagree)

A.2. Ang extension project ng USM ay nakapagbigay ng kaalaman at kakayahan na nagagamit sa aming mga pang-araw araw na gawain/pamumuhay. *(The extension project of the college/university provided knowledge and skills that are useful in our daily activities).*

- Lubos na sumasang-ayon (Strongly Agree)
- Sumasang-ayon (Agree)
- Bahagyang sumasang-ayon (Slightly Agree)
- Hindi sumasang-ayon (Disagree)
- Lubos na hindi sumasang-ayon (Strongly Disagree)

A.3. Ang extension project ng kolehiyo/unibersidad ay matagumpay na ipinatupad/ipinapatupad batay sa napagkasunduang mga layunin. *(The extension project of the college/university was successfully implemented/ is being implemented according to its agreed objectives).*

Lubos na sumasang-ayon (Strongly Agree)

Sumasang-ayon (Agree)

Bahagyang sumasang-ayon (Slightly Agree)

Hindi sumasang-ayon (Disagree)

Lubos na hindi sumasang-ayon (Strongly Disagree)

A.4. Ang mga aktibidad ng extension project ng USM ay naisagawa/isinasagawa ayon sa napagkasunduang iskedyul. *(The activities of USM were carried out/ are being carried out according to the agreed schedule).*

Lubos na sumasang-ayon (Strongly Agree)

Sumasang-ayon (Agree)

Bahagyang sumasang-ayon (Slightly Agree)

Hindi sumasang-ayon (Disagree)

Lubos na hindi sumasang-ayon (Strongly Disagree)

A.5. Ang mga aktibidad ng extension project ng USM ay malinaw at madaling maunawaan. *(The activities of USM are clear and easy to understand).*

Lubos na sumasang-ayon (Strongly Agree)

Sumasang-ayon (Agree)

Bahagyang sumasang-ayon (Slightly Agree)

Hindi sumasang-ayon (Disagree)

Lubos na hindi sumasang-ayon (Strongly Disagree)

A.6. Ang mga tagapagpatupad ng extension project ng USM ay nakikinig at tumutugon sa aming mga mungkahi. *(The implementers of the USM extension project listed to and respond to our suggestions).*

Lubos na sumasang-ayon (Strongly Agree)

Sumasang-ayon (Agree)

Bahagyang sumasang-ayon (Slightly Agree)

Hindi sumasang-ayon (Disagree)

Lubos na hindi sumasang-ayon (Strongly Disagree)

A.7. Ang extension project ng USM ay nakatulong sa pagpapaunlad ng aming buhay. (*The extension project of USM has contributed to the improvement of our lives.*)

Lubos na sumasang-ayon (Strongly Agree)

Sumasang-ayon (Agree)

Bahagyang sumasang-ayon (Slightly Agree)

Hindi sumasang-ayon (Disagree)

Lubos na hindi sumasang-ayon (Strongly Disagree)

A.8. Ang extension project ng USM ay walang naidulot na anumang negatibong epekto sa amin. (*The extension project of USM has not caused any negative effects on us.*)

Lubos na sumasang-ayon (Strongly Agree)

Sumasang-ayon (Agree)

Bahagyang sumasang-ayon (Slightly Agree)

Hindi sumasang-ayon (Disagree)

Lubos na hindi sumasang-ayon (Strongly Disagree)

A.9. Gaano ka nasisiyahan sa isinagawa/isinasagawang extension project ng kolehiyo/unibersidad? (*How satisfied are you with the extension project implemented/being implemented by the college/university?*)

Lubos na nasisiyahan (Very Satisfied)

Nasisiyahan (Agree)

Bahagyang nasisiyahan (Slightly Satisfied)

Hindi nasisiyahan (Dissatisfied)

Lubos na hindi nasisiyahan (Very Dissatisfied)

A.10. Base sa iyong karanasan, irerekomenda mo ba sa iba na sumali sa extension project na ito kung may pagkakataon? (*Based on your experience, would you recommend others to join the extension project, if given the opportunity?*)

Lubos na imumungkahi (Very Likely)

