

# **CLEAN, HEALTHY, SAFE, AND FRIENDLY (CHSF) ENVIRONMENT PROGRAM MANUAL**

2023 Edition



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## **I. HISTORICAL BACKGROUND**

### **Conceptualization of the Program**

The University Campus in the 1990s is not like what it is now. The buildings were not painted, and graffiti was on the walls, restrooms, and chairs. Wild grasses surround some buildings while some others with banana trees. There was even no perimeter fence.

Then University President, Rev. Fr. Jessie M. Hechanova, CICM, called for a meeting to address this pressing problem on the University campus. The initial activity was a seminar-workshop on Total Quality Control (TQC) conducted for the faculty and staff with Engr. Joe Perez of Texas Instruments. Inc., Baguio City as the resource speaker on June 6, 1998. The Japanese Five S program inspired the administration to apply this in the work and learning environment at the University. These Seire, Saeiton, Sieso, Seikutsu, and Shitsuke were the basis for the conception of the clean, healthy, safe, and friendly environment program.

Rev. Fr. Jessie M. Hechanova, CICM, formed a core group with 17 members and later added eight to conceptualize the program. The core group has the University President as Director, Mrs. Corazon N. Abriam, Dean of Student Affairs and Services as Chairman, and Mr. John Tayaban, Human Resource Director, as Vice-Chairman.

The CHSF Program was an institutional response to the calls for a clean and green environment in the late 1990s when environmental awareness and protection became a global concern. Many countries realized that proper environmental care is necessary for sustainable development. During these years, there were different clean and green movements from the government and private organizations; thus, the search for the cleanest environment was a continuing activity in the public and even in the private sectors.

## **Institutionalization of the CHSF Program**

Developing a new culture of cleanliness associated with protecting the environment is a long process. It requires efforts from all sectors of society, like the family, church, media, government, and schools. Values for environmental protection with their behavioral manifestations do not arise automatically. Programs must be initiated and sustained so that each person will internalize these values. Thus, the core group underwent various training, seminars, workshops, and benchmarking on good housekeeping. On September 18, 1998, the core group visited the Texas Instrument (TI), Inc. in Baguio City to observe the implementation and effects of good housekeeping.

Following the benchmarking at TI were various seminar workshops conducted on CHSF for the basic and tertiary level students. There were also separate training sets conducted for the student leaders, the basic education and tertiary faculty and staff, the working scholars, and security guards. The first launching of the CHSF program took place on November 20, 1998, with the vision of creating and nurturing a safe and healthy learning environment with a positive psychological climate for students, faculty, and staff. This program also provides a clean, healthy, safe, and friendly learning environment to all students, members of the faculty, staff, and outside the community who are expected to act as stewards of the environment for today and future generation.

Visitors, alumni, and other institutions have noticed the remarkable changes and transformations of the campus since the program was launched. Consequently, on July 7, 1999, barely eight months after its launching, the Nueva Vizcaya Provincial Clean and Green Committee had a benchmarking through an ocular inspection of the CHSF Information Center. The Environmental Management Office (EMO) was also created this year. It was later renamed the Center for Environmental Management, Training, and Research (CENTAR) with the vision/mission of being an excellent resource center dedicated to empowering people to protect their environment

and enhance their communities. The Office/Center was headed by Mrs. Lucena Magno, whose headship spanned three University Presidents' administrations.

### **Implementing and sharing the CHSF Program**

Since its inception, there have been many relaunching programs, outreach activities, classroom lectures, organizing and attending seminars and workshops, including song and poem writing and jingle contests. These activities helped institutionalize the CHSF. 2005-2010, under the administration of Rev. Fr. Manny Valencia, CICM, had significant achievements for the CHSF program. There was the intensification of the monitoring and evaluation of the buildings, offices, ground, canteens, laboratories, faculty rooms, and even restrooms compliant with the CHSF Guidelines. It was in SY 2008-2009 that the landscaping competition was done. In 2021, a Home Edition was conducted that paved the way for the selection of the manual's cover page and official song. Among the continuing activities of the program were environmental outreach activities and projects that were implemented, like purchasing waste bins and putting up different signages, and the CHSF Brigade, in which faculty, staff, and students participate. In 2023, the Green Campus project was launched that emphasized the use of no- single plastic to reduce the volume of plastic.

The best features and practices became known to other institutions like the Saint Louis College of Tuguegarao, now the University of Saint Louis. A core group and some university administrators facilitated a CHSF orientation workshop for the college's administration and staff on October 16-17, 2000. On June 23, 2007, Administrators and CHSF advocates of the University facilitated sharing of the SMU CHSF Program with the Administration, Faculty, and Staff of Saint Louis University, Baguio City. CEMTAR also conducted seminars to intensify solid waste management campaigns (RA 9003), forging partnerships with institutions and organizations like the MASIPAG, OISCA-CFP, Bookkeeping Association of the Philippines Incorporated (BAPI), LGUs, DENR, TROCORDER, CENRO, and others. Moreover, training of Public School Teachers on the Integration of Environmental Concepts in all subjects (PLT-WET) and the development and utilization of SMU land resources,

i.e., tilapia production, rice production, fencing, and protecting the different land properties, were also accomplished.

Being one of the best practices, the CHSF entry of the University to the SEAMEO TROPED Network won First Place in the Innovation in School Health Initiative Award on September 8, 2021. The University also received Regional Awards for Best Anti-Illegal Drug Implementation during the CHED-PADS Innovative Awards and Campaign on Anti-Illegal Drugs on May 5, 2022. Before the COVID-19 Pandemic, the Saint Mary's University Senior High School together with the Junior High School was adjudged in December 2019 as Champion for Best Private School of the Gawad KALASAG (Kalamidad at Sakuna Labanan, Sariling Galing ang Kaligtasan) in Region 02; and in December 6, 2019, SMU High School was declared as the National Champion in the Private High School Category in the 21<sup>st</sup> National Gawad KALASAG. The Gawad KALASAG is to give "recognition to the efforts and commitment in supporting and initiating activities geared towards building a learning environment by focusing on creating awareness and involvement of students as well as other stakeholders in achieving the country's vision of safer, adaptive and disaster resilient Filipino Communities" (Saint Mary's University official website).

### **Firming up the program**

The CHSF program was monitored by the Dean of Student Affairs and Services Office (DSA) under Dr. Corazon N. Abriam from 1998 to 2011. In 2011, the program was re-aligned under the Physical Plant, Property Development, and Maintenance Office (PPDDMO) under the headship of Engr. Pascual Cabatic. It was, in turn, placed as one of the Land Resources and Environmental Management Unit (LREMU) functions. It was supervised by Mrs. Me Galate, the former CEMTAR head, a licensed agriculturist, and an accredited Pollution Control Officer (PCO) appointed by Rev. Father Renillo H. Sta. Ana, CICM. The CHSF program found a new place when the LREMU was changed into the Campus Facilities and Environmental Management Unit (CFEMU), still a sub-unit of the PPDDMO and under the same supervisor. Meanwhile, Engr. Leonido A. Costales Jr. was appointed as

the PPDMO Head. In addition to the CFEMU, Landholdings Development and Management (LDM) was created, taking care of the properties outside its campuses.

The Community Extension Services Center (CESC) was merged with the Indigenous Knowledge and Traditions Center (IKAT) in 2019. The merging led to the creation of the Lingkod Maria Community Development and Advocacy Center, which is in charge of carrying out CICM and SMU advocacy programs: Indigenous Peoples Social Development, Environmental Protection and Sustainability, Disaster Risk Reduction, Health and Well-being, Hunger Alleviation, Poverty Alleviation, Socio-Pastoral, and Evangelization, and Education for All. It is noteworthy, therefore, that LMCDAC is at the forefront in advancing justice, peace, and integrity of creation, so much so that the CHSF Program was then turned over in 2021 during the administration of Dr. John S. Palina to LMCDAC, which Dr. Christopher Allen S. Marquez headed as the Director. But with the creation of the Safety and Pollution Control Office (SPCO), whose functions are similar to the objectives of the CHSF Program, the SPCO officer takes the lead in implementing the said program. Mr. Hanson T. Villanueva was then the OIC-SPCO Head.

### **Sustaining the CHSF Program**

On April 8, 2016, Fr. Renillo H. Sta. Ana, CICM, the University President, sent representatives to the Eco-Friendly and Sustainable Seminar-Workshop held at Saint Louis University, Baguio City. As its partner collaborator, Saint Louis University spearheaded the seminar-workshop with WEnergy Global, a renewable energy systems solutions provider. The University representatives were Mrs. Alicia Jubay, CESC Director, Engr. Leonido Costales Jr., PPPDMO Head, Mrs. Me Galate, LDM Supervisor, Mr. Sherwin Marciano, NSTP Coordinator, Mr. Job Pilaspilas, SCC Officer, and Mr. Samuel Damayon, ADSAS for Men. The Seminar-Workshop emphasized the response and responsibility, especially of the academic institutions, on the emerging challenges of climate change and protecting Mother Earth through sustainable, eco-friendly practices and the use of a renewable source of energy.



Through the proposals of Mrs. Alicia Jubay, the University President, on April 20, 2016, called for a special Extended Advisory Board (EAB) meeting together with student representatives to review and evaluate the University's environmental program, specifically the CHSF Program. The meeting created a Technical Working Group (TWG) to start reviewing, revising, and proposing a manual reflecting emerging environmental concerns, new ideas and concepts, and new direction for the University's environmental program as a CICM higher educational institution. The Technical Working Group is under the supervision of the VP for Administration, Dr. John Palina, with the core group composed of Engr. Leonido Costales, Mrs. Alicia Jubay, Mrs. Me Galate, and Mr. Samuel Damayon. The other members of the TWG are Mr. Edil Suarez, Mr. Sherwin Marciano, Sr. Crispina Ng, SIHM, Mrs. Agnes Madamba, Mrs. Evangeline Basilio, Mrs. Myla Dueñas, Mrs. Jennifer Alaman, Miss Chantal Tayaban, and Mr. Job Pilaspilas.

In 2023, the CHSF Committee was revisited. The chairmanship of the committee was turned over to the newly created office – the Safety and Pollution Control Office. Among those that were also revisited were the designation of areas for each school, and the CHSF Manual. Hence, this Manual.

## **II. RATIONALE**

Institutions across the globe have witnessed the devastating effects brought about by the changes in our environment. Studies have shown that the observable effects of global climate change, like sea ice loss, accelerated sea-level rise, and more prolonged and intense heat waves, are already very evident. Overall, these published studies explain that the net damage costs of climate change will be significant and increase over time.

According to the Third National Climate Assessment Report (2014), some of the long-term effects of global change in the US are: the temperature will continue to rise, frost-free season, the growing season will lengthen; intense droughts in the Southwest; heat waves (or periods of abnormally hot weather lasting days to

weeks); hurricanes will become stronger and more intense; sea level will rise 1-4 feet by 2100; and the Arctic Ocean is expected to become essentially ice-free in summer before mid-century.

Those events and projected long-term effects have triggered global concerns about how the consequences can be abated. In 1992, world leaders gathering in Rio de Janeiro for the first-ever UN Conference on Sustainability and the Environment led to three documents: The Rio Declaration on Environment and Development, the Statement of Principles for the Sustainable Management of Forests, and Agenda 21.

Agenda 21 is a non-binding, voluntarily-implemented action plan of the United Nations regarding sustainable development. It covers statements of shared values that are expressed in public policies. It also encompasses agreements among international communities along with a sustainable environment.

A historic UN Summit/Conference in 2012 led to the formulation of the Agenda 2030 for Sustainable Development. In 2015, the United Nations chose through a vote the 17 Sustainable Development goals that are universally applicable. This document tackles climate change and calls for poor, rich, and middle-income countries to promote prosperity while protecting the planet. While the sustainable development goals embodied in Agenda 2030 are not legally binding, governments are expected to take ownership and establish national frameworks to achieve these goals.

As indicated in the Department of Environment and Natural Resources Report (2016), the Philippine government has responded to calls for combating the effects of global change by including sustainable development as one of its key strategic formulas in achieving the goal of national socio-economic sufficiency and environmental stability for which national resources, both government and private, have been mobilized and marshaled. More recent laws passed and signed for this purpose include the Climate Change Act, the National Framework Strategy on Climate Change, and the Philippine Strategy on Climate Change Adaptation. These laws give importance to reducing greenhouse gas emissions that go into the atmosphere.

Among the Catholic Schools in the Philippines, calls for actions that aim to care for Mother Earth have been manifested in various conferences, workshops, curriculum review and integration, community outreach, and research, among other things. The Catholic Educational Association of the Philippines (CEAP) conducts regular educators' and students' congress for Mother Earth's care across regions and national levels. The Association of Catholic Universities in the Philippines (ACUP), on the other hand, made a strong statement. In one of its national conferences, all its member schools should get more actively involved in the local deliberations and actions about exploiting the environment for human use through its research and outreach functions based on the solid principles of Catholic Social Teaching or CST.

In 2016, an ACUP national conference was held in Tagbilaran City to discuss and deliberate concrete actions that must be taken in response to Pope Francis' encyclical on caring for our common home (Laudato Si). As asserted by Pope Francis in this encyclical:

*Creation is not a property, which we can rule over at will: or even less, is the property of only a few. Creation is a gift; it is a wonderful gift that God has given us, so that we care for it and we use it for the benefit of all, always with great respect and gratitude.*

Given these environmental challenges and the calls for caring for the environment by the global community, the national and local governments, catholic associations, and the Pope, member schools of the *Congregatio Immaculati Cordis Mariae* (CICM) have taken the vital steps that outline concrete actions to address these ecological crises. An excerpt from the CICM RP's Justice, Peace, and Integrity of Creation (JPIC) vision-mission statements indicates that "CICM leads themselves to the mission of having a deep integration with creation to relate, persevere, and nurture God's gift of nature to humankind."

As a Catholic and CICM school, Saint Mary's University is one of the other CICM schools in creating programs and projects that promote its strong commitment to environmental sustainability and integrity of creation. One of these programs is the Clean, Healthy, Safe, and Friendly (CHSF) environment program which aims to develop more environmentally-literate Marians imbued with a sense of responsibility to care for and protect the environment.

### **III. GENERAL OBJECTIVE**

To continuously build, strengthen, and deepen ecological consciousness to bring about positive actions, social well-being, responsible resource utilization, and environmental sustainability in our Marian Community, partner communities, and the larger society.

### **IV. FRAMEWORK**

The emerging climate change issues have become a crucial factor that led to an urgent call for action to arrest this phenomenon and ensure a sustainable environment. Sustainability in schools and universities suggests that its undertakings promote environmental protection, economic viability, and social development.

Saint Mary's University has formulated actions through its CHSF program to respond to the call. Thus, CHSF, in the context of the University, becomes its strategic program to ensure a sustainable future. The CHSF Program of the University encompasses three dimensions that define its goals for a sustainable environment. The environmental dimension seeks to promote a livable environment through programs and activities that protect and enhance campus ecology. A clean, green, healthy, safe campus supports effective learning and experiences that foster social development. The economic dimension strives to further a livable environment through strategic policies and actions for wisely managing the school's resources, including wise use of ecosystem services, and eventually promoting an eco-friendly environment. Promoting the well-being of communities through the

school's environmental education program, health and food services, and non-academic formation programs describe the social dimension of the CHSF, which aims to achieve a socially- inclusive environment.

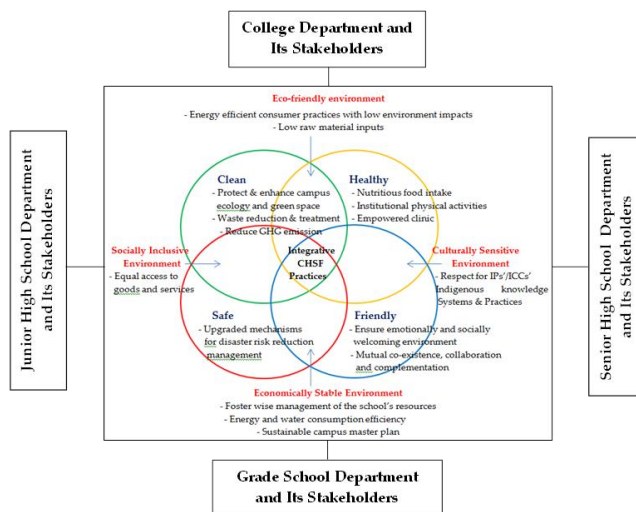


Figure 1. The CHSF Framework

Figure 1 is the new CHSF Framework. It resulted from the study of Dacles, Maslang, and del Rosario (2020) entitled, Securing a Clean, Healthy, Safe and Friendly School Environment, Challenges, and Prospects for Stakeholders: Context of a Private Educational Institution.

CHSF program framework incorporates the four departments of SMU – Grade School, Junior High School, Senior High School, and College. The components of CHSF are also spelled out: Clean, Healthy, Safe, and Friendly. The *Clean* component reflects the protection and enhancement of campus ecology and accommodates green space for the university buildings and other structures. This also includes provisions on waste reduction and treatment and GHG emission reduction. The *Healthy* component shows nutritious foods to be served in the school canteens and other eating establishments. Institutional physical activities and empowered clinics are also included in this aspect. The *Safe* component relates to the critical consideration of standard disaster risk reduction and management. Lastly, the *Friendly* component assures an emotionally and socially welcoming environment and provisions for mutual co-existence, collaboration, and complementation.

At the core of the four components are the integrative CHSF practices the four departments in SMU, including the basic education department, are practicing. The best practices which fall under any of the four components could be part of the CHSF program. The shepherding program, for instance, of the Guidance and Testing Office (GTO) could be counted as part of the program as it falls under the *Friendly* component. Security measures being performed by the school's security guards could also be integrated as this falls under the *Safe* component.

The CHSF program now encompasses four dimensions: eco-friendly, socially inclusive, culturally sensitive, and economically stable environment. The eco-friendly environment dimension seeks to promote a community with energy-efficient consumer practices with low environmental impacts and low raw material inputs. The socially inclusive dimension relates to the condition where there would be equal access to goods and services. The culturally sensitive dimension reiterates one of the CICM priorities: working for and with the IPs/ICCs. Finally, the economic dimension strives to further a livable environment through strategic policies and actions for wise management of the school's resources, including intelligent use of ecosystem services, which eventually seeks to promote an eco-friendly environment.

## V. THE CHSF LOGO



*Figure 2. The CHSF Logo*

The CHSF logo was enhanced in 2023, but it still bears the emblems of the original logo. The year 1998 was still part of the logo to emphasize the beginning and roots of the said program. The arrows signify the four Rs in waste management: reduce, reuse, recycle, and recover, along with the Clean, Healthy, Safe, and Friendly components of the program. The new University logo was placed at the center to signify that SMU is a steward in the care of our common home.

## VI. STRATEGIC DIRECTIONS AND ACTIONS

1. **The environmental/ ecological dimension** of the program refers to the institution's ability to uphold the quality of living and non-living systems that include land, air, water, and ecosystems and how they influence healthy and productive life. In the university context, the environmental dimension covers impacts related to inputs such as energy, water, and air, and outputs such as emissions, effluents, and wastes as indicators of a quality environment, including the adoption of great spaces and beautiful landscapes as stimuli to a healthy and productive life.

### **Programs and Projects**

The programs and projects under the dimension aim to promote a livable environment by protecting and enhancing the ecology of the campus. Proposed programs/ projects include:

- a. **Campus Green Spaces** - design, and use of open spaces, including green landscaping, to ensure ecosystem balance on campus and its utilization as a learning resource for students and as a recreational facility.
  - b. **Waste Reduction and Treatment Project**- waste management reduction program follows the following flow of action: (1) segregation at source, (2) recycling, (3) composting, and (4) reusing of materials. A septic vault was constructed for the disposal of hazardous and special wastes. Residual waste goes to landfills.
  - c. **Reducing Greenhouse Gases (GHGs)**
2. **The economic dimension** refers to the University's operations and their impacts on the economic conditions of its stakeholders and the natural environment. It describes its ability to shift to low-carbon systems and modify patterns of investment, production and consumption, and consumption in ways that



promote a healthy economy and, at the same time, achieve an eco-friendly environment by reducing its carbon footprints. (Respect for indigenous knowledge and technology).