Imumungkahi (Likely)

Bahagyang imumungkahi (Somewhat Likely)

Hindi imumungkahi (Unlikely)

Lubos na hindi imumungkahi (Very Unlikely)

Mga Komento at Suhestiyon (Comments and Suggestions or Testimonies):

APPENDIX B
Focus Group Discussion (FGD) Guide

1. What are your overall impressions of the project?
(Sa pangkalahatan, ano ang masasabi ninyo sa project na ito?)

2. What aspects of the project have you found most beneficial? Why?
(Anong mga bahagi ng project ang sa tingin ninyo ay pinaka-nakatulong sa inyo? Bakit?)

3. Have you faced any challenges in participating in the project? If so, what were they?
(May mga nagging problema ba o hamon sa pagsali ninyo sa project na ito? Kung meron, ano-ano ang mga ito?)

4. How has the project influenced [*Specific area related to the project objectives e.g. knowledge/perception level, income level, etc.*] in your community?
(Paano nakatulong o nakabago ang project na ito sa inyong komunidad, lalong-lalo na sa inyong kaalaman, kita, etc).

5. What suggestions do you have for improving the project in the future?
(Ano ang inyong mga mungkahi o 'suggestions' para mas mapaganda pa ang project sa mga susunod pang mga taon?)

APPENDIX C
Key Informant Interview (KII) Guide:

1. What is your role in relation to this project?
(Ano ang inyong papel o obligasyon sa project na ito?)

2. From your perspective, how well has the project been implemented?
(Sa inyong pananaw, kumusta ang nagging pagpapatakbo o pag-implementa ng project?)

3. What are the key successes and challenges you have observed?
(Ano ang mga nakita ninyong nagging tagumpay at mga nagging problema sa project?)

4. How has the project impacted the community from your viewpoint?
(Sa inyong palagay, ano ang nagging epekto ng project na ito sa inyong komunidad?)

5. What are the long-term sustainability prospects for the initiatives introduced by the project?
(Sa inyong palagay, kaya bang panindigan o ituloy-tuloy ng komunidad and mga nasimulang programa kahit tapos na ang project?)

APPENDIX D
Observation Checklist

1. Level of community participation in activities

- (Antas ng paglahok ng komunidad sa mga aktibidad)
- High (Mataas)
 - Medium (Katamtaman)
 - Low (Mababa)

2. Availability and accessibility of project resources
(Pagkakaroon o kadalian ng pagkuha ng mga kagamitan para sa project)



- Readily available/accessible (Madaling makakuha/madaling gamitin)

- Relatively available/accessible (Medyo madaling makuha/medyo madaling gamitin)

- Hardly available/accessible (Mahirap makuha/mahirap gamitin)

3. Evidence of collaboration among stakeholders
(Patunay ng pagtutulungan ng mga stakeholders)

B.11. Sample accomplishment and terminal reports.

 UNIVERSITY OF SOUTHERN MINDANAO Kabacan, Philippines 	
NARRATIVE REPORT	
A. BASIC INFORMATION	
1. Title	Development and utilization of learning materials for community animal health workers
1. Status	<input checked="" type="checkbox"/> On-going <input type="checkbox"/> Completed
2. Project Leader Study Leader (Indicate College/Unit)	Project Leader: Elizabeth C. Molina Study Leaders: AP Warren P. Adamat Lilian A. Lumbao
Email Address	emolina@usm.edu.ph
Contact Number	572-2384
3. Lead Unit/College	College of Veterinary Medicine
Collaborating Unit/College	
4. Category	<input checked="" type="checkbox"/> Program <input checked="" type="checkbox"/> Project <input type="checkbox"/> Study
5. Classification	<input type="checkbox"/> Research <input checked="" type="checkbox"/> Development
	<input type="checkbox"/> Basic <input type="checkbox"/> Pilot Testing <input type="checkbox"/> Applied <input type="checkbox"/> Prototype Development <input type="checkbox"/> Tech. Promotion/Commercialization
6. Thematic Area	<input type="checkbox"/> Crops <input type="checkbox"/> Information & Communication <input checked="" type="checkbox"/> Animals <input type="checkbox"/> Technology Commercialization <input type="checkbox"/> Biotechnology <input type="checkbox"/> Applied & Natural Sciences <input type="checkbox"/> Engineering & Technology <input type="checkbox"/> Arts, Education & Philosophy <input type="checkbox"/> Social Sciences <input type="checkbox"/> Health Care & Proper Nutrition
7. Project Duration	February 2021-December 2021
8. Project Location	Kabacan, Cotabato
9. Total Budget Requested (Php)	P100,000.00

B. TECHNICAL DESCRIPTION

1. Rationale / Significance

Rationale

Livestock is one of the major livelihood of farmers in North Cotabato. However, access to animal health services is often limited due to unavailability of veterinarians or the distant location of rural areas from municipalities where livestock technicians or veterinarians are present. Adding to this problem nowadays is the limited mobility of livestock technicians and veterinarians to rural areas because of the current COVID-19 pandemic. Limited access to animal health care is one of the constraints to livestock production in rural areas hence often than not, their livestock are exposed to vulnerabilities of livestock diseases.

The development of community animal health workers (CAHWs) is one intervention that can be introduced to enhance the delivery system of animal health services. CAHWs are members of the community who are actively engaged in livestock raising and live within the community.

As a requirement to becoming a CAHW, one has to be trained on basic veterinary clinical skills. Hence, this proposed project will develop learning materials for the development of CAHWs. These materials will then be utilized for the training of future CAHWs in selected localities.

Objectives:

General Objective: To produce learning materials and tools for practical and simple reference for the development of CAHWs.

Specific objectives:

1. To develop five video clips as reference materials for the development of CAHWs;
2. To utilize the video clips in training for CAHWs; and
3. To evaluate the usefulness of the video clips in the development of CAHWs.

2. Methodology

a. Planning

A meeting was done among the proponents to decide the kinds of video clips that would be produced and the topics that to be discussed in the radio broadcasts. These were presented to the College for evaluation and confirmation.

In the selection of participants, the proponents coordinated with the Office of the Municipal Agriculturist of the LGU-Kabacan to tap the Barangays to be part of the Project. These barangays are Pisan, Bannawag, Malanduague, Dagupan and Katidtuan. Two participants per brgy and the manner of selection is through the recommendation of the Brgy officials/ Chairman, with the basic requirements: (1) They must be residents of the Barangay and (2) they must be animal raisers and/or has background in livestock raising.

b. Development of video clips

Video clips were produced. These clips feature basic veterinary procedures such as animal restraint, physical examination, drug administration, and sample collection. These

procedures were performed by the faculty in the College of Veterinary Medicine and a professional videographer was hired to do the filming in order to produce good quality materials.

These video clips were uploaded in the USM-CVM Usapang Pangkalahayupan FB page where the participants can view the materials anytime. These video materials are also available for viewing by the general public. Disclaimer note can be seen before the actual demonstration or lecture.

c. Radio broadcast

A "training-on-air" is being conducted with the target beneficiaries as the enrollees. This is being aired once a week over DXVL-FM and DXVL FB Live. Topics on livestock diseases and health management are being discussed by the faculty of the College of Veterinary Medicine.

For the training aspect, the participants are encouraged to observe and playback the videoclips for familiarization and mastery so that during the return demonstration, they can perform it with little supervision.

d. Pre-test

A pre-test was conducted among the participants to measure their knowledge about the diseases that are being discussed in the radio program.

e. Return Demonstration will be conducted among the target audience. These activities will be in a form of return demonstration of the procedures by the CAHWs they have learned out of the video materials. Their demonstration will be evaluated by the project team and feedbacks will be given.

f. Feed-backing from target audience. The target beneficiaries will be asked to evaluate the materials and the activities that will be conducted. A questionnaire will be prepared to obtain their feedbacks.

g. Post-test

Apart from the return demonstration, post-test will also be administered to the participants to determine an increase in the level of their knowledge after all the topics on livestock diseases and management are discussed through the radio program.