### **Programs and Projects**

The programs and projects under this dimension seek to achieve an eco-friendly environment by reducing carbon footprints through wise management of the ecosystem services and the institution's resources. This can be realized through programs in the following aspects:

- a. **Energy Conservation/ Energy Efficiency Program (Green Energy)** – practices and adopting policies to reduce energy costs and eventually reduce our carbon footprint.
  - b. **Water Conservation and Safety**- practice water-saving tips, regular check-ups of waterlines for leaking water, replacement of damaged faucet and toilet equipment (i.e., urinal, toilet bowl, lavatories, sink), regular water testing for water potability (normal activity), rainwater harvesting program (to be implemented) wastewater discharge to the septic tank in all laboratories.
  - c. **Low Raw Materials Input** - promotes cost-efficient processes through recycling, reusing, reducing policies on the use of consumables, and adopting procedures to benefit environment-friendly materials (organic), low-carbon emissions, etc.)
3. **The Social Dimension** of the program describes the University's ability to promote the community's well-being through the programs and activities that allow them to learn about the environment, in the environment, and for the environment (environmental education). Providing services and activities that promote a healthy lifestyle, prudent consumerism, and respect for indigenous knowledge, practices on this theme (non-academic formation) among its students, employees, and other stakeholders to further a socially inclusive environment.

### **Programs and Projects**

The programs and projects under this dimension include the following:

- a. **Environmental Education**- inclusion (integration) in the curriculum subjects, topics, or themes that allow the Marian community to learn about the environment (knowledge), in the environment (immersion/experiential), and for the environment (desirable actions/behaviors)
- b. **Extension/Outreach Services**- considered as part of the non-academic formation. These consist of activities that allow the Marian community to exhibit one of the University's missionary priorities: rendering services to communities to help them achieve a sustainable environment and promoting justice, peace, and integrity of God's creation. These also encourage the respect of indigenous knowledge, practices, and technology to achieve a livable/sustainable environment.

### **Carrying out the strategic Directions and Actions**

Various departments' units are tapped and mobilized to achieve the four components and dimensions. Actions can be carried out through instruction, research, and extension. All units must prepare their plan based on the framework. Still, certain units may have specialized functions like the *Healthy* component to be done by the University Clinic and the *Friendly* component to be handled by the DSA and GTO. The plan may be cognizant of the institutional development plan of three to five years. Thus, each unit must integrate strategic and tactical activities regarding the components and dimensions of the CHSF program in its annual action plan. With the LMCDAC Director as the Vice Chair, CHSF-related activities will be organized and co-organized by the SPCO, which will then be included or considered an institutional extension/outreach of faculty, staff, and students.

## **4. STRUCTURE**

The implementation of the projects and activities of the CHSF program shall be spearheaded, monitored, and evaluated by a CHSF Committee. The following is the composition of the CHSF Committee:

Chairperson:	Safety and Pollution Control Office Head
Vice Chairperson:	Lingkod Maria Community Development and Advocacy Center Director
Members:	Physical Plant and Properties Development and Management Office Head
	Student Affairs and Services Dean
	Center for Natural Sciences Director
	Community Development and Advocacy Coordinators
	Disaster Risk, Safety, and Sanitation Coordinators
	National Service Training Program Coordinator
	Non-Academic Personnel President
	General Services Office Head
	Student Central Council President

## 5. SUSTAINABILITY COMPONENT

The activities set for each component and dimension shall be monitored monthly to ensure that the planned activities are carried out. On the other hand, reporting shall be done on a semestral basis, that is – at the end of the first semester. This allows the unit or person in charge to adjust if a particular activity was not scheduled.

The annual reporting of the plans that were accomplished or not accomplished for a given school year across the four components and dimensions shall be done during annual performance monitoring and action planning. In this way, issues, concerns, and facilitating factors are identified and addressed or strengthened respectively. These mechanisms allow all units and their members in the University to exert continuous or sustained efforts toward creating sustainable communities.

To solve the problem of lack of knowledge about the program and for wider information and dissemination, the NSTP classes can be utilized to discuss the program. One module or chapter of the NSTP

course can accommodate the information and dissemination campaign of the program. For SMU employees, seminar-workshops will be performed for the program to become familiar to the implementers and all the members of the Marian community. Finally, for the basic education departments, class advisers will be requested to facilitate the information and dissemination of CHSF undertakings.

## **6. APPENDICES**

### **BEHAVIORAL GUIDELINES for the CHSF PROGRAM**

#### **School Responsibilities:**

1. To develop and implement policies and procedures that assist all staff and administrators in creating a clean, safe, healthy, and friendly learning environment that fairly and consistently addresses every student's needs;
2. To create a caring and nurturing learning environment;
3. To maintain a welcoming and friendly school environment; and,
4. To ensure that all students, faculty, staff, and administrators share a caring relationship, positive behavior, and responsible treatment with each other that reflect the virtues of Mother Mary.

#### **Responsibilities of Faculty, Staff, and Students:**

1. To participate in professional activities that address all school community members' health and safety concerns;
2. To develop positive and meaningful relationships with peers, teachers, staff, and students;
3. To ensure that Environment Education is integrated into the instruction;
4. To apply university policies in the classroom rules consistently and fairly;
5. To create a safe and welcoming/caring classroom environment;
6. To follow the laws, rules, policies, and procedures in the classroom, school, and community;

7. To use effective verbal and non-verbal communication skills and talk in a subdued voice to promote a healthy relationship;
8. To take advantage of the teaching and learning opportunities that the University provides;
9. To enter the classroom only after the teacher from the previous class has left;
10. To refrain from staying in the classroom during vacant periods;
11. To refrain from sitting on the table or desk;
12. To turn off lights, electric fans, and air condition unit; and,
13. To arrange chairs and clean the chalkboard and chalk ledges right after the class for the next user.

#### **SPECIFIC GUIDELINES:**

##### **1. Classrooms:**

- a. Smile and be courteous to people around you and respect the property and rights of the individual. Avoid shouting and making unfriendly or insulting remarks.
- b. Practice the "CHSF Minute" before and after every activity. Students and teachers should spend one minute picking up litter inside the classroom, disposing of them properly, arranging chairs and tables, cleaning the board, etc., to ensure a well-kept learning environment.
- c. Do not throw trash out of the window, on the floor, or leave them under the table, desk, and chair. Follow proper waste disposal and segregation at the source. Dump only sorted waste in designated garbage bins at designated areas.
- d. Refrain from staying in classrooms during vacant periods, playing, sitting on chairs and tables, and vandalizing school property.
- e. Switch off lights, electric fans, air condition unit when not in use.
- f. Texting during class is not allowed. Deactivate cellular phones or put them in silent mode.
- g. Eating inside the classroom is not permitted.

- h.** Refrain from using plastics and styrofoam/polystyrene as food containers to ensure a healthy and litter-free campus.
- i.** No smoking (cigarettes, vapes), no chewing of gums and betel nuts in the classroom, and spitting anywhere is not allowed.
- j.** Always follow emergency and evacuation procedures in emergency cases.
- k.** Notices and announcements should be written on the board and not on walls and classroom doors.
- l.** Windows and doors should be closed at the end of the day or after the last class period.
- m.** Teachers and students are allowed to enter the classrooms only after the teacher of the previous class has already left.
- n.** Report to the maintenance office any damaged/destroyed fixture and equipment for immediate repair and replacement.

## **2. Faculty Rooms**

- a.** Refrain from gossiping and speaking in a loud voice.
- b.** Courteously greet the people inside the faculty room.
- c.** Refrain from entertaining vendors inside the faculty room,

## **3. Laboratories**

- a.** Science Laboratories
  - Refrain from eating inside the laboratories.
  - Be safety conscious inside the laboratories. Use personal protective equipment during experiments.
  - Take extra care of equipment/ chemicals/materials/apparatus inside the laboratories.
  - Dispose chemical waste in designated containers for chemicals.
  - Dump organic/biodegradable residue at windows for bio-degradable wastes, while chemical residues are discarded at the septic vault after proper treatment.

- Dispose toxic/hazardous wastewater at a separate septic tank/vault and not in a toilet septic tank.
- Always wash hands with detergents and water.
- Report to the maintenance office damaged facility for immediate repair and/or replacement.
- Please refrain from engaging in any unnecessary activities or playing while inside the laboratory.
- Always clean the laboratory before and after using it.

**b. HRM Laboratories**

- Practice the "CHSF Minute" before and after every activity. Students and teachers should spend one minute picking up litter inside the classroom and adequately dispose of it before and after the class to ensure a litter-free learning environment.
- Follow laboratory safety and emergency procedures in all areas of the HTH laboratory to ensure safety and hazard-free activities.
- Ensure that the students come in with proper attire and protective equipment/gear.
- Dispose plastic bags and different residuals in non-biodegradables. Dispose recyclable wastes such as pet bottles, glass bottles, tin cans, papers, etc., in recyclable bins. All accumulated wastes must be regularly disposed of to ensure a healthy and safe laboratory.
- No smoking (cigarettes, vapes) inside the laboratory.
- Follow housekeeping rules and regulations.
- Report to the maintenance office damaged facilities for immediate repair and replacement.

**c. Computer Laboratories**

- Practice the "CHSF Minute" before and after every activity. Spend one minute to pick up litter inside the laboratory and adequately dispose of it before and after every activity.
- Follow laboratory rules and regulations in the computer laboratory.
- Put off the units (computer and air condition units) when you have to be out of the room for more than two hours.

- Do not turn on the air-conditioning units before 8:00 A.M. unless the weather is hot.
- Keep the room temperature at an average of 20 degrees centigrade.
- Allow 2-3 minutes before changing the timer.
- Close the computer laboratory door gently after each class. Computer laboratory doors should always be closed to maintain the temperature inside the laboratories.
- Always clean doors, window-sills, and awnings.
- Make use of the energy-saving features of your computer. Most new models are designed to be energy efficient (Take note of the Energy star logo)
- Regulate use of computers. Lessen unnecessary use of computers.
- Turn off printers, scanners, modems, and other peripherals when not in use.

#### **Air conditioners**

- Do regular cleaning and maintenance check-ups of air conditioners.
- Minimize heat and air leakages.
- Lower ceiling and lessen dividers that prevent air circulations in rooms.
- Recommended/buy/use CFC-free models.

#### **Appliances and Equipment**

- Choose more energy-efficient appliances.
- Do regular cleaning and maintenance check-ups of appliances and equipment.
- Check if the appliance (refrigerator and freezers) is CFC-free.
- Limit the use of electric coffeepots in offices.

#### **4. Canteens**

- a. Be courteous with people around you; smile, and talk in your most subdued voice.



- b. Put back utensils (trays, plates, spoons, forks, bottles, cups, etc.) after use in the designated area: do not leave them on the table.
- c. Dispose of wrappers and other trash properly in designated garbage cans. Do not leave them on the table or throw them on the floor.
- d. Refrain from making the canteen a study area, lover's rendezvous, and hangouts. The canteen is meant to be an eating area only.
- e. Put back chairs under the table after use.
- f. Do not leave belongings unattended on the table.
- g. Be patient in forming your line and wait for your turn to be served.
- h. Follow entrance and exit signs when ordering and paying and give the exact amount when paying as much as possible.
- i. The use of styrofoam/polystyrene and plastic is strictly prohibited. These materials are highly toxic when exposed to heat and they react on food during storage. Use re-usable plates, spoons, and forks instead of plastic utensils.
- j. Canteens are open promptly and close at an appropriate time.
- k. Vendo machines are cleaned regularly.
- l. Adequate drinking fountains and containers are provided.
- m. Put off electric fans and lights when not in use.
- n. The canteen area and peripherals must be maintained by the canteen owner/manager and their staff.
- o. Notify the maintenance office for repair and/or replacement of any damaged/non-functional facilities.

## **5. Storeroom**

- a. Cleaning materials should be separated from food items.
- b. Empty cases of soft drinks are put in separate storage.
- c. Materials should be in their proper and labeled places.
- d. Garbage cans are placed away from the dining tables and emptied regularly.

- e. Bottles, glasses, plates are gathered after use and are appropriately put in their respective area.

## **6. Kitchen**

- a. Kitchen utensils should be neatly arranged for easy use.
- b. All utensils should be dried and clean.
- c. Enough utensils should be provided to serve the number of clients.
- d. All utensils should be labeled.
- e. Spoons and forks are soaked in hot water.
- f. The water supply is sufficient.
- g. Goods should be stocked in an orderly manner.
- h. Cracked and chipped drinking glasses are not used.
- i. Enough ventilation is provided.
- j. Ingredients and uncooked food should be stored in closed cabinets (except for vegetables that need air).
- k. Perishable and non-perishable goods are separated.
- l. The workplace is always clean and dry.
- m. Hands are washed before handling food.
- n. The kitchen is separated from the dining area.

## **7. Dining Area**

- a. Customers are served one at a time.
- b. Price tags are placed on food items.
- c. The menu list is updated with corresponding prices.
- d. Varied and low-cost nutritious food is prepared for snacks and meals.
- e. Plastic bags and straws for soft drinks are not allowed.
- f. Spoiled, expired foods are not served.

- g. Clean drinking glasses are replenished regularly.
- h. Designated areas for used utensils are cleared promptly.
- i. Food items are placed in fly-free display cabinets.

## **8. School Grounds**

- a. Be gracious and helpful to fellow students, teachers, and visitors you meet on the school grounds.
- b. Always keep right when walking along corridors, pathways, and entrances.
- c. Talk in a subdued voice to avoid disturbing those who are studying or have ongoing classes. Speak in a low voice when passing by classrooms, libraries, and offices.
- d. Give considerations to gardeners and maintenance personnel by not vandalizing properties or destroying plants.
- e. Do not throw your candy wrappers or papers on the school ground.
- f. Refrain from removing and transferring benches.
- g. Do not use the oval as the pathway.
- h. No smoking in all areas of the campus.

## **9. Restrooms**

- a. Be courteous to people around you. Smile and talk in your most subdued voice.
- b. No spitting of "momma" in toilet bowls, urinals, sink, and flooring, or any place inside the comfort rooms.
- c. This is a non-smoking campus; therefore, smoking (cigarettes, vapes) in the toilets or in any campus area is not allowed.
- d. Do not urinate on the floor and sink. Use the urinals and toilet bowls. Always keep the floor clean and dry.
- e. Flush the urinals and toilet bowls properly after use. Flush them using your hands and not using your feet.

- f. Do not flush sanitary napkins, toilet papers, and other trash down the toilet bowl. Wrap and dispose of sanitary napkins in receptacles or waste bins provided.
- g. Do not write on walls, doors, mirrors, etc. Destroying toilet fixtures is not allowed.
- h. Return water containers to their proper place after use.
- i. Leaking faucets, destroyed bowls, and other defects found inside the restroom should be reported immediately to the maintenance office for repair and replacement.
- j. Avoid messing with the toilet bowl. Do not squat or step on the toilet bowl. Please sit properly.
- k. Always knock first if the toilet or bathroom appears occupied, and lock the door when you enter.
- l. Always close faucets after use to conserve water, and do not forget to wash your hands before leaving the toilet.

#### **10. Buildings**

- a. Report to the maintenance office observed cracks or gaps on walls, ceilings, beams, or columns.
- b. Immediately report any leaks on water faucets, toilet bowls, ceilings, and roofing structures to the maintenance office.
- c. Sit appropriately on benches and chairs.
- d. Refrain from writing on desks, tables, walls, and columns.
- e. Do not gather around fire exits. Make sure they are free from obstructions.

#### **11. Building Specific Guidelines:**

##### **a. Ceilings**

- Ceilings are clean, tidy, and free from cobwebs and specks of dust, etc.
- Unnecessary hanging objects like strings, ropes, and posters, etc., are removed from ceilings.

##### **b. Walls, Columns, Beams**

- Walls and columns are free from writings and graffiti.
- Painted walls have no notices, pamphlets posted on them.

- Graffiti and other marks are removed through regular touch-up paintings. Identified culprits are given a necessary reprimand.
- c. **Windows and Doors**
  - Garbage is not thrown out of the windows.
  - Windows are closed during bad weather conditions.
  - Window glasses are cleaned regularly.
- d. **Staircases/Stairwells/Emergency Exits**
  - Staircases and stairwells are free of materials (especially explosive and fire hazards) That may obstruct traffic and cause accidents.
  - Fire exits are open at all times and are freed from loitering persons and unnecessary materials.
  - Sitting on staircases is not allowed. It hinders the exit and entrance of faculty and students, especially during emergencies.
- e. **Flooring, Corridors, Lobbies, and Entrances**
  - Corridors, lobbies, and entrances are always open and free from groups of people that may cause obstruction.
  - All fixtures on corridors, lobbies, etc., like trash cans and benches, are always in their original places and are not disarranged.
  - No spitting of beetle nut on floors, staircases, and other places to assure a stain-free environment.
- f. **Covered Walk, Catwalks, and Sidewalks**
  - On corridors, concrete and wooden benches, bulletin boards, etc., are always in their original place and not disarranged.
  - Benches are appropriately used for seating and are free from any graffiti, vandalism, and waste.
- g. **Sanitary Plumbing/Water Supply**
  - Faucets and water closets are closed when not in use.
  - Annual water testing should be done regularly at the start of every semester.

**h. Electrical/ Mechanical Systems**

- Lights are switched off when not in use.
- Lights are available and functional in all areas (indoor and outdoor).

**12. Offices**

- a. Serve clientele on a "first come, first serve basis", treat them fairly and reasonably.
- b. Give service with a smile.
- c. Observe professional ethics, avoid jealousy, gossip, and maintain a Christian relationship with others.
- d. Always wash your hands after using the restroom.

**13. Library**

- a. Put back chairs under the table after use.
- b. Do not leave belongings /valuables unattended on the table.
- c. In borrowing book/reading materials, be patient in forming your line and wait for your turn to be served.
- d. Follow entrance and exit signs properly.
- e. Be courteous in requesting books.
- f. Silence is a must in all reading areas.
- g. Keep right when passing through passageways.
- h. No eating, smoking and shouting inside the library.
- i. No loitering and littering.
- j. Deactivate cellular phones or put them in silent mode.
- k. Follow/comply with the rules and regulations of the various library sections as stated in the student's handbook in using the library.

#### **14. Motor Pool and Carpentry Shop**

- a. Always observe safety in every area of the shop.
- b. Use/wear safety gadgets in doing every job.
- c. Practice the "CHSF Minute" before and after every activity. Spend one minute to pick up litter.
- d. Put off lights or other electronic gadgets when not in use.
- e. No smoking and drinking alcoholic beverage inside the shop.
- f. Always follow safety rules and regulations at the start of each job.
- g. Motor vehicles should be in good running condition. Regular maintenance, repair, and replacement should be observed.
- h. Report immediately to the maintenance office equipment and types of machinery that are defective for immediate repair and replacement.
- i. For university vehicles, only a licensed driver and approved by the VP Administration can drive/operate the university vehicles for official trips.

#### **15. Transportation and Fuel**

- a. Promote car-pooling
- b. Find ways to solve the traffic problem in schools.
- c. Plan trips.
- d. Walk whenever possible.
- e. Keep speed down. Wind resistance increases as car speed increases and more fuel are required to move the car at a higher rate.
- f. Avoid "Jack Rabbit" starts. Gradual acceleration can save as much as one km./liter compared to rapid acceleration.
- g. Keep speed constant.
- h. Anticipate stops.
- i. Avoid engine idling. As a guide, drivers should not idle engines for more than three minutes.

- j. Warm engine by driving.
- k. Do regular engine cleaning, maintenance, and check-up.
- l. Minimize the use of air conditioners.
- m. Maintain correct tire pressure.
- n. Keep transmission in high gear.
- o. Minimize vehicle loads.
- p. Avoid fuel spillage.
- q. Conduct emission testing.





# SAINT MARY'S UNIVERSITY

Bayombong, 3700 Nueva Vizcaya

## University CHSF Guidelines for Motor Vehicle Owners and Drivers

Saint Mary's University implements the Clean, Healthy, Safe, and Friendly (CHSF) Campus program, which promotes environmental responsibility and ensures the safety of the entire community. As part of the program's safety initiative, CHSF guidelines and reminders for vehicle owners and drivers are in place to provide clear direction while on campus.