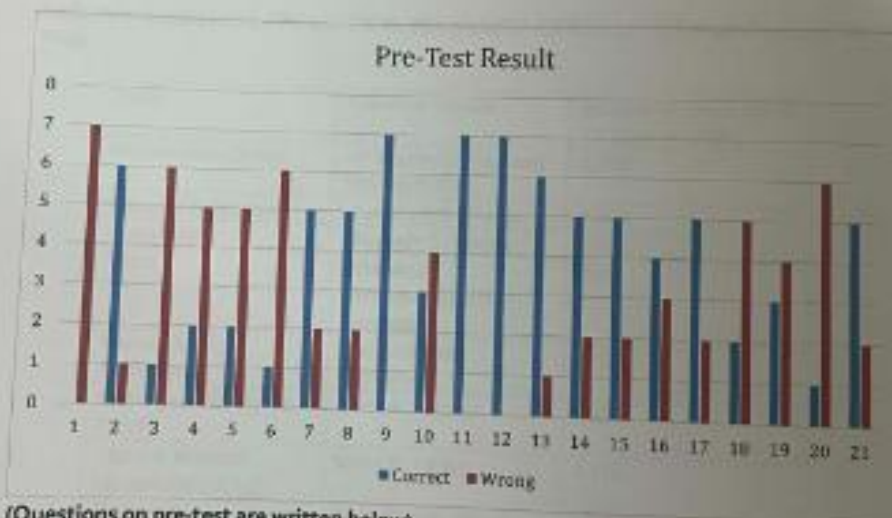
3. Accomplishment

Activity	Target	Actual Accomplishment
To develop five video clips as reference materials for the development of CAHWs	Five video clips produced.	Eight video clips
To utilize the video clips in training for CAHWs	Upload all video clips online	Six video clips uploaded to FB page
To evaluate the	Conduct return	To be conducted in last

usefulness of the video clips in the development of CAHWs	demonstration by target audience	week of November
To conduct pretest	Pre-test to be conducted to 10 CAHWs	Pre-test administered to 7 CAHWs
To utilize social media and Radio station in discussing livestock diseases and management	Eight Topics	Seven topics aired/broadcast

Pre-test Result:

Out of the 10 target CAHWs, only seven were able to take the pre-test. The pre-test consisted of 21 questions derived from the topics discussed in the radio broadcast. The following is the result:



(Questions on pre-test are written below)

Videos produced and uploaded in USM-CVM Usapang Pangkahayupan FB Page:

Topic	Resource Person	Number of views (as of 15 October 2021)
Drug Preparations and Usage	Josephine R. Flores	649
Restraining and Handling of Livestock a. Restraining of Horse b. Restraining of Cattle c. Restraining of Carabao d. Restraining of Goat e. Restraining of Swine f. Basic Surgical	CVM Faculty	2,400

Procedures f.1. Castration of goats f.2. Dehorning (Goat) f.3. Disbudding (Goat)		
Different Routes of Drug Administration a. Oral b. Subcutaneous c. Intramuscular d. Vaccination in Poultry	CVM Faculty	752
First Aid and Emergency Procedures for Livestock: Bloat	CVM Faculty (Vet Tech)	2,600

Other Video Clips produced:

First Aid and Emergency Procedures:

1. Scouring
2. Splay legs

Radio broadcast (DXVL-FM) and DXVL FB Live/USM-CVM Usapang Pangkahayupan FB Page:

Topic	Resource Person	Number of views (as of 16 October 2021)
African Swine Fever	AP Warren C. Adamat, Emerlie R. Okit	1,400
Classical Swine Fever	Vrenelie H D. Flores	3,700
Fascioliasis	Elizabeth C. Molina	1,926
Surra	Rolando J. Garduqua/Elsa A. Gonzaga	789
Hemorrhagic Septicemia	Mark Stephen Estefania	842
Contagious Ecthyma ("Orf")	Lilian A. Lumbao	561
Caprine Arthritis Encephalitis (CAE)	Garry D. Lasaga	1,100
Colibacillosis	Josephine R. Flores	744



4- References

Problems Met and Recommended Action

- Public Health related concerns- limits gathering and movement restrictions.