Please be guided by the following campus vehicle regulations:

1. **No RFID, No Entry** – Vehicles without RFID stickers will not be permitted entry into the campus for all regular students, employees, and visitors.
2. **Student ID Scanning** – Students riding in vehicles must disembark to tap their IDs at the turnstile or the gate's ID reader.
3. **Pedestrian Courtesy** – Always give way to pedestrians crossing the street and university roads.
4. **Speed Limit** – The maximum speed limit within the campus is 20 Kph.
5. **Noise Control** – Motorcycles with loud and modified mufflers are prohibited on campus.
6. **Parking Respect** – Adhere to designated parking areas, including those reserved for the President, Vice Presidents, Legal Counsel, Chaplain, PWD, and employees. Avoid double parking and ensure enough space is left for convenient vehicle entry and exit.
7. **Slow Driving at the Oval Track** – Drive slowly near the oval track to avoid creating dust that could disturb students in study kiosks and patios.
8. **Minimize Horn Use** – Refrain from using horns, and ensure any vehicle warning devices (alarm system) do not disturb the community when the vehicle is parked.
9. **No Phone Use While Driving** – Avoid texting or taking calls while driving on campus.
10. **Environmental Protection** – Turn off your engine while parked and minimize time spent in the vehicle to conserve energy and reduce air pollutants from carbon emissions.
11. **Proper Waste Disposal** – Do not leave trash on university grounds. Use appropriate segregation trash bins or take waste with you.
12. **Liability** – The University is not responsible for any loss or damage to your vehicle or motorcycle while parked on campus.
13. **RFID Sticker Security** – Ensure your RFID sticker remains intact for the entire school year. Any damage or loss due to negligence is the responsibility of the owner.
14. **Green Campus Policy** – Follow all guidelines that support the University's commitment to environmental sustainability.

*Note:* The RFID sticker allows for vehicle entry and exit but does not guarantee a parking spot. Parking is subject to the availability of designated spaces.

## NSTP Site Clearing at Masoc, Bayombong, Nueva Vizcaya

<b>Project Title:</b>	<b>SMU-NSTP Students Conduct Site-Clearing Activity at Brgy Masoc, Bayombong, Nueva Vizcaya</b>
<b>Date:</b>	October 21 & 28, 2023
<b>Time:</b>	7:30-10:30 am Saturday
<b>Team Composition:</b>	
<b>Project Leader:</b>	Mr. Domingo Guntalilib, Jr.
<b>Project Staff/Members:</b>	Christian Jos De Jesus Christian Nel Dominguez Renz Gabriel Jubay Rosemarie R. Paned Arlene R. Querol Bryan Ricardo Rodora Tipay Miguel John Tolentino
<b>Narrative</b>	
<p>The Masoc forest site clearing is multifaceted; it is part of the planned activities of the National Service Training Program, considering ecological sustainability, biodiversity conservation, economic development, and community engagement. A commitment to responsible land management and a deep respect for the delicate balance between human development and environmental preservation guides the activities.</p> <p>On October 21 and 28, 2023, CWTS and LTS students from Saint Mary's University (SMU) conducted a site-clearing activity at Barangay Masoc, Bayombong, Nueva Vizcaya. This activity was part of the SMU-National Service Training Program.</p> <p>The students were led by their NSTP Facilitators. They cleared the area for an upcoming tree-planting activity, removing weeds, debris, and other unwanted materials from the lot. Mr. Demy Villegas, General Services Office (GSO) Staff, assisted the different classes in site-clearing the area.</p> <p>The site-clearing activity was a success, and the SMU-NSTP students are commended for their hard work and dedication under the able leadership of Mr. Domingo T. Guntalilib, Jr., SMU-NSTP coordinator."</p>	
<b>Documentation</b>	





Prepared by:	DOMINGO T. GUNTALILIB JR.
Date Submitted:	January 12, 2024

### NSTP-SEAIT MICRO Tree Planting Activity

<b>Project Title:</b>	Tree Planting Activity
<b>Date:</b>	November 25 2023
<b>Time:</b>	7:30 am to 12:00 noon
<b>Team Composition:</b>	
<b>Project Leader:</b>	Domingo T. Guntalilib Jr.
<b>Project Staff/Members:</b>	Hansen Villanueva

	C/COL Valienmae T Orani 1CL C/LTC Basilio T Dulnuan III 1CL C/LTC Jesmith C Onsat 1CL C/LTC Crizelle Erene N Birco 1CL C/LTC Ryan Hector B Mangaoang 1CL C/LTC Mark Hector B Mangaoang 1CL C/LTC Shannelle Alexis Andres 1CL  C/LTC Minerva Pearl Yvonne D Conciso 1CL
<b>Narrative</b>	
<p>The SMU Reserve Officers Training Corps Unit conducted a Tree Planting activity as their 14<sup>th</sup> Training Day held at the SMU Executive Village, Brgy. Paray, Masoc, Bayombong last November 25, 2023. At 7o'clock in the morning, the ROTC Cadets with the supervision of the NSTP Coordinator, Mr Domingo T Guntalilib Jr., along with the training staff of the SMU ROTC Unit firstly assembled at the SMU Ground for the checking of attendance of the participants. Upon arrival at the location, Pfc Jessie P Pasamonte PA (RES) demonstrated to the cadets and Information Technology Students from SEAIT on how to properly plant in order for the seedlings to have higher possibility of living. A total of 500 various fruit-bearing seedlings, provided by LMCDAC and SPCO were planted including Rambutan, Guyabano, Jackfruit and more.</p> <p>Fortunately, there were no challenges or problems encountered during the said activity as it transpired smoothly. After the activity, the cadets once again assembled at the SMU Grounds for re-checking of attendance. MSg Val Menardo D Basilio PA (RES) and Pfc Jessie P Pasamonte PA (RES), to end the activity, gave a speech of appreciation to the cadets for participating in the conducted activity.</p> <p>MSg Val Menardo D Basilio PA (RES), Pfc Jessie P Pasamonte PA (RES), Sgt Learn Stephanie T Agraam PA (RES), Sgt Robeliza B Gullunan PA (RES), Sgt Michelle B Ongat PA (RES) and Sgt Yvanna Jean A Roldan PA (RES), as part of the Training Staffs of the SMU ROTC Unit, participated in the said tree planting activity.</p>	
<b>Documentation</b>	



ROTC Cadets assembled at the SMU grounds for the checking of attendance before proceeding to the location of the activity.



Pfc Jessie P Pasamonte PA (RES) giving a brief introduction and demonstration on how to properly plant the seedlings.



ROTC cadets participating the tree planting activity.





<b>Prepared by:</b>	<i>Domingo T. Guntalilib Jr.</i>
<b>Date Submitted:</b>	<i>24 January 2024</i>



### 13.3.1

- SMU research publications:

- o Balonquita, M., et al. (2024). *The ecopedagogical competence of Marian educators: Prospect for ecoliteracy, ecophilia and green campus*.
- o Villanueva, H., et al. (2024). *Green business practices of MSMEs in Cagayan Valley: A DTI-SMU engagement*.
- o Covita, M., et al. (2023). *IEC materials on green practices for DOT-accredited accommodations*. [DOI Link](#)
- o Simon, M. A. E., & Jubay, A. Z. (2024). *Development of an OBLP (Outdoor Biology Learning Package) for the environmental literacy of selected Special Science Class (SSC) students*. In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 59). Saint Mary's University. <https://doi.org/10.5281/zenodo.17411298>
- o Marzan, D. V., & Argote, B. U., RLA, MS Arch. (2024). *SANCTUASIS: A proposed provincial greenhouse nursery*. In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 113). Saint Mary's University. <https://doi.org/10.5281/zenodo.17411298>
- o Vilar, L. B., & Argote II, B. U., RLA, MS Arch. (2024). *Amphibious architecture: Ecorium – A proposed provincial ecology center*. In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 118). Saint Mary's University. <https://doi.org/10.5281/zenodo.17411298>
- o Manglo, H. R., & Bacarra, C. J. B., RLA. (2024). *SINAG: Transformable spaces for evacuation center embedded with a recreational hub*. In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 121). Saint Mary's University.
- o Blance, J. A., Cabagay, V. A. P., Taguiling, J. M. D., Yasay, J. R. B., & Alindayu, J. T., MSCE. (2024). *Utilization of wastepaper as a partial replacement of cement for papercrete masonry bricks*. In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 126). Saint Mary's University. <https://doi.org/10.5281/zenodo.17411298><https://doi.org/10.5281/zenodo.17411298>
- o Gañalongo, R. C. D., Ancheta, J. C. D., Jose, D. M. N., & Tiam, A. J. C., MSCE. (2024). *ARAKUP: A proposed adaptive residential structure with rotating envelope system in Dingalan, Aurora, subject to strong rain and wind hazard*. In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 129). Saint Mary's University. <https://doi.org/10.5281/zenodo.17411298>
- o Doria, C. J. J., Espinas, K. C. L., Ingusan, V. S., & Lampa, D. J. T., BSCE. (2024). *Evaluation of flood control structures and community resilience of selected barangays of Bayombong, Nueva Vizcaya: A comprehensive flood vulnerability assessment*. In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 131). Saint Mary's University. <https://doi.org/10.5281/zenodo.17411298>

- o Galicia, R. J. A., Mendoza, J. A., Toletntino, N. C. M., & Bautista, M. K. S., RCE. (2024). *A proposed slope protection along Diffuday-Bonifacio Provincial Road, Quezon, Nueva Vizcaya*. In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 132). Saint Mary's University.  
<https://doi.org/10.5281/zenodo.17411298>



# SAINT MARY'S UNIVERSITY

BAYOMBONG, NUEVA VIZCAYA. PHILIPPINES

OFFICE OF THE STUDENT AFFAIRS AND SERVICES

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Revision	000
Effectivity Date	2022/07/01
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1. Title of the Activity: : Tree Planting Activity  
Date : November 25, 2023  
Venue : Masoc, Bayombong, Nueva Vizcaya
2. Organizers : LMCDAC, IT Students, ROTC, and SMU SCC
3. Beneficiaries : Environment, students, and the people
- Objectives of the Activity : to conserve the environment, support biodiversity,  
and foster a sustainable ecosystem.
4. Participants : LMCDAC, IT Students, ROTC, and SMU SCC
5. Proceedings

On November 25 at Masoc, Bayombong, Nueva Vizcaya, Saint Mary's University-Lingkod Maria Community Development and Advocacy Center, the Saint Mary's University-Reserved Officers Training Corps and Information Technology students conducted a tree planting. This is a part of the week-long celebration of the 2023 Clean, Healthy, Safe, and Friendly Environment Program.

## 6. Recommendations/Observation

It is strongly recommended that the University should observe and practice this kind of event to promote environmental awareness and to give significance of how important it is to have a role in this kind of activity.

## 7. Documentations: Photos by The SMU ROTC Unit



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## Green Campus Project

### RATIONALE

Saint Mary's University through the years had been one of the advocates for environmental protection. With the mission of "steadfastly participate in the CICM advocacies of promoting multi-ethnicity, social justice, peace, and integrity of God's creation" we have made programs, projects, and activities for the protection of our environment. Two decades ago, the university crafted its CHSF program aimed at practicing what we teach inside the classroom. Our current engagements whether local, national, or international have always had an environmental protection goal.

With the growing environmental concerns, the government had even to enact environmental laws to protect our mother nature. One of these laws is RA 9003. This Act makes provision for efficient solid waste management, for the volume reduction of the waste, its environment-friendly disposal, composting, recycling, re-use, recovery, green charcoal process; for the collection, treatment, and disposal in environmentally sound solid waste management facilities. It aims for the proper segregation, collection, transport, storage, treatment, and disposal of solid waste. It also concerns the protection of groundwater from pollution.

Several higher education institutions had already policies on banning the in-campus use of plastics and even the selling and bringing in of drinks contained in PET bottles which are being implemented religiously. As part of the university's advocacy for promoting the integrity of God's creation, the implementation of our existing laws, and the execution of our programs and projects, this proposal was made and endorsed.

On a personal note, during the Midyear 2022, it was observed that students brought their tumblers. This was due to the fact that most of them were not allowed to go out of campus (limited face-to-face guidelines) and there are limited drinking stations or canteen that sells bottled water or bottled water is expensive for them. This shows that it is possible to ask our students to bring their own drinking tumblers.

### OBJECTIVES:

1. To manifest our environmental advocacies;
2. To show support for our environmental laws;
3. To instill among our students the value of protecting the environment; and
4. To implement our CHSF program by banning PET bottles and the use of plastics on campus.





### OPERATIONALIZATION:

Actions taken:

The proposal was discussed with the Student Central Council and the Student Leaders who are supportive of the proposal.

Actions to be taken (part of our environmental policy/program):

1. Disallow use of plastic spoons, forks, disposable plastic food packs, and straws;
2. Disallow the entry of drinks using PET bottles;
3. Disallow the selling of drinks on PET bottles (to be part of the contract among Canteen Concessionaires); and
4. Symposium on environmental protection by LMCDAC or office handling the CHSF program (and to explain the move by the university).

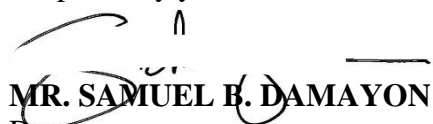
Consequences of the actions to be taken:

1. Require students to use tumblers or any non-PET drinking utensils.
2. Require canteen concessionaire to provide a drinking station.
3. Require concessionaires to use only paper cups, lunch packs, and silver utensils for food.
4. The university provides water drinking stations (revive the old drinking fountain or purchase new ones to be stationed in strategic places).

### OPPORTUNITIES:

1. For mass reproduction by TTBD of SMU labeled tumblers for sale;
2. The tumblers themselves as promotional materials;
3. Incultation to the Marian community of our responsibility toward the environment.

Respectfully yours,



**MR. SAMUEL B. DAMAYON**

Dean

Student Affairs and Services

# **SAINT MARY'S UNIVERSITY**

**OFFICE OF THE VICE PRESIDENT  
FOR MISSION AND IDENTITY**

**Lingkod Maria Community  
Development and Advocacy  
Center**

*Bayombong, 3700 Nueva Vizcaya*

## **MANUAL OF PROCEDURES AND GUIDELINES (2022)**







### Preface

The mandate for community extension services is derived from the identity and role of the School as an institution of higher learning with its trifocal function of research, instruction, and extension. However, apart from aligning programs supporting international, national, regional, and local development plans (cf. RA 7722 of Higher Education Act of 1994, Sec. 2, Par. 2), Saint Mary's University adopts a more liberal thrust for its extension programs. As a CICM educational institution, it pursues its programs within the broader frame of the CICM missionary focus on the transformation of the world and the coming of the reign of God (CICM Constitutions Commentary, 1999).

Moreover, as a Catholic educational institution, it is also mindful of the principles set forth by the Philippine Catholic Schools Standards (PCSS), which defines an excellent Catholic School as (a) committed to the integral human formation which fosters education for justice and peace, care for creation, engaged citizenship, gender sensitivity and responsible use of all forms of media, among others; (b) engaged in the services of the Church and society with a preferential option for the poor; and (c) promoting a dialogue of faith and life and culture by programs that engage people of different faiths and cultures in a dialogue where the School is mindful of these unique worldviews yet can interpret and give order to human culture in the light of their faith (PCSS Document#6).

Guided by the vision of holistic development of peoples and communities, the University commits itself to the educational, religious, cultural, socioeconomic, political, health, and environmental development needs of its immediate communities and the nation. However, as other institutions are working on each of these areas, the University endeavors to focus on needs that are least attended to, especially those in line with CICM mission priorities and Catholic School Standards insofar as its capacities can reasonably allow.

Consequently, the university extension thrusts and agenda consider the Pillars of Transformative Education as espoused by the Congregation of the Immaculate Heart of Mary (CICM) and PCSS by integrating the following in their extension and outreach activities; (1) **justice and peace** which works for the promotion of social justice that brings forth and



sustains peace; (2) **ecological integrity** which seeks to form teachers, students and beneficiaries who are respectful of the environment as a Common Home; (3) **engaged citizenship** which organizes active engagements in efforts that respond to the concrete problems and challenges facing the country, community and the world; (4) **poverty alleviation** which fosters the creation of wealth and its equitable distribution, thereby promoting the good and dignity of all; (5) **equality and equity** which works against gender discrimination and gender-based violence toward gender equality, respect for and integration of LGBT into society as demanded by gender justice; (6) **youth empowerment** which enables the youth to act and lead for the Common Good with compassion, freedom and responsibility; and (7) **indigenous peoples advocacy** which gives preference to working in the context of brotherhood and the CICM spirit of mission, the Center acts as an advocate of multiculturalism, social justice and peace. The Lingkod Maria Community Development and Advocacy Center works with stakeholders, particularly the poor, the marginalized, and the remotest areas.

The LMCDAC MOPG 2021 edition added other equally significant features like the response of the Center to the challenges of 2020 due to the covid-19 pandemic. The *Saranay* Program was hence conceptualized and implemented. The CES Sustainability Framework and the ABCDEF Extension Model were included in this 2021 edition. These were results of the 2020 study that concluded in 2021.

During the Academic Year 2021-2022, this MOPG is again revised to include the new extension flagship programs, which the Research and Community Development Council approved, in the basic education and tertiary departments. Also included in this edition are the corresponding Sustainable Development Goals that these flagship programs address.

In 2022-2023, this MOPG was further enhanced. The different documents like the standard operating procedures and work instructions were included, and other forms were revised to comply to the ISO 9001:2015 Quality Management System Requirements.

**LMCDAC Staff 2022-2023**





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# **CHAPTER I:**

## **SAINT MARY'S UNIVERSITY**

### **(SMU)**

### **GENERAL INFORMATION**



## I. THE HISTORY OF SAINT MARY'S UNIVERSITY

Saint Mary's University traces its roots back to the dream and initiative of Msgr. Constant Jurgens, CICM, one of the earliest CICM missionaries to arrive in the Philippines. In pursuit of his dream to establish a school for the Christian education of the parishioners' children, he purchased a lot and some materials. Upon his recall to Europe, his successor, Rev. Fr. Achilles de Gryse, CICM, saw his dream come true.

Their efforts resulted in the inauguration of the Saint Mary's Elementary School in June 1928. The High School Department was opened in 1934 under Rev. Fr. Godfrey Lambrecht, CICM.

In 1947, the College Department started with the offering of Associate in Arts, Bachelor of Science in Education, Bachelor of Arts and Junior Normal course (Elementary Teacher's Certificate). Gradually, the course offerings expanded with Bachelor of Science in Commerce including major in Accounting in 1951, Bachelor of Science in Civil Engineering in 1955 and the Graduate courses in 1962. Through the years, Institutes, Colleges/Schools were established with more program offerings. Many more academic units opened including the Schools of Accountancy, Business, Computing Sciences and Information Technology, Engineering and Architecture, Health Sciences, Public Administration and Governance, Graduate School, and the College of Law. In 2016, a re-structuring was done which resulted to the merging of selected schools. Currently, the tertiary level is composed of five schools and a college: School of Accountancy and Business; School of Engineering, Architecture, and Information Technology; School of Health and Natural Sciences; School of Teacher Education and Humanities; School of Graduate Studies; and College of Law. Rapid campus expansion started in 1968 with the purchase of the 6.5-hectare campus along the Magat River, and the construction of the academic building named in honor of Rev. Godfrey Lambrecht, CICM. The college department moved from the old campus to its present site in 1969, two years after the ownership and management was turned over to the CICM. Construction of other buildings continued over the years, thus providing more learning space for the students. In 1994, the University Building, now Constant Jurgens building, was constructed to commemorate the elevation of Saint Mary's College to university status, with Rev. Fr. John Van Bauwel, CICM as the first University President. With the installation of Rev. Fr. Jesse M. Hechanova, CICM as the second University President in 1998, more edifices for different purposes like the Institute of Science and Mathematics Building, St. Joseph's Inn, Sacred Heart Center, High School Building (Phase I), Balai na Alumni, Jubilee Library Building, and SMU FEA Multi-Purpose Cooperative Building were put up. The year 2005 saw the installation of Rev. Fr. Manuel D. Valencia, CICM as the third University President and with him at the helm, two four-storey buildings were constructed, one in commemoration of the CICM centenary in the Philippines (Florentina) and the other named after the CICM founder Rev. Fr. Theophile Verbist.



As the University's course offerings increased and its population expanded, new buildings were constructed to cater to the needs of the students and the ever-changing thrusts of education and technology. The construction of the Engineering Laboratory Building, now Renato Sargent Building, in August 2011 not only is a testament to the commitment to the CICM educational apostolate of Rev. Fr. Renillo H. Sta. Ana, CICM, as the fourth University President (installed in 2010), but also as a grateful testament to the dedication of Rev. Fr. Renato Sergeant, CICM, who generously served the SMU community for 24 years. In mid-2014, the Joseph Van den Daelen Building was inaugurated to house the Senior High School. The following year, the Maurits Vanoverberg Building was rebuilt and the St. Aloysius Gonzaga Building was put up at the Grade School Campus. Construction of more edifices continued in 2016 like the Clement Daelman Multi-purpose Building at the Junior High School Campus, the Georges Debusschere Building, and renovation of the Gerard Decaestecker Building both in the College Campus. In 2017, the inauguration of the Antonio Tanchoco and the New Engineering Buildings took place.

In its quest for academic excellence, the University has achieved various levels of accreditation for its programs through the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU). It has gained reputation as one of the best training institutions for future teachers, having been named as one of the five most outstanding Teacher Education Institutions in the Philippines in academic year 1983-1984 and designated as a Center of Excellence for Teacher Education by the Commission on Higher Education in 1996, 2008, and 2016. It was designated as Center of Development in Civil Engineering in 1999, 2010, and 2016 and Center of Development in Information Technology Education in 2007 and 2016. SMU was also one of the institutions nationwide granted Full Autonomy by CHED in 2001 and 2016. It was recognized as International Quality Summit (IQS) Awardee-Gold Category by the Business Initiatives Directions based in Madrid in 2013. Graduates of SMU have excelled in licensure examinations, consistently producing a high percentage of board passers in most of its board courses.

True to the challenge of maintaining quality education, the Institution has submitted itself for accreditation of its programs by the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU). Level I accreditation was granted to the Liberal Arts, Commerce and Education Programs in 1983, Level II in 1985, Level III in 1988 with Level III re-accreditation for the Liberal Arts, Education, Commerce and Accountancy Programs in 1999 and Level II in 2004 (except Accountancy), and Level III re-accredited status in 2012 and 2015. For the Civil Engineering Program, Level I was granted in 1995 and Level II in 2001, re-accreditation for 5 years in 2006 and Level III re-accreditation in 2012, and re-accreditation for another 5 years in 2018. The High School Program was granted Level I accreditation in 1988, Level II in 1996 with Level II re-accreditation in 1999, Level II re-accreditation for 5 years in 2016. The Grade School Program was granted Level I accreditation in 1985, Level II in 1989 with Level II re-accreditation in 1999, Level II re-accreditation for 5 years in 2005 and Level III re-accreditation for 5 years in 2016. For the Accountancy/Management Accounting Program Information Technology Program, and



Nursing Program, Level I accreditation was granted in 2015 and another 5 year re-accreditation in 2018. And in 2019, the Architecture Program was granted a Candidate Status.

For the graduate programs in Arts and Sciences, Education and Business, Level I accreditation was granted in 2000 and Level II in 2003, Level II re-accredited status in 2012 and Level III accredited and 5-year re-accredited status for the following programs granted in 2014 and 2018, respectively: Educational management (PhD EDM/EdD) Program, Master of Arts in Teaching (MAT/MST) Program.

On August 2018, Fr. Fernold G. Denna, CICM formally sat as the Officer-in-Charge of the Office of the University President and also Vice President for Mission and Identity.

Recently, Dr. John Octavious S. Palina was officially installed as fifth university president of SMU.

The University remains steadfast in its vision of being a premier CICM Catholic educational institution drawn into communion by the Wisdom of God, dedicated to forming persons exemplifying excellence, innovation, and passion for Christ's mission. Now on its 90th year, Saint Mary's University has steadily grown and has metamorphosed into one of the most important academic institutions in the Philippines, particularly in the Cagayan Valley region.

## II. VISION

Saint Mary's University is a premier CICM Catholic educational institution drawn into communion by the Wisdom of God, dedicated to integral formation of persons exemplifying excellence, innovation, and passion for Christ's mission.

## III. MISSION

We commit ourselves to:

1. Joyfully witnessing to Christ's mission;
2. Responsibly taking the lead and participating in community-building;
3. Relentlessly manifesting academic, personal and professional excellence;
4. Conscientiously strengthening communion; and
5. Steadfastly nurturing creativity and physical prowess



### IV. MOTTO

Our motto, “sapientia a Deo (Latin),” translated as “wisdom of God”, quoted from I Corinthians 1:30, explicitly expresses the Christo-centric character of the university that puts Christ Jesus, the Divine Wisdom, at the Center of the Marian community, and the core of every goal of the university.

### V. CORE VALUES

#### **Excellence**

1. To develop in the individual, a solid foundation of knowledge, attitudes, habits and skills necessary for professional, civil, social and moral life; and
2. To develop the individual's potentials as a human being to the maximum so that he will turn out to be a responsible and dynamic leader and a productive and versatile citizen capable of meeting both local and global demands.

#### **Innovation**

1. To act as a center of research for the discovery and advancement of new knowledge and promotion of scientific attitude among intellectual leaders;
2. To provide avenues for collaborative planning for short-term and long-term institutional plans, and identifying, developing and delivering innovative programs in order to cope with the challenges of the times; and
3. To provide opportunities for the enhancement of creativity in the literary, visual and performing arts.

#### **Communion**

1. To develop in the individual an attitude<sup>4</sup> of dedicated service to others, to the community, and to the nation;
2. To lead and assist other educative agencies in fostering an awareness of the socio-economic and environmental situation and to commit to their development and improvement;
3. To develop in the individual, personal discipline and social responsibility;
4. To instill in the individual, faith and pride in the national culture and respect for other cultures;
5. To provide the students equitable opportunities to avail themselves of the different school services and resources; and
6. To provide occasions for alumni to grow professionally and to voluntarily share their expertise and resources.



### **Passion for Christ's Mission**

1. To acquire and develop Christian values in order to live out and effectively share the Christian message especially to the marginalized and bring about more just and humane society;
2. To deepen and strengthen the spiritual and missionary life of the community;
3. To provide a wholesome character formation to build inspiring models in the community; and
4. To promote ecumenism and interfaith dialogue.

## **VI. QUALITY POLICY**

"We, at Saint Mary's University, commit to the integral formation of persons inspired by Christ's mission and driven by excellence, innovation, and communion through locally and globally competitive education.

We further commit ourselves to the continual improvement of the University and compliance with all stakeholders' requirements."

## **VII. INSTITUTIONAL LOGO**



Saint Mary's University logo bears the following key elements with their significant meanings:

### **Motto**

Our motto, "**sapientia a Deo (Latin)**," translated as "**wisdom from God**", quoted from 1 Corinthians 1:30, explicitly expresses the Christo-centric character of the university that puts Christ Jesus, the Divine wisdom, at the center of the Marian community, and the core of every goal of the university.





### **Image of the Blessed Virgin Mary**

The image of the Blessed Virgin Mary seated on a throne with the child Jesus on her lap represents "**Sedes Sapientiae-Seat of Wisdom,**" which is one of the many devotional titles for Mary. Mary, revered as the Theotokos, Mother of God, whose total submission to the will of God granted her nurturance of the incarnate wisdom of God - Jesus Christ, and accorded her the "model of discipleship", our patroness and our exemplar.

### **Rose**

The rose is a symbol of devotion to the Blessed Mother (Rosary) as Queen of heaven and earth, reminding the Marian community of Mary's participation in Christ's passion. The rose is also the symbol of Mary's charity attributed to Saint Bernard of Clairvaux heralding the university's mission to transform the poor and the marginalized into empowered communities.

### **Lily**

The fleur-de-lis, a stylized lily, symbolizes the immaculate nature and royalty of the Blessed Mother as a model of purity and unity, reminding the university, in unison with the CICM schools, to continue to uphold purity and excellence at all times.

### **Coat of arms**

The coat of arms represents the Marian resilience and strength of character empowered by the Holy Spirit in confronting life challenges.

### **10 stripes**

The 10 stripes represent the principal virtues of the Blessed Mother that every Marian should emulate. These virtues are the following: most pure, most prudent, most humble, most faithful, most devout, most obedient, most poor, most patient, most merciful, and most sorrowful.

### **1928**

The year 1928 marks the foundation of Saint Mary's University, reflecting its long and vibrant missionary journey in evangelization through Christian education.

### **Scallop of eight waves**

The scallop of eight waves, symbolizing God's infinite abiding presence and love, represents the unwavering dynamism of the university to respond to the challenges of the times.

### **Blue and white**

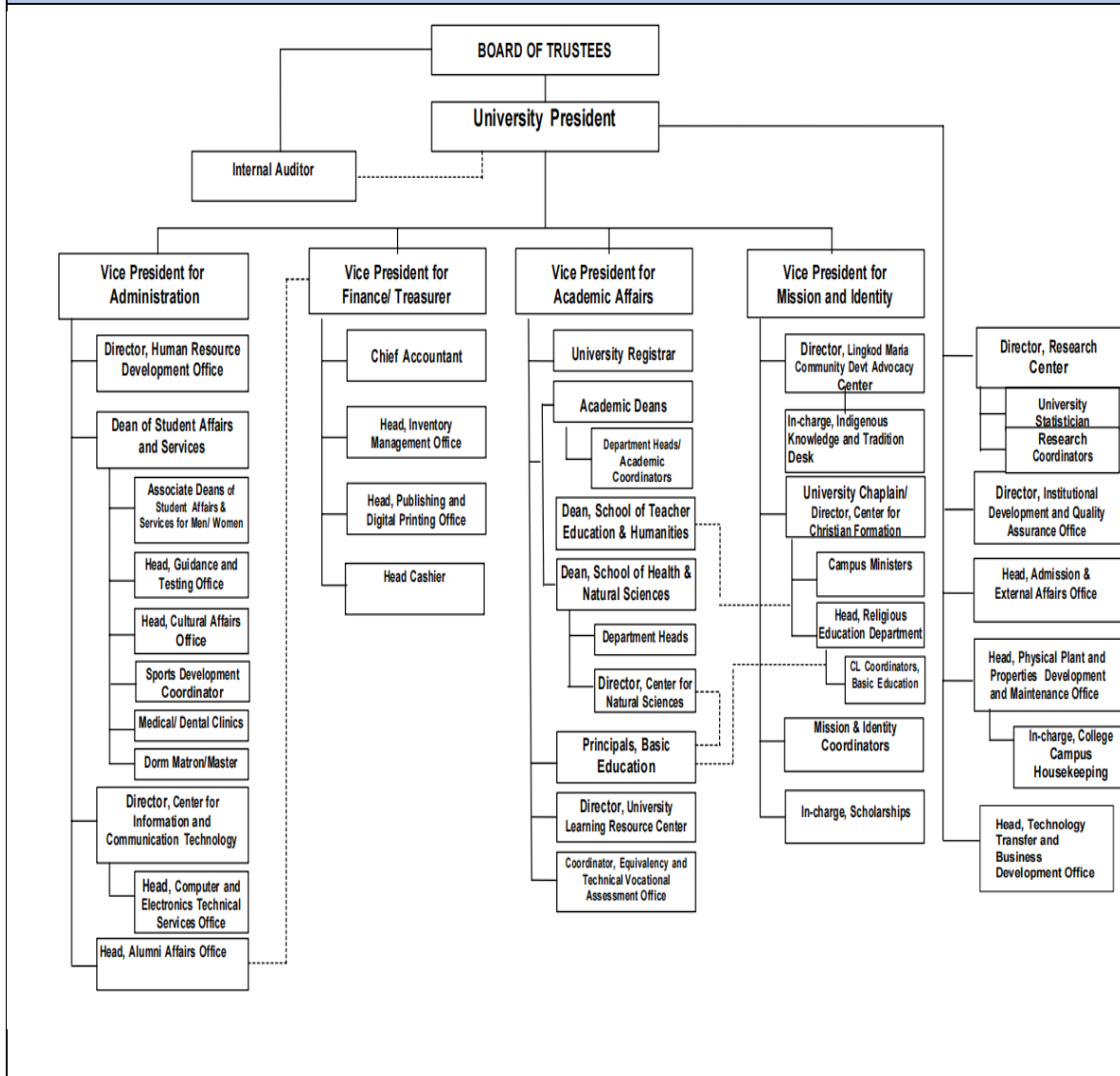
The colors of blue and white represent the school colors attributed to the Blessed Mother. Blue signifies prudence and





temperance, while white represents fortitude and justice-the four cardinal virtues.

### VIII. ADMINISTRATION & MANAGEMENT





## **CHAPTER II: THE LINGKOD MARIA COMMUNITY DEVELOPMENT AND ADVOCACY CENTER (LMCDAC)**



### I. Historical Background

The merging of the Indigenous Knowledge and Tradition (IKAT) Center and the Community Extension and Services Center (CESC) in August 2019 eventually established the so-called *Lingkod Maria* Community Development and Advocacy Center (LMCDAC). This was primarily done to consolidate all community extension services in Saint Mary's University. *Lingkod Maria* highlights Saint Mary's University's (SMU) brand identity under the *Congregatio Immaculati Cordis Mariae* (CICM). The term "advocacy" somehow embraces SMU's apostolate for the indigenous peoples – one of the priority concerns of the said Congregation. Before the merging, the CESC was under Mrs. Alicia Z. Jubay and the IKAT was under Dr. Darwin Don M. Dacles.

The merging transpired with the solidification of the Vice President for Mission and Identity (VPMI) in CICM Philippine educational institutions, which articulate the desire to come as one body, as one Congregation. It underscores the need to surface in all the activities of CICM institutions the very reason for its existence. The LMCDAC is directly under the supervision of the Vice President for Mission and Identity. Therefore, the VPVI, through the LMCDAC, ensures the promotion in living out the CICM Catholic Identity and missionary spirituality in the various communities that SMU serves.

The University's vision is to form persons exemplifying passion for Christ's mission. In the context of education, it seeks to unify all educational programs, plans, projects, and activities bringing to the fore the CICM flavor in every CICM Higher Educational Institution. Through the LMCDAC, SMU situates Marian teachers and students to come as one body to extend assistance to needy sectors of society. LMCDAC provides enabling experiences for its faculty, staff, students, and other stakeholders to develop their missionary spirit and demonstrate the passion for transforming the lives of people dominated by poverty, illiteracy, diseases, unemployment, and other forms of disadvantages. When this enabling environment is maximized, the University believes it could form Marians who will become catalysts and facilitators of community development. Hence, the LMCDAC is tasked to develop, facilitate, implement, and manage the University's community development and advocacy programs. To fulfill its commitment to transform people's lives, especially the last, the least, and the lost, LMCDAC conducts and implements activities that empower communities imbued with Christian values.

The LMCDAC serves as the clearinghouse of all outreach and community extension services of the six major schools and their flagship programs in the University, namely: School of Accountancy and Business (*PABookaS and Entrep sa Barangay*); School of Engineering, Architecture and Information Technology (*Tulungan sa Teknolohiya*); School of Health and Natural Sciences (*Jesus Mobile Clinic*); School of Teacher Education and the Humanities (*Nanumo nga Pagadalan*); School of Graduate Studies (*The GIFTED Program*); and the College of Law (*Peace, Justice and Human Rights Program*). The apostolate for the indigenous peoples is interwoven in the University's outreach and extension flagship programs. These were the extension flagship programs until AY 2020-2021.



The challenges posed by the covid-19 pandemic brought to life a new extension program in 2020-2021. This program aims to address these challenges ranging from the safety of the front liners and elders to the learning of students/pupils. It is called the *Saranay* Program, which aims to provide aid and assistance. The program's four components are the Mobile Market, *Talged ken Salun-at*, *Tarigagay*, and *Tulong-Dunong* Projects. These are innovations to the flagship programs of each School. Henceforth, the activities in each project were added to the portfolio of each extension program to ensure sustainability. This program was one of the top three finalists during the *Gawad Edukampyon 2021* organized by the Commission on Higher Education (CHED), Rex Education, and the Philippine Business for Social Progress.

There were changes and realignments in the advocacy and extension flagship programs of different schools/units/departments in 2021. The *Nanumo nga Pagadalan* was turned over to the Grade School Department. The School of Teacher Education and Humanities crafted a new extension flagship project. It is the SILAWAM Project, which stands for Socio-Pastoral Integral Life and Well-being Advocacies and Ministry. While the extension flagship project of the Junior High School Department is still the Marian Service-Learning System, the Senior High School Department will lead the Disaster Risk Reduction Program of the University. Hence, the latter's extension flagship project is called the KALASAG Project, which stands for *Kaagapay Laban sa Sakuna at Gabay sa Paghahanda*. The National Service Training Program will lead the Sustainable Environment Program, and the project is called the Marian Green Service Towards Environmental Protection and Sustainability or the Marian Green STEPS Project. Lastly, the I.P. Advocacy and Development Program is currently led by the IKAT Desk of LMCDAC through the *Dinnāda* Project.

Saint Marys' University now has eight advocacy programs with 11 projects with all the above advancements. The eight advocacy programs are I.P. Advocacy and Development (*Dinnāda* Project), Hunger Alleviation (Feed My Lambs Project), Sustainable Environment (Marian Green STEPS), Disaster Risk Reduction (KALASAG Project), Health and Wellbeing (Jesus Mobile Clinic Project), Poverty Alleviation (*Tulungan sa Teknolohiya*, and *PABookAS and Entrep sa Barangay* Projects), Socio-Pastoral Ministry and Evangelization (SILAWAM Project), and Education for All (*Nanumo nga Pagadalan*, Marian Service Learning, and GIFTED Projects). The College of Law coordinates with the School of Teacher Education and Humanities for the Peace, Justice, and Integrity of Creation. These advocacy programs were finalized during the Directorship of Dr. Christopher Allen S. Marquez, and the Research and Community Development Council officially approved these in AY2021-2022.



## II. The Rationale for Community Extension and Outreach Services: Situating the Center

Doing community outreach and extension services has several significant benefits. Engaging in community service provides both faculty members, staff and students with the opportunity to become active members of their community and has a lasting, positive impact on society. Community service or volunteerism enables students to acquire life skills and knowledge and provide relevant services to those who need them most. Some benefits of participating in community service programs include: (a) **Psychological benefits**. Volunteering increases overall life satisfaction and helps one feel good about themselves because they know that they are helping others. It can also help decrease stress and ease depression because of the joy one feels knowing that one can help other needy individuals; (2) **Social benefits**. Volunteering engages faculty members, staff and students with the community, creates special bonds with the underserved population, and increases social awareness and responsibility; (3) **Cognitive benefits**. Volunteering helps faculty members, staff and students enhance their knowledge, grow from new experiences, and develop better interpersonal communication skills; (4) **Spiritual gifts**. The desire to help the needy and the poor creates a special kind of mission or task to extend oneself beyond the confines of one's comfort zones. This is the very spirit of the Congregation of the Immaculate Heart of Mary; and, (5) **Values formation benefits**. An individual immersed in the service of humanity, the world, and the environment makes them receptive, responsible, respectful, caring, and sensitive to the needs of others and the environment that he lives in.

Following the same mission *ad gentes* exemplified by Theophile Verbist and his companions, the idea of *universal brotherhood* as part of missionary life witnessing is integrated among the people. It follows the concept of internationalism (CICM, 1974 Chapter), as earlier emphasized in the Chapter of 1967. The missionary dimension of internalization is the participation in the universal mission of the Church, and the Local Churches are also missionaries in the whole meaning of the word, *ad gentes* (CICM 1967 Chapter). Thus, the CICM Constitutions incorporate the results of a long journey when they affirm that the mission itself creates brotherhood among peoples regardless of cultural backgrounds and diversities. Accordingly, well-integrated international communities are the best expression of brotherhood (CICM CC, 2007). To live happily in multicultural communities at the service of the mission, CICM members must have a solid spirituality and sufficient self-knowledge. Multicultural character is a gift from God that enables us to do our mission today better and has become an integral part of the CICM identity (*Revitalizing Our Identity*, P. 17). Thus, Article 1 of the CICM Constitutions presents the CICM *identity card* that allows us to situate the Congregation in which we belong, in the wider Church and the communities we serve; and

Participating in community service makes a difference to the organization and people being served and makes a difference to every student's prospects. Participating in



community service activities enhances teachers and staff's work-related skills, builds good references for employers or people regarding community involvement, and provides a forum to network with potential employers.

It also helps students in the development of civic and social responsibility skills and become more aware of their community's needs. Service-learning teaching methods connect meaningful community service to academic curricula in terms of academic curricula. Service-learning blends community service goals and formal and informal (standard/academic and experiential/non-standard) educational goals in a manner that benefits participants and recipients. Service-learning is a set of techniques and tools that can strengthen community relationships and connections.

As a method of educational and informational delivery, the service-learning model emphasizes that clients and students learn and develop through active participation in thoughtfully organized experiences that meet actual community needs and are coordinated in an on-going collaboration with the school or institution and the community. Schools using the service-learning model (as contrasted to volunteerism or community service) integrate the service experiences into the student's academic curriculum. It also provides structured time for students to reflect and analyze the experiences and the connection of the experience to themes or theory or data, in short, to think, talk, or write about what the student did and saw during the actual service activity and how the experience connects to more significant issues or projects.