B.12. Copy of the budgetary allocation for the extension program.

Fig. 1. Budget Allocation for the UGNAYAN series broadcasting

 UNIVERSITY OF SOUTHERN MINDANAO Kabacan, Cotabato Philippines  EXTENSION SERVICES OFFICE			
TRAINING DESIGN			
Resource Speaker 1	DR. KENNETH NICOLAS D. MAGBANUA	Topic	"ANTIBIOTIC STEWARDSHIP"
Resource Speaker 2	DR. IAN JAY D. GARAMPIEL	Topic	"What's Up, Monkeypox? (MPox)"
Resource Speaker 3	DR. JENELLE G. SAMBO	Topic	"HIV: Know the Facts, Stop the Stigma"
Resource Speaker 4	DR. MARIE KRISTINE R. ROLDAN	Topic	"KIDNEY CLEAN: Preventing Stones and Promoting Health"
Resource Speaker 5	AP WARREN P. ADAMAT, DVM, MSAS	Topic	"Bites of Death: Rabies and the Race to Prevent It"
Resource Speaker 6	VRENELLE II D. FLORES, DVM, PhD	Topic	"The Essentials of Responsible Pet Ownership"
Resource Speaker 7	ROLAND Y. FAJARDO, DVM, MSc	Topic	"African Swine Fever"
Resource Speaker 8	JAN CLYDEN B. TENORIO, DVM, MSc	Topic	"Biosecurity Measures"
Resource Speaker 9	JOHN ARIES G. TABORA, PhD MA, TEODORA N. CABASAN, PhD BERNARD M. ESCARZA, MA	Topic	"Bat Wise"
Resource Speaker 10	MONIQUE T. CAMADDO, MSc, PFT, RChT	Topic	"The Real Meaning Behind 'Best Before', 'Expiry Date', and Other Dates on Food Labels"
Resource Speaker 11	ALKHEA GUESS B. CABALLERO, RND	Topic	"Smart Eating: Exploring Healthy Eating Habits and Trending Diets"
Resource Speaker 12	MS. NOR RUPHIA S. PIANG MS. PIA G. SERAPION	Topic	"Tour Talks: Learning Beyond the Classroom"
Resource Speaker 13	AILEEN P. SARMIENTO, PhD	Topic	"The H.E.A.R.T of Hospitality Service"

Estimated Budgetary Requirement		
Particular	Quantity/Unit	Amount
A. Personal Services		
B. Operation and Maintenance Supplies and Materials	Photo Paper (A4) for Certificates, 1 pack Certificate Holder (A4), 16 pcs	Php 150.00 Php 1,120.00
Meal and Snacks	AM Snacks 75 x 195 pax	Php 14,625.00
Total		Php 15,895.00



University of Southern Mindanao
EXTENSION SERVICES OFFICE
Kabacan, North Cotabato



BUDGET SUMMARY

Project Title: _____

Proponents: _____

Source of Fund: _____

Total Budget: _____

Implementing College/Unit: _____

ITEM	Year 1				Total
	Q1	Q2	Q3	Q4	
I. Personnel Services (PS)					
A. Salaries and Wages		16,000.00	24,000.00		40,000.00
B. Honoraria					
C. Others (Bonus, etc)					
Sub-total for PS					
II. Maintenance and other Operating Expenses (MOOE)					
A. Travel					
B. Communications					
C. Supplies					
D. Radio broadcast		5,000.00	25,000.00		30,000.00
E. Training		5,000.00	20,000.00	5,000.00	30,000.00
Sub-total for PS					
TOTAL		26,000.00	69,000.00	5,000.00	100,000.00

USM-EX7-F03

Fig. 2. Budget Summary for the extension under DEVELOPMENT AND UTILIZATION OF LEARNING MATERIALS FOR COMMUNITY ANIMAL HEALTH WORKERS

B.13. Evidences of outsourcing for fund augmentation

B.14. Evidences of outsourcing for technical assistance and services inputs from other agencies.