It has been proven that service-learning programs at colleges and universities strengthen relationships between higher education institutions and the communities served. When students and community members are involved as recipients and/or participants in traditional research-based courses, formal or informal, relevant information can be gleaned and learned in the process. When projects and course information result from in-service experiences, the recipients are forced to use the information to make changes, "make a difference," and do something with what they have learned. The community, thus, becomes the laboratory of students in articulating what they know within the four corners of the classroom and specializations that they acquire.

Moreover, the **Philippine Catholic Schools Standards (PCSS)** defines an excellent Catholic School as (a) committed to the integral human formation which fosters education for justice and peace, care for creation, engaged citizenship, gender sensitivity, and responsible use of all forms of media, among others (PCSS Document#6); (b) engaged in the services of the Church and society with a preferential option for the poor, and (c) promoting a dialogue of faith and life and culture by programs that engage people of different faiths and cultures in a dialogue where the School is mindful of these unique worldviews yet can interpret and give order to human culture in the light of their faith (PCSS Document#6).





Consequently, the *Lingkod Maria* Community Development and Advocacy Center in its extension activities is mindful of the Pillars of Transformative Education as espoused by the PCSS by integrating the following in their extension and outreach activities; (1) **Justice and Peace** – works for the promotion of social justice that brings forth and sustains peace; (2) **Ecological Integrity** – seeks to form teachers, students and beneficiaries who are respectful of the environment as a Common Home; (3) **Engaged citizenship** – organizes active engagements in efforts that respond to the concrete problems and challenges facing the country, community and the world; (4) **Poverty Alleviation** – fosters the creation of wealth and its equitable distribution, thereby promoting the good and dignity of all; (5) **Gender Equality** – works against gender discrimination and gender-based violence toward gender equality, respect for and integration of LGBT into society as demanded by gender justice; and (6) **Youth Empowerment** – enables the youth to act and lead for the Common Good with compassion, freedom and responsibility.

### III. LMCDAC Vision and Mission

#### A. Vision and Mission

LMCDAC envisions to become a leading center in forming enlightened, healthy, just, and peaceful communities free from hunger, poverty, and all forms of exploitation. Its mission is to work with people whose lives are dominated by poverty, illiteracy, diseases, and other disadvantages. With a holistic and developmental approach, it strives to bring about positive changes in the quality of life of these people. It also chooses to work with sectors where the institution's expertise is needed to bridge development in more significant communities.

#### B. Goals and Objectives

In the attainment of its vision, LMCDAC aims to:

1. Relentlessly pursue excellence in community extension services for local and global relevance and responsiveness;
2. Persistently challenge every Marian to explore and pursue relevant, innovative, and breakthrough ideas on community development and services through research and development undertakings;
3. Steadfastly participate in the CICM advocacies of promoting multi-ethnicity, social justice, peace, and integrity of God's creation and in contributing to the attainment of sustainable development goals;
4. Conscientiously strengthen good governance and concordance among stakeholders for the sustenance of best practices in community extension and outreach activities;
5. Joyfully animate and care for one another - especially the least, the last and the lost as a community inspired by Mother Mary to become faithful witnesses of Christ's mission;



6. Enhance community capacities to lead in socio-cultural awareness, advocacy, education and training, and other issues that concern target extension communities; and
7. Forge external linkages and intra-unit partnerships to promote and empower needy and marginalized sectors of society.

### IV. University Extension Thrusts and/or Agenda

#### A. Basis and Orientation

The SMU's Extension's mandate derives from the University's identity and role as an institution of higher learning with its trifocal functions of research, instruction, and Extension. However, unlike state universities and colleges that are mandated specifically to align their programs in support of national, regional, or local development plans (cf. RA 7722 of Higher Education Act of 1994, Sec. 2, Par. 2), SMU adopts a more liberal thrust for its extension programs. As a CICM educational institution, it pursues its programs within the broader frame of the CICM missionary focus on the transformation of the world and the coming of the reign of God (CICM Constitutions Commentary, 1999).

The University is guided by the vision of holistic development of peoples and communities. The University, however, focuses on particular needs of the community that are aligned with the CICM mission priorities and insofar as its capacities can reasonably allow.

As a higher education institution with expertise in teaching and research, it is precisely these specializations that the University brings to bear in its extension programs. Extension, however, is not one-way traffic. As the University shares its expertise with the outside world, positive feedback is generated from the partner stakeholders and the process of Extension itself, leading to more insights and questions on the state of knowledge. As the theory meets practice and formal learning meets actual needs, new impetus for knowledge generation and refinement will ensue. These dynamics shall then enrich instruction and research within the University.

#### B. Positioning the Lingkod Maria Community Development and Advocacy Center in the University's Vision-Mission and Goals

Under the missionary identity and character, Saint Mary's University strives to become a premier CICM Catholic Educational Institution drawn into communion by the Wisdom of God, dedicated to forming persons exemplifying excellence, innovation, and Christ's mission.

In the attainment of the vision, Saint Mary's University aims to: (a) relentlessly pursue excellence in education for local and global relevance and responsiveness; (b) persistently





challenge one another to explore and pursue relevant, innovative, and breakthrough ideas through research and development; (c) steadfastly participate in the CICM advocacies of promoting multi-ethnicity, social justice, peace, and integrity of God's creation; (d) conscientiously strengthen good governance and concordance among stakeholders for the sustenance of best practices; and (e) joyfully animate and care for one another as a community inspired by Mother Mary to become faithful witnesses of Christ's mission.

### C. Key Features of the LMCDAC Programs

An extension program/project consists of an integrated set of intended outcomes, objectives, projects, and activities to address an identified need or problem in a particular community or sector. It starts from an extension program proposal designed for a target group, which maps out the background and rationale, objectives, activity plan, scholarly connection, line-item budget, budget sourcing, and personnel support. Moreover, it has a specific timetable with a clear mechanism and parameters for monitoring and evaluation.

The following key characteristics shall define and serve as reference points for extension programs/projects.

1. **Globally, Nationally and Locally Significant.** The eight advocacy programs are anchored on the sustainable development goals set forth by the United Nations Organization, Ambisyon Natin 2040 of the Philippine Government and NEDA;
2. **Mission-Focused.** Having been founded and inspired by the CICM missionaries, the University seeks to comply with the academic standards set forth by the State as well as its responsibility and identity as a missionary Catholic institution. As such, its extension programs are aligned to the CICM pastoral priorities which are directed towards the poor and the marginalized sectors of society. One core goal is also about being environmentally conscious (Integrity of God's Creation). The University is also responsive to the call of the Catholic Educational Association of the Philippines (CEAP) for CICM schools to articulate in their education and community extension efforts the promotion of social justice, ecological integrity, engaged citizenship, poverty alleviation, and gender equality;
3. **Research-Backed and -Guided.** The University envisions the interweaving and mutual complementation between extension and research. Community-based researches are done to determine the real needs and concerns of the community and become bases in the crafting of project proposals. Thus, it is research that supports and provides the scholarly dimension of extension taking into consideration its actual and potential contribution in the generation of knowledge that would have a positive impact on the community beneficiaries.



4. ***Discipline-Based.*** This means that an extension project stems from, relates to, or at least complements an existing academic or research program, or a combination of these. The University thus promotes extension in all disciplinary areas and is open to a variety of ways in terms of communicating and transferring knowledge and technology that cater to the needs of the larger society.
5. ***Service-Learning Paradigm-Based.*** Extension projects have usually evolved from research outputs. Inputs to instruction and research from the extension programs are lifted from studies relative to the implemented extension projects. Also, students are provided with experiential learning by applying theories and concepts learned in classrooms into real-life situations. Service-learning provides opportunities for students and clients to use newly acquired skills and knowledge in real-life situations and foster care in different communities. Hence, service-learning blends service and learning goals. It is a synergistic approach that combines formal (academic) and informal (experiential or non-academic) educational subject matter to make it service-oriented. Services provided to clientele consider methods for reflection, analysis, generalization, and making a strong, structured, clear link between applications and experience. This establishes and defines link that often sustains knowledge and services and further understanding of the possible effects, consequences, and outcomes;
6. ***Research-backed and guided.*** The University envisions the interweaving and mutual complementation between its Extension and research. Extension stimulates research activities relative to assessing, analyzing, and resolving the target group's needs and concerns. Thus, it is research that supports and provides the scholarly dimension of Extension, taking into cognizance its actual and potential contribution in the generation of knowledge that would have positive impact and concerns;
7. ***Collaborative and Participatory.*** The LMCDAC and other units, includes partner agencies, adopted communities and/or target groups and other individuals in the conduct of extension services. Inputs and suggestions are solicited from target groups and/or adopted communities during preparation, implementation, monitoring, and evaluation of programs/projects/activities. These are done through consultation and consensus building meetings.
8. ***Engaged and Sustainable.*** The LMCDAC enters into a Memorandum of Agreement (MOA) with the adopted communities. The MOA specifies the duties and responsibilities of all parties involved. It also specifies the need for the adopted communities/target groups to be involved in assessment activities, and assessment results are validated by them. The crafting of project proposals, which are needs-based, also includes the adopted communities/target groups for them to be engaged in the implementation of the extension. The project team leader prepares the project



proposals which include determining available human, physical and financial resources of both the sponsoring school and the partner community.



*Figure 1. SMU-CES Sustainability Framework*

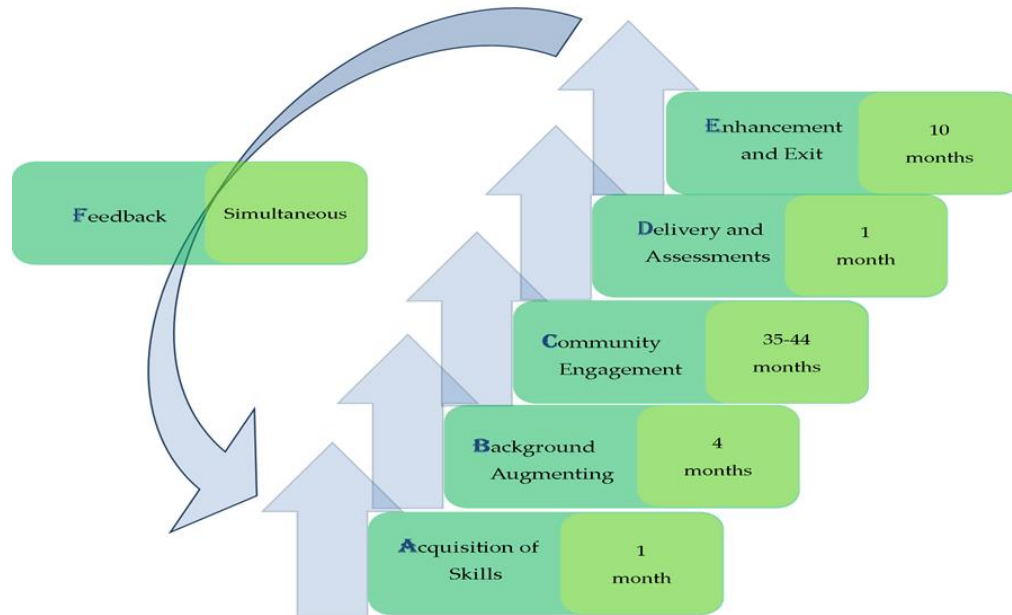
The seven key attributes of sustainable extension programs as Figure 1 are Global, National, and Local Significance, Mission-Focused, Discipline-Based, Service-Learning Paradigm-Based, Research-Backed and Guided, Collaborative and Participative, and Engaged and Sustainable. These key attributes will serve as bases and components in crafting relevant and responsive extension services programs. While the framework includes the key attributes as guiding principles, it is patterned after one of the symbols in the University Emblem.

The rose is the traditional emblem of Christian charity, which prompts the Church to spread learning in education. The framework is thus patterned from the rose. This signifies that the University, through the Lingkod Maria Community Development and Advocacy Center, situates the Marian employees and students to come as one body to participate in the mission to extend assistance to the needy sectors of society.

Figure 2 shows the petals of a rose, each signifying the different key attributes of sustainable community extension services. These petals emanate from the center, surrounding the communities indicating that all key attributes are equally necessary for creating empowered communities. This framework, therefore, manifests that the fundamentality of extension services of the University places the communities at the very core. Hence, these key attributes serve as guiding principles in animating the Christian

charity of creating empowering activities towards sustainable communities imbued with Christian values.

#### **D. Community Extension Services Model: The ABCDEF Model**



*Figure 2. The ABCDEF Community Extension Model*

The first stage in the model is the Acquisition of Skills and Orientation/Re-Orientation. This includes training and workshops to capacitate the extensionists in doing research. How to conduct research specifically on needs and impact assessments and data gathering techniques were the identified challenges of the faculty extensionists. Therefore, this stage is necessary to capacitate community extensionists before engaging with the community. It can be implemented in one month.

The second stage is Background Augmenting. During this stage, linkage and networking will be established with local government units (LGUs) and other partner agencies. The linkage will allow the University and LGUs to identify a community beneficiary whom the University will work with to identify community gaps, problems, and needs through a needs assessment. These data or background information will be used in crafting and enhancing the project or program proposal, which is then prepared in relation to the global and national research agenda and the vision-mission of the University and schools or departments. Hence, in this stage, the Memorandum of Agreement and/or Memorandum of Understanding will be collaboratively crafted and signed by LGU, partner agency/ies, partner community, and Saint Mary's University. This stage addresses the challenge of establishing



linkage and making the partner communities more participative and engaged in implementing the extension project or program. The duration is four months.

The third stage is Community Engagement. This refers to the actual implementation of activities anchored on the identified gaps, needs, and community problems. Faculty extensionists also monitor how the activities are done and how resources are utilized. This stage addresses the problem of monitoring the implementation of extension activities. This stage can be implemented in a minimum of 35 months and can be implemented toward the 5-year target of community extension.

The fourth stage is Delivery and Outcomes Evaluation. In this stage, faculty extensionists conduct post-evaluation by identifying encountered challenges and solutions to the challenges. These are necessary to enhance and improve the delivery of the extension project or program. This stage also includes outcome and impact assessments. This stage addresses the challenge on how to conduct impact assessments or studies. The delivery and assessments can be implemented in one month.

The fifth stage is Enhancement and Exit. This stage includes revision of the syllabus for a possible integration of the research and extension results and the possible revision of the flagship program. The exit component of this stage refers to the process or strategies by which the university and partner community extensionists can systematically and responsibly move out after a sustainable implementation of the project. This stage addresses the challenge of integrating the extension program to select students' courses. This can be accomplished in 10 months.

The Feedback stage is the last but not the end of the model. The feedback stage serves as a loop from the enhancement and exit stage back to the acquisition of skills stage to further capacitate faculty extensionists for future extension services. Noteworthy to mention is that the feedback stage is connected to all stages. Hence, feedback will always be conducted at every stage.

### **E. Components of the LMCDAC Community Extension Services**

There are eight advocacy programs of the University. These advocacy programs were based on the existing documents and were officially adopted in AY 2021-2022. Under each advocacy program are extension flagship programs of each School/Department/Unit.

1. ***Indigenous Peoples Advocacy and Development Program.*** An essential section of the LMCDAC is the Indigenous Knowledge and Tradition section. Working in the context of brotherhood and the CICM spirit of mission, the Center acts as an advocate of multiculturalism, social justice, peace, and integrity of God's creation, under the Saint Mary's University Office of the President for Mission and Identity. The CICM, through SMU, works with stakeholders, particularly the poor, the marginalized, and those at the remotest areas, including but not limited to the Peoples of Indigenous Cultural Communities (ICCs). Thus, the IKAT section





envisioned itself as a premier advocate of indigenous peoples' concerns in Northern Luzon or the *Amianan* dedicated to empowering the peoples of Indigenous Cultural Communities (ICCs) for self-determination, growth, and development. Its mission is to preserve, promote, and protect indigenous knowledge, systems, and practices, including arts, traditions, ceremonies, and languages, for the growth and development of the Peoples of Indigenous Cultural Communities. The extension flagship project under this is the *Dinnāda* Project, which is supervised by the program is the Indigenous Knowledge and Traditions (IKAT) Desk of LMCDAC.

2. ***Hunger Alleviation Program.*** This program provides food to poor but deserving Saint Mary's University students. Other than giving them the nutrition they need while enrolled, the recipients are trained in budgeting, marketing, and cooking. It is also part of the task and responsibilities of the recipients to prepare food for other learners from the adopted communities. Through the Feed My Lambs Project, the unit assigned to implement this is the Non-Academic Personnel.
3. ***Sustainable Environment Program.*** This project contributes to responsible consumption and production through reforestation, site-clearing, school-based vegetable production, and other activities that will protect the environment. The Center for Natural Sciences oversees the implementation of the Marian Green STEPS, which is the extension flagship project under this advocacy.
4. ***Disaster Risk Reduction Program.*** Guided by the urgency of our global and local environmental situation, the program teaches awareness and understanding of the interdependence between human beings and nature. It encourages the commitment of the clientele to develop skills in formulating solutions to environmental problems and community plans for environmental protection. It aims to achieve these goals through environmental education, advocacy campaigns, and a provision for action-based projects geared toward environmental protection and management. This program also provides strategic actions to help disaster-prone communities reduce the risk of natural hazards and manage disasters/calamities. This advocacy program helps mitigate the aftermath of natural and man-made disasters. Besides the *Sagip Maria* and *Tulong Maria* outreach activities, this advocacy program also provides fire and earthquake drills training. The Senior High School Department implements this project through the Marian KALASAG extension flagship project.
5. ***Health and Well-being Program.*** The community health and wellbeing services program of the Lingkod Maria Center is an integral component of the total development of the target clientele. By improving the health of its target clientele and promoting the capacity of these groups to deal with health problems, it contributes to the achievement of goals and objectives of poverty alleviation and



empowerment. The School of Health and Natural Sciences takes the lead in implementing this advocacy program through the Child Jesus Mobile Clinic extension flagship project.

6. **Poverty Alleviation Program.** This advocacy program has two subcomponents – livelihood and entrepreneurial skills development, and technical and technological skills development. The livelihood and entrepreneurial skills development component makes clients knowledgeable and competent on other livelihood enterprises that could provide additional economic opportunities for target sectors like women, mothers, and fathers. The program trains small-scale or beginning entrepreneurs in meat or food processing and food-cart business. The School of Accountancy and Business unit implements this through the *Entrep sa Barangay* and *PABookAS* extension flagship project. In addition to this, the technical and technological skills development allows the clients knowledge on know-how about use of a computer, robotics, electrical and electricity, information technology and other engineering and architecture consultancies. The School of Engineering, Architecture and Information Technology takes the lead in implementing the technical and technological skills development component.
7. **Socio-Pastoral Ministry and Evangelization Program.** Social transformation and total human development are best achieved through a program geared towards empowering target communities or groups by increasing their human, social, and leadership assets. Social transformation is also built through awareness and understanding of various social issues and concerns and the actions initiated to resolve them. This advocacy program makes sure that justice, peace, and integrity of creation are observed and practiced. It also ensures that underserved and marginalized sectors receive continuing education on justice, peace, and human rights. The School of Teacher Education and Humanities implements this advocacy program through the Socio-Pastoral Integral Life and Wellbeing Advocacies and Ministry (SILAWAM) extension flagship project.
8. **Education for All Program.** This advocacy program contributes to the achievement of education for life. It endeavors to deliver services in education appropriate to the needs of poor children, including the youth and professionals, the indigenous peoples, and other target groups, and increase their access to those services. Christian values formation is integral to literacy promotion, which characterizes the Marian education. This advocacy program also endeavors to provide an enabling environment and a strong social safety net through the development of livelihood strategies and help alleviate hunger, poverty, and other challenges that various communities may encounter. The units in charge are the Grade School Department through the *Nanumo nga Pagadalan*, Junior High School



through the Marian Service Learning, and the School of Graduate Studies through the Graduate Initiatives for Trainings, Empowerment, and Development (GIFTED) Project.

Today's changing signs of the times in the world necessitate renewed partnerships, stronger connections, and collaborations between and among countries, communities, agencies or groups, private and non-governmental organizations - particularly in addressing the challenges of humanity or in realizing sustainable development goals. Reflecting on the various SDGs relative to being a higher education institution, Saint Mary's University, through the LMCDAC as its extension arm, identifies several SDGs that it can address through receptivity, collaboration, and teamwork. The different extension flagship projects are all based on the advocacy programs of Saint Mary's University. The following are the extension flagship programs and the corresponding SDGs they address.

### 1. NANUMO NGA PAGADALAN

The *Nanumo nga Pagadalan* is the extension flagship program of the Grade School Department. The *Nanumo nga Pagadalan* delivers projects and activities to all learners, boys, and girls, contributing to functional literacy and improving learning and nutritional statuses through supplementary feeding activities. Hence, this program addresses SDG #2 and SDG #4. The implementers of this program coordinate with partner agencies like DepEd and other DOST-accredited enterprises to provide food. Thus, it also targets SDG#17.

### 2. MARIAN SERVICE LEARNING

The Marian Service Learning (MSL) is the extension flagship program of the Junior High School/Science High School Department. This extension program delivers projects and activities to youth and out-of-school youth. Like the *Nanumo nga Pagadalan*, the MSL provides functional literacy; thus, it also addresses SDG#4 and SDG#17.

### 3. MARIAN KALASAG

Marian KALASAG, an acronym for *Kaagapay Laban sa Sakuna at Gabay sa Paghahanda*, is the extension flagship program of the Senior High School Department. This extension program helps communities become more prepared and resilient to disasters like typhoons, earthquakes, and fires. Hence, it addresses SDG# 11 and SDG # 13. It also addresses SDG#17 since it forges a partnership with the Philippine Red Cross, Hospitals, Disaster Risk Reduction and Management Bureaus/Councils, and Bureau of Fire Protection. It also targets SDG#17.

### 4. ENTREP-SA-BARANGAY AND PABOOKAS

The Entrep-sa-Barangay and PABOOKas is the extension flagship program of the School of Accountancy and Business. Through this, livelihood and entrepreneurial development are provided to target recipients and adopted communities. Hence, this program addresses SDG#1 and SDG #8. In addition to this, it also addresses SDG #5, for it empowers women to be providers. Lastly, this program also addresses SDG # 17 because it establishes linkages with DTI and TESDA.





### 5. TULUNGAN SA TEKNOLOHIYA

The *Tulungan sa Teknolohiya* is the extension flagship program of the School of Engineering, Architecture and Information Technology. This program provides technical and technological skills development training and workshops. Through this, innovations are introduced to a group of individual and/or community recipients. It may also provide solar panels for access to electricity and work with the Center for Natural Sciences (CNS) for clean water. This program, therefore, addresses SDG #6, SDG #7, and SDG #9. It also targets SDG#17.

### 6. JESUS MOBILE CLINIC

The Jesus Mobile Clinic is the extension flagship program of the School of Health and Natural Sciences (SHANS). This program delivers community-based medical and other health-related services to remote and underserved areas. This program, therefore, addresses SDG #3 and SDG # 10. In addition, the Center for Natural Sciences, which is under SHANS, is also involved in conducting water analysis. Hence, this program also addresses SDG# 6 and SDG# 17 for partnerships and linkages.

### 7. SILAWAM Project

SILAWAM, an acronym for Socio-Pastoral Integral Life and Well-being Advocacies and Ministry, is the extension flagship program of the School of Teacher Education and Humanities. This program provides adult literacy, interfaith or interreligious dialogue, and peace and justice education. Hence, it oversees the Justice, Peace, and Integrity of Creation advocacy. The SDG #16 is therefore addressed through this extension program. It also targets SDG#17.

### 8. Project GIFTED

The Project GIFTED is the extension flagship program of the School of Graduate Studies that stands for Graduate Initiative for Trainings, Empowerment, and Development. It provides or delivers training for professionals in different fields of specialization. This addresses SDG # 4 and SDG # 17 because it collaborates with other agencies, schools, and universities to conduct training and workshops.

### 9. Feed My Lambs Project

The Feed My Lambs Project is the extension flagship program of the Non-Academic Personnel. This program supports poor but deserving students to have complete meals daily. This project also trains student-recipients to prepare food to offer to children in various schools or communities. Student-recipients and employees are also involved in sustainable vegetable production activities like the *Gulayan sa Paaralan*. Hence, this project addresses SDG #2 and SDG # 12. It also targets SDG#17.

### 10. Marian Green STEPS

The Marian Green STEPS, which stands for Service Towards Environmental Protection and Sustainability, is the extension flagship project of the Center for Natural



Sciences (CNS). The CNS takes charge of site-clearing activities, tree planting, reforestation, and responsible consumption and production. Hence, this project addresses SDG 12 and 15.

### 11. DINNĀDA PROJECT

The Dinnāda Project is the I.P. Development and Advocacy Program of the University. The I.P. Desk of the LMCDAC takes charge of its implementation. This provides assistance and empowerment to indigenous peoples, training for I.P. education teachers, and other activities geared towards addressing the needs of various indigenous cultural communities. The other extension flagship programs must be geared towards indigenous peoples' development because it is the main advocacy of Saint Mary's University as a CICM. This extension flagship program, therefore, addresses SDG # 10. It also targets SDG#17.

### F. Outreach Activities

The University is also involved in one-time and immediate assistance to victims of disasters and calamities, or occasional gift-giving such as *Alay Kapwa* like the *Sagip Maria* and *Tulong Maria*, which are disaster-related outreach activities, and the *Pamaskong Handog*. The University also assists the parishes through the Parish Outreach Program for the Sick, Elderly, and Disabled (POPSAD). Nonetheless, the University considers it a call of duty to mobilize the Marian community to respond to emergencies and or exigency of need.

### G. The National Service Training Program (NSTP)

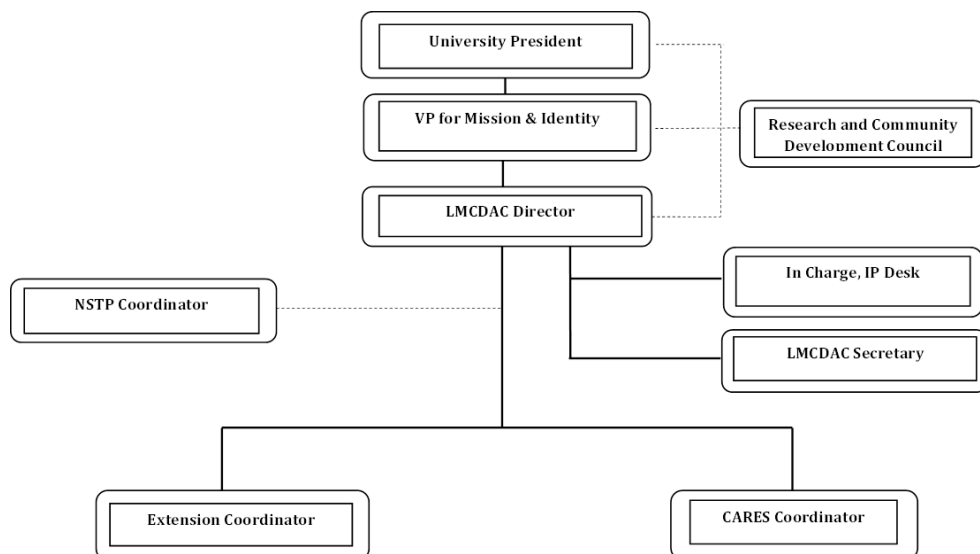
The NSTP, while a separate program, works in accordance with the established duties and functions of the Lingkod Maria Community Development and Advocacy Center. Though it has its own extension flagship project, the National Service Training Program serves as a support unit of LMCDAC in implementing the other advocacy programs.



### V. ORGANIZATIONAL STRUCTURE

#### I. Organizational Structure

The University's delivery of extension programs and services follows defined channels reflected in its organizational structure.



1.

**Research and Community Development Council (RCDC).** The RCDC initiates, deliberates, and provides direction for the policies, programs, and activities related to research and community extension services of the University; decides on issues or concerns and activities related to research and community extension programs; and receives reports from the research and extension services coordinators. It is composed of the President as the chairman. The members are Vice Presidents, Academic Deans, Director of Research Center, Director of LMCDAC, Director of Center for Natural Sciences, and Head of the Technology Transfer and Business Development Office (TTBDO).

2. **The Vice President for Mission and Identity (VPMI).** The VPMI ensures the promotion in living out the CICM Catholic Identity and missionary spirituality in the various communities that SMU serves through the LMCDAC;
3. **The Lingkod Maria Community Development and Advocacy Center (LMCDAC).** The LMCDAC is the University's office that carries out its community extension programs and services. Its main task is to ensure that the University's extension development agenda is carried out and well-organized. Specifically, it promotes collaboration among the different schools, offices and extension institutes, and foundations in the University and provides support services to facilitate their extension endeavors; and
4. **School Extension Council (SEC).** Each School has its own Extension Council chaired by the School Extension Coordinator. This includes the Department Heads or



representatives, representative/s from University Offices aligned to the School as per discipline, and student leaders/volunteers. The council is a consultative body in the School's extension projects and outreach activities. It accepts, assists, and evaluates a project proposal before it will be forwarded to the LMCDAC for further review, evaluation, and approval. The council also participates in the performance evaluation of faculty members and students. The SEC shall select or appoint an Extension Coordinator for the School.

### **VI. Duties and Functions of LMCDAC Human Resource**

#### **A. Director**

Being the person in charge of supporting and coordinating different extension initiatives in the University, the LMCDAC Director:

1. Provides and manages a sustainable and comprehensive community extension services program for the University;
2. Reviews and recommends to the University President the approval of all extension and outreach activities that are not included in the program, including the programming, implementation, monitoring, and evaluation of said projects/activities;
3. Submits midterm accomplishment report on the community extension services and programs to the University President;
4. Prepares a realistic annual budget for the different extension services and programs;
5. Requests financial and technical support from external sources with the approval of the University President and in coordination with the Vice-President for Finance and Treasurer;
6. Represents the University in meetings /conferences on social development concerns;
7. Spearheads a well-coordinated and systematic disaster and calamity mitigation outreach for an immediate need to assist the victims of disasters and calamities;
8. Evaluates the extension services rendered by the faculty and administrative personnel in consultation with the academic deans and heads of offices;
9. Recommends research work/projects pertinent to community extension development program;
10. Revises or amends some provisions of the Extension Program MOPG upon the recommendation of the RCDC;
11. Prepares all the necessary materials and documents relative to the accreditation of the University's extension program;
12. Devises ways to address the recommendation/s of accrediting bod/ies regarding the University's extension program;
13. Procures and disseminates latest CHED circulars relative to Extension;
14. Works with the University Research Center in steering the successful celebration of Linggo ng Likha at Lingkod; and



15. Performs other related functions as may be designated by the University President and the Vice President for Mission and Identity.

**B. LMCDAC Coordinator**

1. Assists the LMCDAC Director in the:
  - a. Planning, organizing, and directing of institutional advocacy programs, projects and activities;
  - b. Preparation of possible funding proposals for community services to supplement institutional and local resources;
  - c. Monitoring and evaluation of community extension programs for purposes of enhancing relevance, functionality, and sustainability;
  - d. Preparation of annual plans and accomplishment reports;
  - e. Preparation of status and progress reports on community services for submission to possible funding agencies and/or partner agencies;
  - f. Dissemination of information regarding the University's extension programs both within and outside the University.
2. Coordinates with the departmental extension coordinators in the preparation, implementation, monitoring, and evaluation of the latter's programs and projects;
3. Takes part in the evaluation of extension activities of faculty members, staff, and students;
4. Provides technical assistance of extension activities of faculty members, staff, and students; and
5. Conducts relevant cultural studies and disseminates and assists in the publication of the same;
6. Coordinates with community stakeholders and linkage partners about relevant conferences, seminars, fora, and/or lectures reflective of the Center's advocacies and program projects.
7. Performs other duties that the Head of Office may assign.

**C. School/Unit Extension/CARES Coordinator**

1. Acts as liaison officer between the LMCDAC and their respective School;
2. Facilitates in the planning through coordination with the LMCDAC and their respective School/Department concerning extension projects and activities;
3. Studies the background and nature of the problem to be addressed (relative to the target clients or community) through action research or needs assessment;
4. Prepares the program proposal with the attachments and discuss it with the School Extension Council for critiquing and finalization;
5. Facilitates in the assignment of Project Leaders subject to the endorsement of the School Extension Council;
6. Finalizes program title, overall goal, outcomes, and objectives with the Project Leaders;



7. Disseminates information to students and colleagues in their respective Schools concerning the state and development of extension programs/ projects and activities;
8. Sees to it that the specifics of the implementation of the program are observed as specified in the activity plan;
9. Takes the lead in evaluating the program's outcome and impact;
10. Conducts sound financial management and make financial request/s from the Accounting Office during the program implementation;
11. Prepares and submits to the University Extension Director the program's terminal report; and
12. Submits periodic report to University Extension Director

### **D. Secretary**

The Secretary:

1. Maintains physical orderliness/neatness of the office;
2. Entertains and assists clients on their concerns and requests;
3. Coordinates and maintains effective office procedures and efficient workflow;
4. Receives and screens phone calls, welcome and entertain clients and visitors, and provide information on office transaction procedures;
5. Records and routes incoming and outgoing communications;
6. Maintains the calendar of activities, meetings, and various events of the office;
7. Organizes the materials for posting and maintains the bulletin board and display area of the office;
8. Documents records and transcribe the proceedings of the office/departmental meetings and other activities and prepares narrative/accomplishment report;
9. Makes available data, information, and pertinent documents in the preparation of correspondence, memoranda, and reports;
10. Organizes, maintains, and acts as custodians of all files and ensure confidentiality and security of files and materials in her care;
11. Maintains the inventory of equipment issued to the office and requests supplies from the IMO;
12. Operates and maintains office equipment such as computers and printers;
13. Arranges and coordinates appointments for the head;
14. Provides staff support to offices and/or committees during institutional activities;
15. Assists in the conduct of training/programs initiated by the office;
16. Assists in the upkeep and maintenance of the office facilities and reports maintenance/repairs to the appropriate office if needed;
17. Assists in the pre-community engagements of LMCDAC and other schools/units/departments.
18. Assists in the preparation of narrative/documentation reports;
19. Assists in the preparation of midyear and annual accomplishment reports;



20. Updates the Marian community and other stakeholders regarding the accomplished activities and other LMCDAC-related information through the LMCDAC online platform (e.g. Facebook)
21. Performs other related duties that the LMCDAC Director may assign.

## **CHAPTER III: GENERAL POLICIES AND GUIDELINES**





## **I. General Policies**

### **1. Setting up Extension Projects and Outreach Activities**

- a. A school/department may initiate and/or host an extension project or outreach activity, either individually or in partnership with other schools and departments;
- b. At least, each School should maintain one extension flagship project, either collaboratively or on its own. They may have more projects, however, insofar as they can reasonably sustain these; and
- c. An office that would like to get involved in an extension program may align itself to a school/department with the same or related disciplines.

### **2. Extension Project and Outreach Activity Design and Processing**

All extension programs/projects must be formally set on a document, complete with all the necessary elements/components as stated in this MOPG.

#### **a. Outreach Activity**

For outreach activities, an activity proposal template must be completed and submitted to the LMCDAC for approval at least one week before the conduct of the activity. Outreach activities should be aligned to existing extension projects and programs or converted into a full-blown project.

#### **b. Extension Program/Project**

All extension programs/projects must be formally put into writing by completing the project proposal template with all necessary elements/components as stated in this MOPG. The following are some important considerations in planning out a project proposal:

1. The project proposal must be aligned to any of the four core programs of the and must originate from, in accord with, or at least relate to existing academic disciplines of the school/department;
2. It must address a specific problem of identified beneficiary groups. It must be noted that a project is an intervention or response to a felt or expressed the need of identified target beneficiary group. It is expected that the proposed project will feasibly solve in part or in full the problem identified target beneficiary group;



3. It is important to understand that any intervention injects a new and foreign element/input, whether material, like tools, machinery, funding, and other material resources, and/or non-material, like knowledge, skills, values, and attitude, which were used to be lacking or missing from the identified target beneficiary group;
4. A project must be sustainable (at least three years). Aside from the availability of funds, a more important consideration is the capacity of target beneficiary groups to absorb the input. This means that a project of developmental aim in nature involves in advance or simultaneously capacity-building to prepare target beneficiary groups to receive and sustain the project;
5. Finally, it must be ascertained that the project will not create in the target beneficiary group a sense of dependency to the project or the project proponents but instead develop their self-reliance and self-determination in facing new challenges; and
6. The finalized project proposal, together with related documents, shall be submitted to the School Extension Council (SEC) for an initial evaluation based on basic requirements. After which, the project proposal shall be forwarded to the LMCDAC; and
7. If a proposal meets the basic requirements, the LMCDAC director may signal the commencement of the project. Or, if necessary, the Director presents this to the Research and Community Development Council for further evaluation.

### **3. Program/Project Implementation and Reporting**

- a. The Project Team shall implement the program/project after its approval. A key component of implementation is effective information dissemination of the project through word of mouth, news releases, and various publications, including the University website. The implementing School or unit sees to it that the partner group or community provides the Consent Form and Manifestation of Support of the Target Group/Community;
- b. Major changes in the projects can occur during the implementation. The project leader shall inform the SEC immediately before carrying out such changes in such a case or situation. Then the SEC endorses this to the LMCDAC;
- c. Project implementation, including their component sub-projects, shall be monitored by the SEC and the LMCDAC through the Monitoring and Evaluation Report Form that has to be submitted based on the project/s' specified timeline.



- d. The Monitoring and Evaluation Report Form should contain the actual and updated entries in the activity plan and timeline and line-item budget matrices to determine the extent to which the program is being implemented as planned.
- e. A project or a component subproject may be discontinued anytime during its implementation if the evaluation results dictate so. Discontinuation may be temporary or permanent, depending upon the assessment of the SEC and LMCDAC.
- f. Suppose a program or its component project is deemed not implementable due to circumstances beyond the control of the Project Team. In that case, the Project Team may recommend the termination of the program or project. Such termination needs the endorsement of the SEC and the approval of the LMCDAC Director.

#### **4. Program/Project Termination and Evaluation**

- a. Once the program has been completed, the Project Team should conduct an outcome assessment.
- b. After conducting the outcome, the Project Team shall prepare a terminal report containing an executive summary, which will overview the most important points in the program's component projects and outcomes evaluation report, to be submitted to the SEC. The SEC submits the report to the LMCDAC.

#### **5. Official Communications and Transactions**

- a. All transactions/communications (on budget, vehicle service requests, etc.) shall be accomplished and signed by the Extension/CARES Coordinator and to be noted by the School Dean/Head of Office/Principal;
- b. Official communications from the SEC that are addressed to the target group, collaborating school/department/institute/foundation cooperating agency, funding agency, and other relevant parties relative to extension program shall be duly noted by the School Dean/Head of Office/Principal and the LMCDAC Director and copy furnished to them likewise; and
- c. The LMCDAC Director shall be furnished copies of official communications from the target groups, cooperating agencies, funding agencies, and other relevant parties relative to extension programs.

#### **6. Financial Transactions**



- a. Extension program/project proposals shall include a proposed budget that covers the cost for implementing said program/project and their component activities. All needed supplies and expected expenses should be itemized in the line-item budget of the activities comprising the program or project;
- b. Once the program/project proposal and its budget is approved, the Extension/CARES Coordinator may request the Treasury and Accounting Office through the LMCDAC Director for cash advances in relation to a particular line item of expenditures;
- c. A one-time contingency fund may be requested anytime during the duration of the extension program/project, with complete justification and subject to the endorsement of the LMCDAC Director; and
- d. Other than those provisions above, all financial transactions shall be dealt with by the Accounting Office and subject to the existing policies and regulations.

#### **7. Faculty and Staff Participation in Extension/Outreach**

- a. Faculty, staff, and students involved in extension/outreach programs and services shall earn corresponding credit points in their evaluation, depending on the degree of their involvement. To facilitate the evaluation process by the SEC and the LMCDAC, each faculty member/staff shall fill-up required forms (*Extension/Outreach Attendance/Participation Report*, and *Summary of Faculty/Staff Participation in Extension*);
- b. Given the nature of Extension, no monetary remuneration shall accrue to Faculty, staff and students who participate in the flagship programs/projects of their respective schools nor the institutional extension programs and services.
- c. Participation of non-academic personnel in extension and outreach activities must be during weekends or beyond their office time. If in case that non-academic personnel renders assistance to external partners during office hours, it will be considered as official time but not counted for extension points.
- d. Participation in extension/outreach activities of non-academic personnel who claims overtime pay shall not be considered for extension points.

#### **8. Distribution and Computation of Extension Points for Faculty and Staff**

- a. For Institutional Advocacy Programs (IAP)
  - The maximum point for involvement in Institutional Advocacy Programs is six (6). Any excess of this will be added as merit points. For merit points,



any excess above the maximum is divided by 10. The following table shows the distribution of points per nature of involvement.