A Sample evidences of outsourcing for fund augmentation stated in Section 7 of the signed MOA.


A Sample evidences of outsourcing for technical assistance and service inputs from other agencies that stated in Section 2 and 4 of this signed MOA


MEMORANDUM OF AGREEMENT


KNOW ALL MEN BY THESE PRESENTS:


This MEMORANDUM OF AGREEMENT is made and entered into by and among:

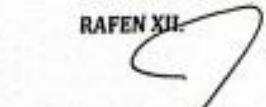
 The DEPARTMENT OF AGRICULTURE (DA), with office address at the Prime Regional Government Center, Carpenter Hill, Koronadal City, South Cotabato represented by DIR. ARLAN M. MANGELEN, Regional Executive Director, hereinafter referred to as the DA;

 The PROVINCIAL GOVERNMENT OF COTABATO (PG COTABATO), with office address at Capitol Compound, Amas, Kidapawan City, Cotabato Province represented herein by its HON. NANCY A. CATAMCO, Provincial Governor, hereinafter referred to as PG-COTABATO;

 The UNIVERSITY OF SOUTHERN MINDANAO, a Level IV State University duly created and existing under and by virtue of the Laws of the Philippines, with office and postal address at Kabacan, Cotabato and represented in this act by FRANCISCO GIL N. GARCIA, RPAE, PhD, in his capacity as President of the USM hereinafter referred to as the SUC;

 The LEAGUE OF MAYORS OF THE PHILIPPINES (LMP) - COTABATO represented by HON. VICENTE C. SORUPIA, JR., President of the League of the Municipal Mayors' Federation, with office address at Aleosan, Cotabato, hereinafter referred to as LMP-COTABATO;

 The PROVINCIAL AGRICULTURAL AND FISHERY COUNCIL (PAFC), the overall umbrella of the private sector organizations/rural-based organizations (PSO/RBO) in monitoring and providing feedback mechanism, with office address at Capitol Compound, Amas, Kidapawan City, Cotabato, represented by CHAIRPERSON ANGEL M. CERVANTES, JR. referred to as the PSO/RBO; and

 The REGIONAL AGRICULTURE AND FISHERIES EXTENSION NETWORK (RAFEN XII), represented by ATI-RTC DIRECTOR ABDUL I. DAYA-AN, hereinafter referred to as RAFEN XII.

WHEREAS, the Cotabato Province-Led Agriculture and Fisheries Extension System (CPAFES) shall be established by the Department of Agriculture Regional Field Office (DA-RFO) and the Department of Agriculture- Bureau of Fisheries and Aquatic Resources (DA-BFAR) and other attached support agencies, the local government units including the province one (1) city and seventeen (17) municipalities, partner state university (SUC), private sector/rural-based organizations (PSO/RBO) and the whole farming and fishing communities of Cotabato Province;

WHEREAS, the Province-Led Agriculture and Fisheries Extension System (PAFES) shall eventually cover all city/municipalities in the province for this year 2022 upon the implementation of the Mandanas Ruling (transfer of resources through decentralization);

WHEREAS, PAFES shall integrate the DA operations and strengthen research extension and the farmer-fisherfolks linkages in the province to spearhead agricultural modernization and industrialization, enhance rural livelihoods through massive utilization of science-based innovations, and catalyze the establishment of robust agro-based enterprises;

WHEREAS, the PG COTABATO agreed to enhance its agriculture development plans guided by the DA's Agriculture and Fisheries Modernization and Industrialization Plan (AgMIP) and the Provincial Commodity Investment Plan (PCIP); and

NOW THEREFORE, for and in consideration of the foregoing premises and covenants herein stipulated, the PARTIES have agreed to the following terms and conditions of the hereinafter stipulations and clauses herein set forth. The parties do hereby agreed to collaborate and promote CPAFES guided by the following rules and responsibilities, to wit:

SECTION 1. ROLE OF DEPARTMENT OF AGRICULTURE (RFO 12, BFAR 12, and other DA agencies in the Province):