<i><b>Nature of Involvement</b></i>	<i><b>Equivalent Points</b></i>
Organizer/Project Leader	6 points
Sub-Project Leader	5 points
Facilitator/Speaker	4 points
Participant and Donor	3 points
Participant	2 points
Donor	1 Points
Total	21 points
Total Points for Institutional Advocacy Programs	6 points
Merit Points	1.5

**b. For Personal Outreach Activities (POA)**

The maximum points for participation in personal outreach activities four (4). An excess of this will not be considered as merit points. The following tables shows the distribution of points per nature of involvement

<i><b>Nature of Involvement</b></i>	<i><b>Equivalent Points</b></i>
Organizer	4 points
Participant and Donor	3 points
Participant	2 points
Donor	1 point
Total	10 points
Total Points for Personal Outreach Activities	4

**c. Grand Total on Extension Points**

<i><b>Name of Employee</b></i>	<i><b>IAP</b></i>	<i><b>POA</b></i>	<i><b>Total</b></i>	<i><b>Merit Points</b></i>
Sta. Maria, Teofilo U.	6	4	10	1.5

**8. Student's Involvement in Extension**

- a.** Individual students and student organizations are encouraged and required to support and participate in their respective School's projects and activities. Individual students may be involved in any existing extension projects of other schools where one's expertise is highly needed, if extremely necessary and upon the approval of one's respective dean;



- b. Students should be involved in the extension programs/projects of their respective schools and the institutional advocacy programs of the University. Such an arrangement is highly encouraged as the students' participation in community engagement will not only contribute to their academic training but also their sense of social responsibility;
- c. All student organizations, based on their discipline, are encouraged to align social involvement objectives of their proposed community engagement activities to the extension flagship project of their mother school/department/unit;
- d. Any student social involvement or community engagement activity that is part of an academic requirement of a course or subject shall be classified as curricular extension and may be considered an extension credit on the part of the students. Likewise, participation in extension program/project classified as co-curricular or discipline-based projects of the School (that is, not required for the completion of a course or subject) shall be considered as extension credit on the part of students;
- e. All students involved in extension and outreach activities must submit a waiver duly signed by their parents/guardians; and
- f. Graduating students shall be required to submit a summary of their participation in extension and outreach activities to their respective school extension coordinators as part of their school clearance. The extension coordinator receives the students' reports and signs the school clearance form. The LMCDAC Director shall sign the University clearance form upon receipt of the school clearance form presented by the student.

### 9. Awards and Recognition

- a. The mandate of the University for Extension was derived from its identity and role as an institution of higher learning with its three-fold functions of research, instruction, and extension. This extension function is gaining a prominent status and commitment from the institution's instruction and research. However, while awards have been given to outstanding performance by Faculty and employees through the *Gawad Maria*, and Best Research by Faculty and students, there had been no award given to outstanding performance in Extension nor best extension program/project; and
- b. The *Lingkod Award* is aimed to encourage leadership, resourcefulness, effectiveness, and dynamism in carrying out the extension function of the University. The University recognizes schools or units for an outstanding program or project implementation based on guidelines and criteria. The



selection and awarding are made during the celebration of the *Linggo ng Likha at Lingkod*.

### 10. Extension Information and Dissemination

- a. During the annual *Linggo ng Likha at Lingkod* celebration, the LMCDAC showcases the best features of all extension-related activities. These shall be organized at the individual schools and the university levels. This is also the formal forum where action research findings are presented to the academic community;
- b. The announcement of activities and the highlights of accomplishments by the different schools/units/foundations will be directed to the LMCDAC Director for information dissemination;
- c. Action research outputs shall be published in appropriate research journals and other publications.

## II. Guide for Community Selection and Adoption

Community selection is the process of identifying a community that will be officially adopted by Saint Mary's University based on given criteria. These adopted community/communities become the recipient/s of the advocacy programs of SMU through the LMCDAC.

1. The community is an indigenous cultural community (ICC).
2. The ICC is characterized as geographically isolated due to lack of transportation wherein residents consider the latter as a major detriment towards community development.
3. The ICC is characterized as economically deprived wherein majority of the residents are living below the poverty threshold.
4. The ICC is characterized as socially deprived wherein social services like health and education are not usually extended to.
5. The ICC is characterized environmentally vulnerable due to water contamination and other environmental health hazards.

## III. Checklist of Criteria for Extension Program / Project Proposal

A rubric is prepared to serve as criteria in the approval of an extension program or project proposal

Relevance to academic and research programs	
- Is the program strongly linked to teaching and research appropriate to the identity of SMU as a higher learning institution?	10 pts.
- Is it going to be built and maintained based on the existing academic programs that the School is offering?	5 pts.
Collaborative and Participatory	





- Does it necessitate the input and collaboration of the target group?	5 pts.
- Is the target group willing to participate in the program's implementation, monitoring, and evaluation?	5 pts.
- Are there assurances that cooperating agencies will support the program?	5 pts.
CICM Mission-oriented	
- Does the program promote social transformation and aligned with the CICM pastoral priorities.	10 pts.
Financing and Sustainability	
- Is the program not financially demanding so that it cannot sap the financial resources allotted by the School/Department and the University for extension purposes?	5 pts.
- Is there a good number of appropriate personnel who will implement the program both on the side of the School and the target group?	5 pts.
- Is there any external funding agency that shall support the program?	5 pts.
Evidence-based Need and Significance	
- Does the program have a clearly stated background, significance, intended outcomes, and projects to support and realize the objectives?	5 pts.
- Are there formal studies, community assessments, and problem analyses conducted?	5 pts.
- Does the program have specific and measurable results?	5 pts.
TOTAL	70 pts.

**Note:** Only those proposals with scores of 58 points and above are eligible for consideration by the RCDC

### IV. Guide for Target Group Needs Assessment

- Part One.** A need is a gap between the present situation and the desired situation. For an extension program/project to be effective, a Subproject Team must be formed to get to know their identified target group. There are occasions when individuals or the target group are not aware of their need/s that the program/project can address. However, there may also be instances where the Project Team perceives a need when there is not. The needs assessment process should answer the following questions:

1.	What are the needs of the target group? (Each unit/school can design their own guide questions or survey questionnaire relative to the nature of their project)
2.	Does a need, which is within the domain of the program/project, really exist?
3.	How widespread is the need?
4.	How do people feel about the seriousness of the need?
5.	What are the potential consequences if no effort is made to address the need?

- Part Two.** The following considerations are to be taken in deciding which of the needs assessment technique(s) may be most appropriate:



1.	What is the timeframe?
2.	What resources are available to conduct the assessment (financial, human, and physical)?
3.	How is the target group involved in the process, and how might they relate to various techniques?
4.	Who will be included in the assessment?
5.	What will be done in the assessment even if the results are not expected?
6.	Does the project team prefer one technique over another?
7.	To what extent does the target group already know their need and articulate them?
8.	What is the time lag between the data collection and taking action?
9.	How reliably does the data need to be accepted and acted upon? Are there issues of confidentiality?
10.	What is the level of trust between the assessor and the target group being assessed?

3. **Part Three.** The techniques that shall be selected will depend on the answers to the questions in Part Two.

Technique	Description
Advisory Groups and Task Forces	Advisory groups and task forces are called together for various purposes—to represent the target group's ideas and attitudes, make suggestions, generate new ideas, advise, and recommend, or carry out a specific task. Participants may be specially selected or invited to participate because of their unique skills and backgrounds; they may be volunteer, nominated, or elected; or a combination of these processes may form the group.
Brainstorming	This is used to generate an extensive list of ideas or solutions to a problem by suspending criticism and evaluation.
Case Study	This involves the in-depth description of a few cases to stimulate ideas, define special characteristics, or reach a consensus about what is happening.
Census and Vital Statistics Records	This technique accurately describes how much the local population has grown during a certain period. These records also provide a detailed breakdown of community residents on various demographic indicators, which may be compared to other communities undergoing change.
Community Impressions	This is a small group strategy for obtaining opinions or impressions of the larger community.
Delphi Technique	This is another way of group input ideas and problem-solving. It does not require face-to-face interaction. This technique utilizes a series of carefully designed questionnaires interspersed with information summarized and feedback from previous responses.



Focus Groups	This brings together selected individuals to address specific issues systematically. Under the direction of a trained facilitator, the participants will provide and exchange information. Focus groups are specially geared toward the interaction between the participants so that a complete picture is created. Unlike many other groups, the purpose of a focus group is data collection. Focus groups shall not be focused on decision-making groups, program planning groups, discussion groups, Delphi groups, community fora. However, the insights collected through focus group interviews may be helpful to these other groups.
Group Discussion	This may be structured or unstructured, formal, or informal, and may be focused on a specific issue or gathering input on several issues. Usually, group discussion involves other group techniques such as brainstorming, nominal group process, etc.
Interviews	This may be formal or casual, structured, or unstructured. This technique may be used with a sample of a particular group or with the entire membership. The interview may be done in person, by phone, at the worksite, or away from it, individual or group.
Key Informant	This technique secures information from those in a good position to know the target group's needs by virtue of their formal or informal standing. Once identified, data can be gathered from these consultants through interviews, group discussions, or questionnaires once identified.
Nominal Group	This technique is a structured problem-solving and idea-generating strategy. It involves a face-to-face, non-threatening group environment to generate ideas, clarify ideas, reach consensus, prioritize, and make decisions.
Observation	This technique can be as technical as time-motion studies or as functionally or behaviorally specific as observing a new board or staff member interacting during the meeting. This technique can be used normatively to distinguish between effective and ineffective behaviors, organizational structures, and/or processes.
Questionnaires	This may be in the form of surveys or polls of a random or stratified sample of respondents and an enumeration of an entire "Population." They can use a variety of question formats: open-ended, projective, forced-choice, priority ranking. This is one of few techniques with the potential for representing the broader community. Questionnaires may be self-administered. i.e., by mail or administered under controlled conditions, including interviews.

4. **Part Four.** The format for the Needs-Assessment Report is as follow:

- *See URC Manual for the IMRAD Format*

**V. Guide for Non-Formal Education Methods and Techniques**

**Part One.** These are the factors to be considered in selecting non-formal educational methods and techniques:

<b>Factors</b>	<b>Guide Questions</b>
Learning Objectives	Are you going to teach to build understanding, develop skills, or change attitudes?
Learning Characteristics	How many people need information? What are their educational levels? What are their ages?
Logistical Issue	What are facility options available? What equipment is available? Is time a factor?
Teacher Characteristics	Is the teacher more proficient at one technique?

**Part Two.** Educational methods may be divided into four categories.

<b>Group Method</b>	<b>Individual Method</b>	<b>Mass Media Method</b>	<b>Indirect Method</b>
This provides learning experiences for persons together in one place or interacting together.	This may be a one-on-one direct or indirect contact between learner and educator.	The information presented in this method may be directly through print, broadcast, or other technical media.	Learning or information transmission occurs outside of planned group techniques in this method.

**Note:** Teaching via the internet may fall into any of the above categories.

**Part Three.** Once the method is selected, the technique should be determined. The technique is the form or experience used to present material to be learned. The teaching techniques common to Extension include:

<b>Technique</b>	<b>Description</b>
Camp	This is an outdoor recreational activity where an educational activity is also a part.
Demonstration	This pertains to visual and verbal explanation simultaneously showing and telling about a process, fact, or idea; illustrated talk.



Discussion	This can be conducted with a small group of people led by a moderator who expresses ideas, exchanges information, or otherwise explores a topic to learn more about the subject.
Field Day	This group meeting is conducted on a single site to observe and discuss improved practices, equipment, or facilities.
Fact Sheet	This is where the information is presented in easy-to-read written format, usually limited to 1-2 pages and one topic or one aspect of a topic.
Home Study	This is where the learner materials are to be studied and their leisure usually within specific timeframes.
Lecture	This is a prepared talk or presentation on a topic, usually with limited interaction from the audience.
Meeting Series	This is a sequence of separate group sessions related to a common learning goal.
Newsletter	This is written material used to present new information to learners at regular intervals.
Question and Answer	This is a planned interaction between learner and teacher in which content is transmitted in response to questioning.
Role-Play	This is a dramatic skit or socio-drama in which participants act out a realistic situation as if they are the persons involved (e.g., Poverty Simulation)
Structured Exercise	This is a learning activity that provides an opportunity for learners to practice new skills taught through another teaching method or reinforce the knowledge gained.
Tour	This is a group meeting conducted at two or more sites to observe and discuss improved practices, facilities, and/or equipment.

## VI. Guide for Assessment Activities

### A. Outcome Assessment

Outcomes assessment looks at benefits/changes in the target group due to the program during and/or after they participated in the program.

Input	Activities	Output	Outcome Indicators

**Inputs.** These are materials and resources that the program uses in its activities or processes to serve target groups, e.g., equipment, staff, volunteers, facilities, money, etc.



**Activities.** These are the component processes that the project undertakes with/to the target group to address their needs, i.e., teaching, counselling, sheltering, feeding, clothing, etc.

**Outputs.** These are the direct products from programs/projects/activities, i.e., number of service units, number of participants, number of products developed, etc.

**Outcome Indicators.** “Outcome indicators refer more specifically to the objectives of an intervention, that is its ‘results’, is outcome. These indicators refer to the reason why it was a certain intervention is to be conducted. They are the result of both the “quantity” (how many) and quality (how well) of the implemented activities. For example, the outcome of a training of health providers is the improved management of sick children under 5 years old is the number of proportion of sick children correctly managed by the trained health providers. (WHO Regional Office for the Eastern Mediterranean, 2022)

### B. Impact Assessment

Impact assessment, according to OECD (2014), focuses on the effects of the intervention. This definition appears to be similar to outcome so much so that even the OECD mentioned that the “idea of ‘impact is itself problematic’”. With this, the LMCDAC adopts/adapts the Community Impact Scale developed by the team of Srivinas, Meenan, Drogin and DePrince (2015). The following is the Table of Specifications showing the dimensions and their corresponding number of items

Dimension	Number of Items	Item Placement
Overall Experience	6	1, 2, 3, 4, 5, 6
Social Capital	8	7, 8, 9, 10, 36, 37, 38, 39
Skills and Competencies	5	12, 13, 14, 31
Motivations and Commitments	6	15, 16, 17, 18, 19, 20
Personal Growth and Self-Concept	6	11, 21, 22, 23, 24, 25, 26
Knowledge	5	27, 28, 29, 30, 32
Organizational Operations	5	33, 34, 35
Organizational Resources	5	40, 41, 42, 43, 44, 45, 46
Total	46	

*\*See community impact scale questionnaire*





# SAINT MARY'S UNIVERSITY

BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES

OFFICE OF THE STUDENT AFFAIRS AND SERVICES

Document Code	SAS-FO-008
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## REPORT FOR ON and OFF CAMPUS ACTIVITIES CONDUCTED/ATTENDED

1. Title of the Activity : Environmental Awareness Seminar and Social Responsibility Workshop  
Date : November 22, 2023  
Venue : Balai na Alumni
2. Organizers  
Cooperating Organizations, if any: Student Central Council, Lingkod Maria Community Development and Advocacy Center (LMCDAC), and Office of the Dean of Student Affairs and Services
3. Beneficiaries : Marian community
4. Objectives of the Activity
  - To equip students with the knowledge and tools to become advocates for environmental sustainability in the school and in their communities
  - To promote collaboration among students to strengthen the collective impact of environmental initiatives
5. Participants : Marian students
6. Proceedings

As part of the weeklong celebration of the 2023 Clean, Healthy, Safe, and Friendly (CHSF) Environmental Program, an environmental awareness seminar and social responsibility workshop was conducted.

The program started with an opening prayer led by the SCC with an audio-visual presentation followed by the opening remarks of Mr. Samuel B. Damayon the SCC Adviser and the Dean of Students Affairs and Services. The introduction to speakers were led by Mr. Christian Dave Menguis, SCC President and Ms. Renee Dwi Permata Messakaraeng, SCC Executive Secretary who also hosted the program.

Environmental protection and awareness, emphasizing the CHSF program on its effect on campus sustainability was addressed by the first speaker who is a former SMU faculty member, Alicia Jubay, MAT. She also addressed the idea that the needs of the present should not compromise the needs of the future. Dr. Allan Marquez, the Director of LMCDAC tackled social responsibility by emphasizing collaborating with people without force and pressure which highlighted that social responsibility is about social collaboration.





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The Student Central Council also spearheaded competitions on Songwriting, TikTok Kalikasan Advocacy, Essay Writing, Poster Making, and Slogan Making to provide opportunities for students to showcase their talents and skills aimed on environmental awareness. This also empowers the trademark of Saint Mary's University which is the Clean, Healthy, Safe, and Friendly, Environmental Program and addresses environmental issues. The registration for participants via google form was posted on November 13, 2023 and winners were awarded on November 25, 2023 on the closing program of the CHSF week.

## 7. Recommendations/Observations

Participation for the representatives of each organization should be required to maximize the benefits received by the students in the workshop. There should be more effort to push the students to participate in this kind of activity.

## 8. Documentations



## Entrepreneurs for the Environment: Leading the Green Revolution

<b>Project Title:</b>	Webinar on Entrepreneurs for the Environment: Leading the Green Revolution
<b>Date:</b>	November 10, 2023
<b>Time:</b>	1:30-4:30 PM
<b>Team Composition:</b>	Ms. Sheryl A. BariaMrs. Loreta V. Garlitos
<b>Project Leader:</b>	Dr. Harrison T. Villanueva
<b>Project Staff/Members:</b>	Mrs. Rodora P. Tipay Dr. Mayvelyn S. Covita Mrs. Angela C. GarraDr. Regina D. Ramel

### Narrative

The previous research on the MSMEs green business practices revealed that they display very good practices in the reduction of power waste and energy saving despite their limited awareness and waste sorting practices and needs further awareness and practice on the following specifically on usage of renewable and natural ingredients and products; green packing, green packaging, and eco-labeling; green building; eco-cleaning; less usage of paperless printing; usage of public transport; and spreading awareness about “green business”. The challenges on green business practices also showed that MSMEs have limited knowledge, weak implementation of environmental policies, and expensive costs of adopting green business practices.

Green business practices can be promoted through an engagement with the Department of Trade and Industry in conducting information dissemination activities to MSMEs to heighten their green business practices with emphasis on zero-waste disposal practices and product development, **energy saving practices, and inviting an entrepreneur** to share his/her implementation of green business practices.

The project was conducted via Zoom (online), and it was scheduled based on the availability of the MSMEs and resource speakers. The target beneficiaries of the program were MSMEs who are into food and non-food products invited by the Department of Trade and Industry, and it was also suggested by Ms. Lenore Lee Lopez, Business Development Division Chief that it is also better to involve would-be entrepreneurs to attend.

#### **Activity 1: Plan Information-dissemination activities on Green Business Practices with the Department of Trade and Industry and identify resource speakers on green business practices (August to September 2023)**

Dr. Harrison T. Villanueva, lead researcher, visited Ms. Rowena F. Mayangat, Former Division Chief, Consumer Protection of the Department of Trade and Industry on August 22, 2023, to present the findings of the study and present the plan of our project. The activities in the plan included inviting an entrepreneur to share her implementation of green business practices, zero waste disposal practices, product development, and energy saving practices.

A follow-up conversation was done on September 18, 2023 to discuss the roles of DTI and SMU as well as the target participants of the webinar. Ms. Mayangat also proposed that the webinar will be conducted in October in celebration of the Consumer Month since the theme is “Gen S: Generation Sustainable”.



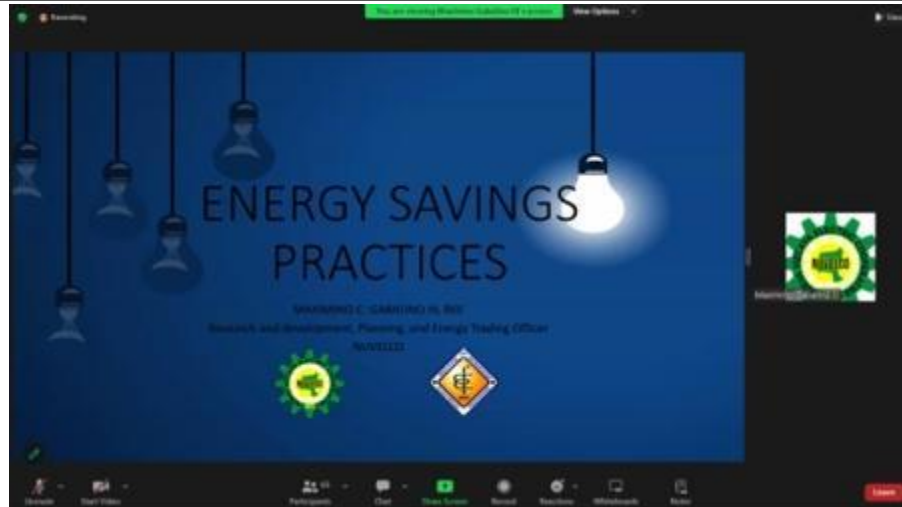
### **Activity 2: Conduct of Webinar on Green Business Practices (Entrepreneurs for the Environment: Leading the Green Revolution)**

The researchers in collaboration with the Department of Trade and Industry, SMU School of Accountancy and Business and SMU School of Graduate Studies conducted information dissemination activities specifically highlighting entrepreneurs implementing green business practices and conducted lectures on energy saving practices and zero waste disposal practices and product development. The webinar was attended by 17 MSMEs, 80 students, 2 from DTI, and 8 SMU employees.