- a) Provide sustained annual co-financing to the Provincial Agriculture and Fisheries Extension Center (PAFEC) together with other funding sources;
- b) Actively participate in mapping out and implementing a Province-Led agriculture and fisheries extension program (PAFEP);
- c) Provide subject matter specialists and other technical services to backstop the agricultural extension workers technically supervised by the PAFEC;

- e) Provide support services in all aspects of crops, livestock and fisheries production, processing and marketing;
- f) Purchase produce from farmers and farmers/fisherfolks organizations and enable farmers a fair return on production investment to ensure and establish manageable buffer stock; and
- g) Review the PAFEC's annual report prior to approval and release of the co-financing budget for the succeeding annual action plan.

SECTION 2. ROLE OF PROVINCIAL GOVERNMENT OF COTABATO:

- a) Establish and manage a PAFEC in collaboration with DA, BFAR, USM, LMP-COTABATO, PAFC, and RAFEN;
- b) Provide sustained annual co-financing to the PAFEC together with the DA and other funding sources;
- c) Lead the development and implementation of PAFEP guided by the Provincial Commodity Investment Plan (PCIP) and Value Chain Analysis (VCA) of priority commodities in the Province;
- d) Integrate the PAFEP with the Comprehensive Provincial Development Plan;
- e) Identify sites in setting up technology demonstration farms in collaboration with partner agencies;
- f) Guided by its PCIP, link farmers and fisherfolks with markets and provide custom services in the whole agriculture and fisheries value chain;
- g) Collaborate with partner agencies in conducting field days and other related activities in the Province;
- h) Provide subject matter specialists and mobilize support to City/Municipal Local Government Units (C/MLGU) in program implementation; and
- i) Submit quarterly reports to the PAFES Management Committee on the progress and achievements of the PAFEC, and if there are bottlenecks, make the critical steps to overcome these.

SECTION 3. ROLE OF ONE (1) CITY AND SEVENTEEN (17) COMPONENT MUNICIPAL LGUs THRU THE LMP- COTABATO:

- a) Provide frontline agriculture and fisheries technical and related extension services to farmers and fisher folk in their respective jurisdiction as defined by the PAFEP;

- 10/10/2023
- c) Collaborate with the PAPEC in training farmers and fisher folk, setting up technology demonstration farms and conducting field days in selected communities;
 - d) Develop agricultural and fisheries extension programs in their respective City/Municipalities and participate in mapping out a PAFEP through a well recorded ladderized Municipal/City Agriculture Office structure; and
 - e) Strengthen and mobilize RBOs to support the PAFEP.

SECTION 4. ROLE OF THE UNIVERSITY OF SOUTHERN MINDANAO (USM):

- a) Provide subject matter specialist upon request of the Provincial Agriculture and Fisheries Extension Center (PAFEC);
- b) Train farmers, trainers, and agricultural extension workers, and develop IEC materials in local dialects in collaboration with the Provincial Agriculture and Fisheries Extension Center (PAFEC);
- c) Share information and technologies to farmers and fisherfolk through electronic media and web-based media platforms;
- d) Conduct research in strategic locations of the Province and generate climate resilient technologies in collaboration with appropriate national, regional, and international agencies; and
- e) Collaborate with partner agencies in setting up technology, demonstration farms and conduct field days on priority commodities in all Municipalities of the Province.

SECTION 5. ROLE OF PROVINCIAL AGRICULTURAL AND FISHERY COUNCIL (PAFC) as PSO/RBO:

- a) Actively participate in identifying agricultural and fisheries extension program priorities and in mapping out and implementing the PAFEP;
- b) Provide assistance in training farmers, fisher folk and extensionist especially on agro-enterprise development;
- c) Assign representatives to various activities of PAFEC and provide technical assistance in technology demonstration;
- d) Participate in information and education campaign, and community mobilization.
- e) Collaborate with PG COTABATO in monitoring and evaluating PAFEP at the community level; and
- f) Mobilize strong community support for the PAFEP.