#### **Topic 1: Lecture on the Energy Saving Practices**

The Lecture on Energy Saving Practices was conducted on November 10, 2023. It was originally scheduled on November 3, 2023 but due to unavailability of the MSME-participants it did not push through. The plan was to conduct the activity in October 2023 but due to the hectic schedule of the Department of Trade and Industry it was proposed that if possible it will be scheduled on November 2023 after the Consumer Month celebration in October 2023.

Engr. Maximino C. Gabatino III, Technical Staff, Research and Development, Planning and Energy Trading, Nueva Vizcaya Electric Cooperative (NUVELCO) discussed the topic Energy Saving Practices. His topic covered the breakdown of electric bill, simplified computation for Energy, advocacy on green energy, energy reduction and saving practices, and impact on energy conversation. The lecture also highlighted the essence of energy saving which could reduce our carbon footprint and minimize the effects of global warming.



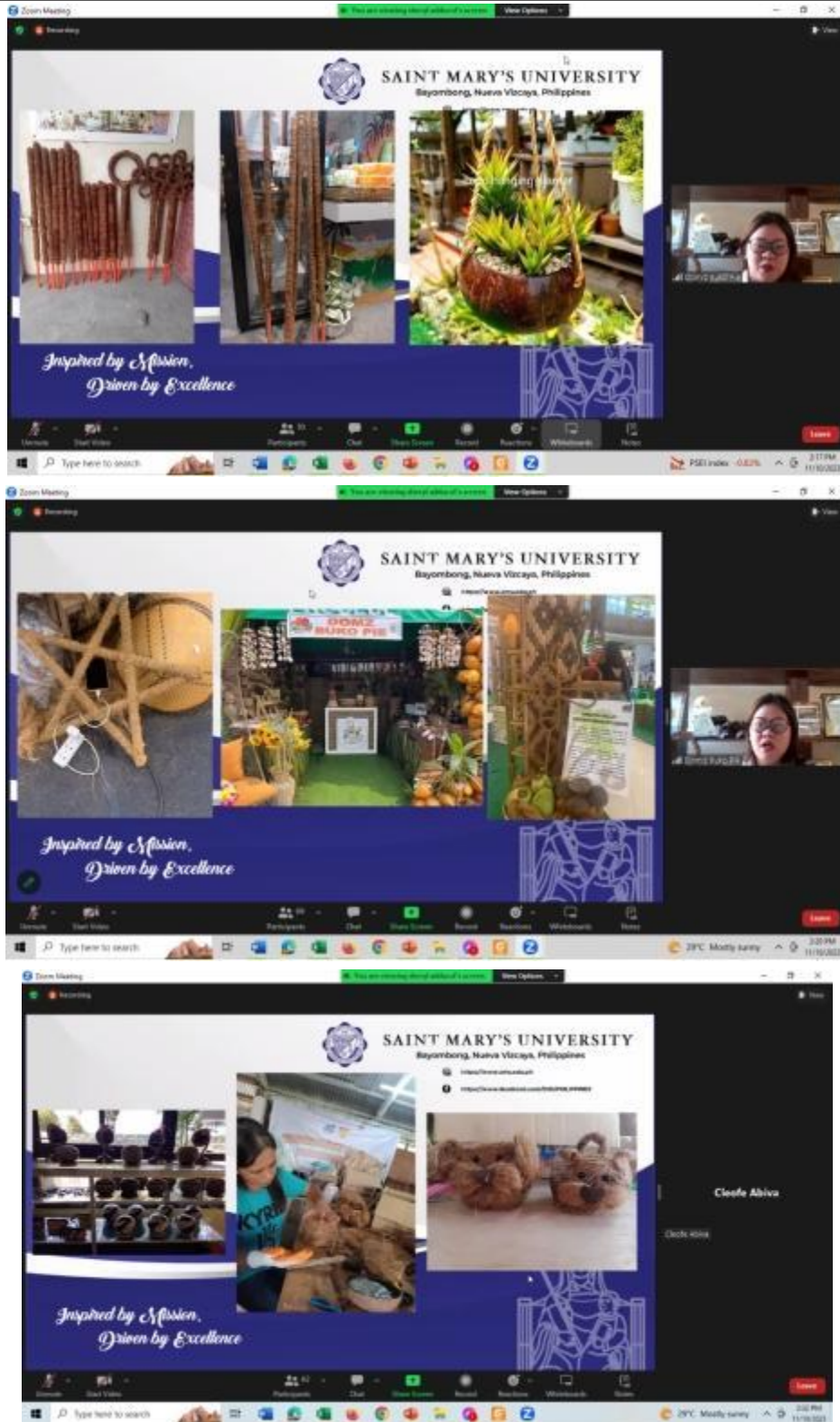
Energy Reduction/Saving Practices

	Energy Saving Concepts	Energy Saving Practice	Responsible person
1	Reduction of Electrical Power Rating	a. Using the appropriate rating of Equipment b. Strategic usage of Airconditioning units (ACU) c. Considering the Heat load to decrease ACU usage d. Strategic Layout/Distribution of electrical System	Electrical Consultant Shop Manager Architect Electrical Consultant
2	Increasing the Efficiency	a. Using High Energy Efficiency Ratio Equipments b. Using LED Bulbs c. High Efficiency Motors (HEM)	Electrical Consultant Electrical Consultant Electrical Consultant
3	Limit/decrease the hours of usage	a. Strategizing the time of usage of equipments	Shop Manager

## Topic 2: Conduct Lecture inviting an entrepreneur with Best Green Business Practices and Zero Waste Disposal Practices

Ms. Jennelyn A. Pauig, Owner-Manager, Dom'z Buko Pie of Bagabag, Nueva Vizcaya shared her Zero Waste Disposal Practices on November 10, 2023, to MSME and student participants. She shared how she arrived with the idea of using coconut husks and coconut wastes to a more profitable endeavor especially during the height of the pandemic. Her product development of coconut waste is already available in her café. During the open forum, Ms. Cleofe Abiva of CAMJ Food products also shared with the participants on how she utilized each component of the tomatoes to make different products to avoid waste (i.e. tomato gems and tomato jelly).





**Topic 3: Conduct Lecture on Green Manufacturing and Product Development.**

Mr. Richard C. Siuagan, Senior Trade Industry Development Specialist, DTI NV Provincial Office conducted a Lecture on Green Manufacturing and Product Development on November 10, 2023. His topic covered Seven Green Waste, transformation to green manufacturing, green manufacturing concept cycle, examples of green initiatives, green product development, green product development cycle, next generation eco-friendly trends.

The image displays two screenshots from a Zoom lecture. The top screenshot shows a slide titled "7 GREEN WASTES" with the subtitle "Waste considered from Environmental Perspective". The slide features seven icons representing different types of waste: Energy (lightning bolt), Water (water drop), Transportation (truck), Emissions (smokestack), Materials (factory), Garbage (trash can), and Biodiversity (leaf). Below the icons, a paragraph states: "Wastes from different human economic activities in order to perform and satisfy our daily needs, which are often subjected to unimaginable/uncontrollable use and consumption of resources resulting in the destruction of our natural environment/ecosystem." The bottom screenshot shows a slide titled "Transformation to Green Manufacturing". It features a diagram where "Green Manufacturing" is connected to three boxes: "Green Energy", "Green Processes", and "Green Products". Below the diagram, a paragraph states: "Green Initiatives in the power sector have the maximum impact on reducing CO2 emissions followed by transportation and then the industrial sector". Both screenshots show a Zoom interface with a participant video feed on the right and a toolbar at the bottom.



**Examples of Green Initiatives**

EURO 2	EURO 4
<p>EURO 2 emissions standards (gasoline)</p> <p>CO<sub>2</sub>: 0.18g/km HC: 0.10g/km PM: 0.01g/km</p>	<p>EURO 4 emissions standards (gasoline)</p> <p>CO<sub>2</sub>: 0.18g/km HC: 0.10g/km PM: 0.01g/km</p>
<p>EURO 2 emissions standards (diesel)</p> <p>CO<sub>2</sub>: 0.18g/km HC: 0.10g/km PM: 0.01g/km</p>	<p>EURO 4 emissions standards (diesel)</p> <p>CO<sub>2</sub>: 0.18g/km HC: 0.10g/km PM: 0.01g/km</p>

**Vehicle Fuel**

**Electric Car**



Zoom Meeting   You are viewing DDT-RI Nares Vongsa, Richard's screen   View Options

Recording

## Examples of Green Initiatives

Sustainable Agriculture

Organic based fertilizers

Organic Agriculture

Re-Planting

dti

DTT-RI Nares Vongsa, Richard

29°C Mostly sunny 11/10/2021

Zoom Meeting   You are viewing DDT-RI Nares Vongsa, Richard's screen   View Options

Recording

## Examples of Green Initiatives

Reduced and Recyclable

Eco-Friendly Packaging

Wastewater Treatment

Decomposing/Recycling

dti

DTT-RI Nares Vongsa, Richard

29°C Mostly sunny 11/10/2021

Zoom Meeting   You are viewing DDT-RI Nares Vongsa, Richard's screen   View Options

Recording

## Examples of Green Initiatives

Turning off electronics

GOING PAPERLESS

Shifting to LEDs

Water conservation

dti

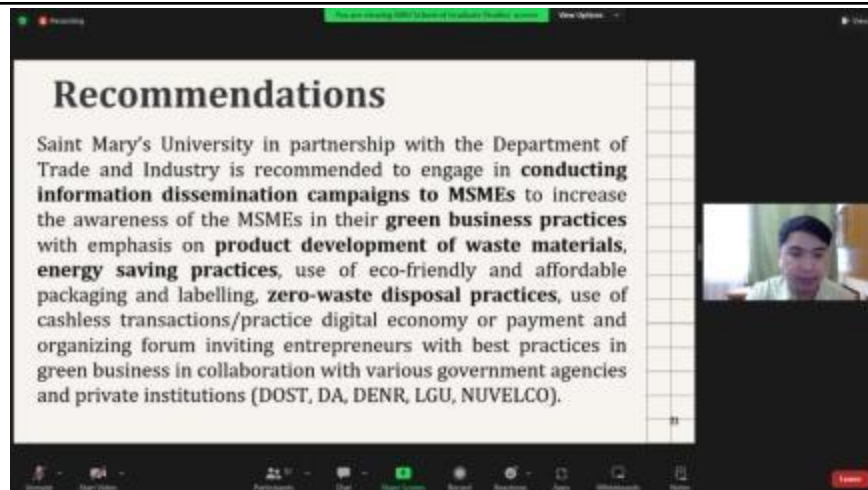
DTT-RI Nares Vongsa, Richard

29°C Mostly sunny 11/10/2021

#### Topic 4: Sharing of Green Business Practices, Challenges and Prospects: A SMU-DTI Engagement research

Dr. Harrison T. Villanueva presented the research paper on Green Business Practices, Challenges and Prospects: A SMU-DTI Engagement to solicit more inputs from the MSMEs and with the partner agencies (DTI and NUVELCO).





After the presentation of Dr. Villanueva, Mr. Richard C. Siuagan, Senior Trade Industry Development Specialist, DTI NV Provincial Office expressed his support for this green business initiative. Dr. Villanueva also expressed his intention to conduct seminars, webinars, and trainings to strengthen MSMEs awareness and implementation of Green Business Practices through the School of Accountancy and Business and Business and Accountancy Cluster of the School of Graduate Studies. OIC PD Mayangat also suggested that hands-on trainings on product development/zero waste related to green business practices in the future. Other future plans also include information-dissemination activities to green consumers.

## Documentation



Dr. Regina D. Ramel, Dean, School of Accountancy and Business highlighted in her welcome remarks on the roles of entrepreneurs in reducing carbon footprint and maintain sustainable environment.



The ever-supportive OIC PD of DTI, NV, Ms. Rowena Mayangat in her message highlighted the alarming issues of global warming, pollution and environmental issues including climate change. She posed a call to action that MSMEs can be pioneers of green business practices that could lead to eco-friendly future. She also mentioned about making sound business sense that there are consumers and investors who have positive attitude towards sustainable business.





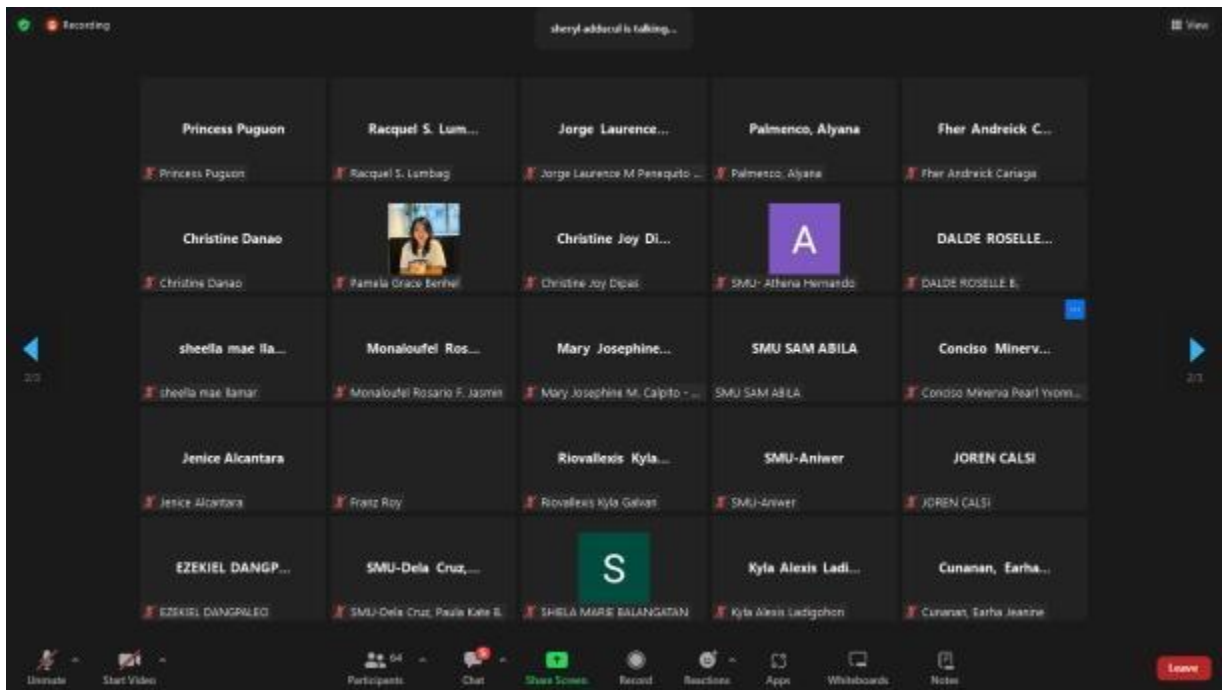
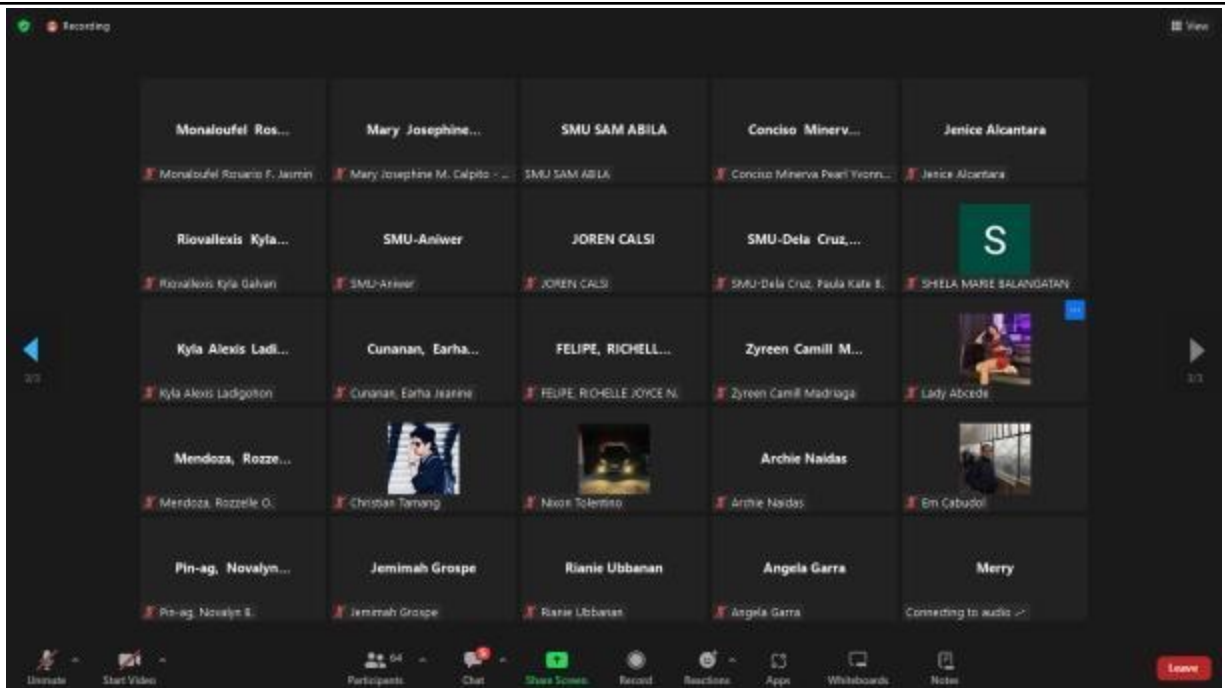


The resource speakers of the Webinar on Entrepreneurs for the Environment: Leading the Green Revolution.



Mrs. Rodora P. Tipay, CDA Coordinator; SAB delivered the closing remarks during the webinar.





The webinar was attended by 88 participants including 14 MSME participants.



**PROGRAM OF ACTIVITIES**

**Opening Prayer**  
**Mrs. Angela C. Garra**  
*Faculty, School of Accountancy and Business and Ph.D. Commerce student*

**Welcome Remarks**  
**Dr. Regine D. Romel, CPA**  
*Dean, School of Accountancy and Business*

**Message**  
**PD Rowena F. Mayangot**  
*OIC Provincial Director, DTI-Nueva Vizcaya*

**Introduction of the Resource Speaker**  
**Mrs. Loreta V. Garlita**  
*Department Head, BA, GA, and Entrep*

**Topic 1: Energy Saving Practices for MSMEs**  
**Ezgr. Maximino C. Gobatino III**  
*Technical Staff, Research and Development, Planning and Energy Trading*  
*Nueva Vizcaya Electric Cooperative (NUVELCO)*

**Topic 2: Zero Waste Disposal Practices and Sharing of Green Business Practices**  
**Ms. Jennelyn A. Pasig**  
*Owner-Manager, Dama Bulo Pie (Entrepreneur)*

**Topic 3: Green Manufacturing and Product Development**  
**Mr. Richard C. Suagun**  
*Senior Trade Industry Development Specialist, DTI-NV*

**Topic 4: Green Business Practices, Challenges, and Prospects of MSMEs in Nueva Vizcaya**  
**Dr. Harrison T. Villanueva**  
*Asst. Director, IDQAD and Faculty, SAB and Professor, School of Graduate Studies*

**Open Forum**

**Virtual Awarding of Certificates to the Resource Speakers**

**Closing Remarks**  
**Mrs. Rodora P. Tigay**  
*Coordinator, SAB Community Development and Advocacy Center*

**Master of Ceremonies**  
**Ms. Sheryl A. Baria**  
*Research Coordinator, SAB and Ph.D. Commerce student*



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Department of Trade and Industry  
- Nueva Vizcaya

## Webinar on Entrepreneurs for the Environment: Leading the Green Revolution

**Friday, November 10, 2023, 1:30 PM-5:00 PM**  
**Via Zoom**  
**Meeting ID: 634 140 3990**  
**Passcode: GreenRev**

This serves as an invitation.

Program of the Webinar

<b>Prepared by:</b>	<b>Dr. Harrison T. Villanueva</b> Project Leader
<b>Date Submitted:</b>	11/11/2023