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- a) Assist in bringing all partners together, mapping out the overall strategy and conduct action, research and development, and identifying agriculture and fisheries extension program priorities;
- b) Organize and deploy a dedicated core of technical service to CPAFES;
- c) Collaborate in prioritizing the implementation of agriculture and fisheries extension interventions identified by the CPAFES;
- d) Train agricultural extension workers and farmers/fisher folk cooperatives on agro-enterprise development along the priority commodities of the Province in collaboration with the PAFEC; and
- e) Assist in setting up technology demonstration farms and in conducting field days in all municipalities/city of the Province in collaboration with partner agencies.

SECTION 7. SOURCE OF FUNDING:

The Provincial Government of Cotabato shall appropriate in its annual budget the funding requirement for the operation of the PAFEC.

The DA-RFO XII and BFAR shall share in the cost of technology trainings, professional services, and monitoring during the operation.

SECTION 8. EFFECTIVITY, AMENDMENT AND TERMINATION:

This Memorandum of Agreement shall take effect immediately hereof and shall remain in full force which may be amended, revised or terminated only through a written instrument duly executed and signed by all parties.

IN WITNESS WHEREOF, the herein parties to this MOA hereunto subscribed and affixed their signatures this _____ day of _____ 2021 in

Handwritten signatures and initials at the bottom of the page.

Handwritten signature at the bottom right corner.

**DEPARTMENT OF AGRICULTURE
REGIONAL FIELD OFFICE XII**



ARIAM M. MANGELEN
Regional Executive Director
RFO - XII

**BUREAU OF FISHERIES AND AQUATIC
RESOURCES (BFAR) - XII**



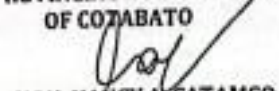
ALFEO G. PILOTON, III
Regional Director

**REGIONAL AGRICULTURE &
FISHERIES EXTENSION NETWORK**



ABDUL I. DAYA-AN
RAFEN/Director ATI-RTC XII

**PROVINCIAL GOVERNMENT
OF COTABATO**



HON. NANCY A. CATAMCO
Governor

**LEAGUE OF MAYORS OF THE
PHILIPPINES - COTABATO**

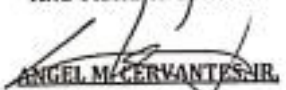
HON. VICENTE C. SORUPIA, JR.
League President, LMP Cotabato

**UNIVERSITY OF SOUTHERN
MINDANAO (USM)**



FRANCISCO GIL R. GARCIA, RPAE, Ph.D.
USM President

**PROVINCIAL AGRICULTURAL
AND FISHERY COUNCIL**



ANGEL M. CERVANTES, JR.
Chairperson




ZALDY M. BOLORON, MPA
Chief, Field Operations Division
RFO XII


HON. MA KRISTA PIÑOL-SOLIS, M.D.
Board Member, Chairperson of
SP Committee on Agriculture and Food

ACKNOWLEDGMENT

Republic of the Philippines)
Province of Cotabato)
City of Kidapawan)
X-----X

BEFORE ME, a Notary Public for and in the City of Kidapawan, Philippines, this
_____ of _____, 2021.

Personally appeared:

<u>NAME</u>	<u>GOVERNMENT ISSUED ID</u>
ATTY. ARLAN M. MANGELEN	<u>TIN-918-476-317</u>
NANCY A. CATAMCO	<u>PGC ID NO. 3657</u>
VICENTE C. SORUPIA, JR.	_____
FRANCISCO GIL N. GARCIA, Ph. D	_____
ANGEL M. CERVANTES, JR.	<u>TIN-120-131-711</u>
ABDUL I. DAYAAN	_____
ALFEO G. PILOTON	_____

Exhibiting to me the aforementioned competent evidence of identity, all known to me to be same persons who executed the foregoing instrument and acknowledged to me that the same is their own free will and voluntary act and deed, consisting only of seven (7) pages including this page in which this Acknowledgement is written and duly signed by the parties and their instrumental witnesses on each and every page hereof.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my Notarial Seal at the place and date hereinbefore stated.

Doc. No. _____
Page No. _____
Book No. _____
Series of 2021 _____